THE ROAD FROM ANCSA

The Alaska Native Claims Settlement Act

Grade 8

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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# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION TO DEVELOPMENTAL LANGUAGE PROCESS</td>
<td>4</td>
</tr>
<tr>
<td>UNIT 1</td>
<td>7</td>
</tr>
<tr>
<td>History (a)</td>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
<td>63</td>
</tr>
<tr>
<td>History (b)</td>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
<td>115</td>
</tr>
<tr>
<td>History (c)</td>
<td></td>
</tr>
<tr>
<td>UNIT 4</td>
<td>159</td>
</tr>
<tr>
<td>History (d)</td>
<td></td>
</tr>
<tr>
<td>UNIT 5</td>
<td>205</td>
</tr>
<tr>
<td>The Land (a)</td>
<td></td>
</tr>
<tr>
<td>UNIT 6</td>
<td>249</td>
</tr>
<tr>
<td>ANCSA Provisions (a)</td>
<td></td>
</tr>
<tr>
<td>UNIT 7</td>
<td>293</td>
</tr>
<tr>
<td>ANCSA Provisions (b)</td>
<td></td>
</tr>
<tr>
<td>UNIT 8</td>
<td>337</td>
</tr>
<tr>
<td>Impacts</td>
<td></td>
</tr>
<tr>
<td>UNIT 9</td>
<td>389</td>
</tr>
<tr>
<td>The Land (b)</td>
<td></td>
</tr>
<tr>
<td>UNIT 10</td>
<td>445</td>
</tr>
<tr>
<td>Future</td>
<td></td>
</tr>
<tr>
<td>APPENDICES</td>
<td>493</td>
</tr>
<tr>
<td>WORKS CITED</td>
<td>619</td>
</tr>
</tbody>
</table>
Introduction

The vast lands of Alaska are some of the most remote and beautiful in the United States, but for more than 100 years there was a dispute over who rightfully owned it. Should it belong to Alaska’s Natives whose ancestors lived here for thousands of years? What about the people who more recently made Alaska their home? What were their rights to the land? And, how many acres should be owned by all of us, protected in national parks and wildlife refuges? In 1971 an act of Congress was passed that ended the fight over who owns most of Alaska’s land. This act was the Alaska Native Claims Settlement Act.
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.
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:
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**
A) A student should understand that history is a record of human experiences that links the past to the present and the future: 1, 2, 3, 4, 5, 6, 7, 9

B) A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events: 1, a, b, c, d, e, 2, 3, 4, 5

C) A student should develop the skills and process of historical inquiry: 1, 2, 4

D) A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and a lifelong learner: 1, 2, 3, 5, 6

**English/Language Arts**
A) A student should be able to speak and write well for a variety of purposes and audiences: 1, 2, 3, 4, 6

B) A student should be a competent and thoughtful listener, reader, and viewer of literature, technical materials, and a variety of other information: 1, 2, 3

C) A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information: 1 a, b, c, 2, 4

D) A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world: 5

**Geography**

D) A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world: 5

E) A student should be able to understand and be able to evaluate how humans and physical environments interact: 1, 2, 5

**Cultural**
A) Culturally-knowledgeable students are well grounded in their cultural heritage and traditions of their community: 1, 3, 4, 5, 6, 7

B) Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

D) Culturally-knowledgeable students demonstrate and awareness and appreciation of the relationships and processes of interaction of all elements in the world around them: 3, 5, 6, 7
The Road from ANCSA

Unit 1: History (a)

The Alaska Native Claims Settlement Act or ANCSA was the largest land title agreement ever negotiated between the U.S. Government and any Native American group (Martin, 1975). Who are the people involved in getting the act passed? And what did it say? Was it a fair settlement for Alaska Natives?

In this unit, we are going to look at ANCSA and how it has tried to solve the conflicts over who owns Alaska’s land. We are also going to look at how successful ANCSA has been.

A very common view is that land is valuable because it can mean both power and wealth to whoever owns it. And when you own a piece of land, you get to say what happens to it.

At the same time, land has other values. Values which have nothing to do with money. Take, for example, burial grounds. No other piece of land can replace a burial ground. And, a burial ground’s importance lies in the meaning it passes from generation to generation. Also, land left unchanged is valuable in itself. (Laster, 1986). Perhaps most important of all, at least for many Alaskan Natives, is that the land can be used for subsistence. This is where people hunt and fish to provide food and clothing for their families. Thousands of Alaskan Natives live mainly off the land. Many of the subsistence methods and tools used have been preserved, passed down and inherited as the sacred knowledge needed for survival in Alaska’s wilderness and climate.

Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state. If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain title to it?

There are three points in history where people think that Natives might have lost their claim to the land. Up until the 1700s, Native people were the only people in the state. The Tlingit and Haida people lived in the Southeast, the Athabascan lived in the interior, the Aleut, who now identify themselves as Alutiiq and Unangan, lived in the Aleutians, the Yup’ik people lived in the Southwest, and the Inupiat lived in Northern Alaska. Each of these groups used lands in these specific areas, and the boundaries of those areas were recognized by the different groups (Laster, 1986).

Then in the 1741, the Russians arrived. Most people think that Vitus Bering discovered Alaska, but that would come as a surprise to the 80,000 Natives who already lived here. The Russians set up trading posts, but they really weren’t interested in making Alaska their home. They were mainly interested in the furs and pelts they could send back to Russia. When they had exhausted the supply of furs, and when their government needed the money, Russia sold Alaska to the United States. Actually what they did was sell the right to govern Alaska. The Russian American Treaty of 1867 said that
the only land they actually sold were trading posts, missions, and cemeteries (Jones, 1981). So, while the U.S. had the right to govern Alaska it actually had title to less than 1 percent of the new territory (Laster, 1986). Alaska Native people believed they owned Alaska and that Russia did not have the right to sell Alaska. Alaska Natives have a different view of land. Although they have concepts of land ownership, its greater value lies in the relationship Natives established with their land over thousands of years.

But there was trouble coming. More and more American settlers from states outside of Alaska were coming into the new territory. They first came for gold and to develop the fishery and timber resources. The more people who moved in, the more competition there was for the land. Disputes had to happen since both the Natives and the new settlers had different ideas about how you owned land. For the Natives, the land belonged to the group or to the whole tribe, not just to individuals (Laster, 1986). Ownership wasn’t based on written title. Natives didn’t need a piece of paper to tell them who owned the land. They always used the land and thought that they always would. On the other hand, the new settlers felt they had the right to claim the land they needed. To them, written title was the only legitimate proof of ownership. Natives considered the land theirs but couldn’t produce that piece of paper. This is how the new residents in the territory felt justified in taking the land they needed (Laster, 1986).

In an effort to clear up some of these problems, Congress passed the Organic Act in 1884. It said, “… the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupancy…” (Congress, 1884) So, while Congress recognized Native rights to the land they didn’t say exactly how Natives would get written title to their land. They left it up to future legislation. The reality of the situation was that people didn’t pay much attention to the act, and more and more land was taken by the settlers (Laster, 1986).

In 1924, Alaska Natives became U.S. citizens (Congress, Indian Affairs: Laws and Treaties, 1924). This is the second point where people think Natives may have lost their rights to the land (Laster, 1986). The common argument is that if Natives are citizens, why should they get special privileges? We are all U.S. citizens, and how can it be right that one group gets something no one else does?

The answer is in the Citizenship Act passed by Congress in 1924. It said, “… the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property” (Congress, Indian Affairs: Laws and Treaties, 1924). So Congress said whatever property the Natives originally had was
not lost by the fact that they became citizens. The United States recognized that Alaska Natives had special legal rights that they did not lose with citizenship.

The third point where people think Natives might have lost their land was in 1959 when Alaska became a state (Laster, 1986). But in the Alaska Statehood Act, the new state said that it would not seek title to any lands claimed by Natives (Congress, Alaska Statehood Act, 1958). Again, here was another legal document saying that Natives had a just claim to their land. But once again, no boundaries were drawn or title issued to them. While all these pieces of legislation recognize that Natives had rights to the land, none of them gave Natives that piece of paper that said they owned it (Laster, 1986). In the meantime, more and more land was going to other people.

By the 1960s the threats to Native land really increased. First of all, the new state had been promised title to 103,000,000 acres in the Alaska Statehood Act (Congress, Alaska Statehood Act, 1958). That’s more than one quarter of Alaska! And the state wasn’t losing any time selecting those millions of acres. A lot of the same land the state wanted was also claimed by Natives (Laster, 1986). And there were other threats. One of the most amazing of these was called Project Chariot.

In Cape Thompson, on the northwest coast of Alaska, the Atomic Energy Commission planned to detonate a 25 megaton nuclear device to create a manmade harbor. But the commission didn’t ask the Native people living there how they felt about atomic bombs going off in their backyard. When the Natives found out about the plan, they protested vigorously (Laster, 1986). The plan was ultimately abandoned.

There were other disputes. In 1962 the U.S. Army Corps of Engineers decided a dam across the Yukon River would be a great way to generate electric power. The Yukon Flats, an area larger than the state of New Jersey, would become a huge lake as a consequence of the dam. But the lake would have covered several Athabascan villages (Laster, 1986). The villagers filed protests to stop the construction of the dam. These protests, along with economic and environmental problems, caused the project to be abandoned.

It became clear to Native leaders that they had to get title to their land or they would lose it, piece by piece. They realized that they would have to unite so that state and federal governments would listen to them (Laster, 1986).

In 1966, Natives leaders from all over the state met in Anchorage. Out of that historic meeting, the Alaska Federation of Natives was created. It was the first statewide organization that represented all Alaskan Natives. It was this group, AFN, that would lead the fight for Native land claims (Laster, 1986).
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.

SETTLEMENT

Explain that a “settlement” is a resolution between disputing parties about a legal case, reached either before or after court action begins. Ask students to give examples of a “settlement” to check for understanding.

VALUES

Explain that “values” can be defined as broad preferences concerning appropriate courses of action or outcomes. “Values” reflect a person’s sense of right and wrong. The phrases “Equal rights for all” and “People should be treated with respect and dignity” are representative of “values.” “Values” tend to influence attitudes and behaviors. Ask students to give examples of “values.”

PRESERVED

Explain that “preserved” means to maintain something in its original or existing state. In other words, “preserved” means to keep alive, intact, or free from decay. Ask students to give examples of “preserved.”

SUBSISTENCE

Explain that “subsistence” means living off what you can grow, hunt, fish, gather, or make by taking only what you need from the land. In Alaska, “subsistence” means the customary and traditional uses of wild, renewable resources by rural Alaska residents. “Subsistence” resources are highly valued and central to the traditions of many cultural groups and communities in Alaska. Ask students to give examples of “subsistence.”
The Road from ANCSA:
Background and Place-Based Activities

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**CLIMATE**

Explain that “climate” encompasses measurements of the elements in a given region over a long period of time. The elements that are measured are temperature, humidity, pressure in the atmosphere, wind and precipitation. “Climate” can be contrasted to weather, which is the present condition of these elements over shorter periods of time. Ask students to give examples of “climate” to check for understanding.

**CLAIM**

Explain that to “claim” means to demand, to ask for, and to take as one’s own, as one’s right, or as one’s due. Ask students to give examples of “claim” to check for understanding.

**EXHAUSTED**

Explain that “exhausted” means to wear out completely, to drain of resources, and to use up completely. “Exhausted” can refer both to human beings as well as nature’s resources. Ask students to give examples of “exhausted” to check for understanding.

**GOVERN**

Explain that to “govern” means to rule over by right of authority: to “govern” a nation. To “govern” can also mean to exercise a directing or restraining influence over, to hold in check, or to control. Ask students to give examples of “govern” to check for understanding.
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.

TITLE
Explain that “title” is a legal term referring to the right of ownership of a piece of property. “Title” may also refer to a formal document that serves as evidence of ownership. Ask students to give examples of “title” to check for understanding.

LEGITIMATE
Explain that “legitimate” means to justify or make lawful, and also applies to principles of fairness and reasonableness. Ask students to give examples of “legitimate” to check for understanding.

CONGRESS
Explain that “Congress” refers to the United States Congress, which is made up of the House of Representative and the Senate. Both representatives and senators are chosen through direct elections. The House and Senate are equal partners in the legislative process – legislation cannot be enacted without the consent of both chambers. Ask students to give examples of “Congress” to check for understanding.

LEGISLATION
Explain that “legislation” is law which has been enacted by a legislative body (see Congress). Before an item of legislation becomes law it may be known as a bill. “Legislation” can have many purposes: to regulate, to authorize, to prescribe, to provide, to sanction, to grant, to declare or to restrict. Ask students to give examples of “legislation” to check for understanding.
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.

JUST

Explain that to be “just” means to be guided by truth, reason, justice, and fairness. Being “just” can also be based on right, rightful, or lawful considerations. Ask students to give examples of what it means to be “just” to check for understanding.

ACRES

Explain that “acres” are units of area. The most common use of “acre” is to measure tracts of land. 640 “acres” is equal to one square mile. Ask students to give examples of “acres” to check for understanding.

ALASKA FEDERATION OF NATIVES

Explain that the “Alaska Federation of Natives” (AFN) is the largest statewide Native organization in Alaska. Its membership includes 178 villages (both federally recognized tribes and village corporations), 13 regional corporations, and 12 regional nonprofit, tribal consortiums that contract and run federal and state programs. The mission of AFN is to enhance and promote the cultural, economic, and political voice of the entire Alaska Native community.
Language and Skills Development

LISTENING

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.

Let’s Move
Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times.

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.

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

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 rearranged. This activity may also be done in team form.

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.

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.

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**

**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.

**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.

**String Along**
Join all of the students together with string (the students do not need to move from their seats). Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

**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.
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**
Provide each student with a copy of the story from pages 12-14. The students should read the text, writing the missing words in the spaces provided. When finished, review the students’ work.
Unit 1: Essential Questions

1. What does the acronym ANCSA stand for?
2. Why is land so valuable?
3. When did Alaskan Natives lose their rights to Alaska’s land?
4. When did the newcomer settlers gain title to Alaska’s land?
5. When did Russia sell Alaska to the United States?
6. What rights to Alaska did the United States actually buy from the Russians?
7. Why were there so many disputes between Natives and settlers about who owned the land?
8. When was the Organic Act passed and why is it important for Native rights?
“By the 1960s the threats to Native land really increased. First of all, the new state had been promised title to 103,000,000 acres in the Alaska Statehood Act. That’s more than one quarter of Alaska! And the state wasn’t losing any time selecting those millions of acres. A lot of the same land the state wanted was also claimed by Natives. And there were other threats. One of the most amazing of these was called Project Chariot.”

- Have students read the text in Appendix VI about Project Chariot.
- Give students some time to research this history online.
- Have students (individually or in groups) present their findings to the rest of the class, including maps, pictures, interesting facts, and the names of key individuals involved in the resistance to Project Chariot.
- Have students turn in their findings.
Reading and Writing: Sentence Completion

Unit 1: History (a)

The Alaska Native Claims Settlement Act or ANCSA was the largest land title agreement ever negotiated between the U.S. Government and any Native American group (Martin, 1975). Who are the people involved in getting the act passed? And what did it say? Was it a fair _____________ for Alaska Natives?

In this unit, we are going to look at ANCSA and how it has tried to solve the conflicts over who owns Alaska's land. We are also going to look at how successful ANCSA has been.

A very common view is that land is valuable because it can mean both power and wealth to whoever owns it. And when you own a piece of land, you get to say what happens to it.

At the same time, land has other ____________ which have nothing to do with money. Take, for example, burial grounds. No other piece of land can replace a burial ground. And, a burial ground's importance lies in the meaning it passes from generation to generation. Also, land left unchanged is valuable in itself. (Laster, 1986). Perhaps most important of all, at least for many Alaskan Natives, is that the land can be used for ___________. This is where people hunt and fish to provide food and clothing for their families. Thousands of Alaskan Natives live mainly off the land. Many of the ______________ methods and tools used have been _____________, passed down and inherited as the sacred knowledge needed for survival in Alaska's wilderness and climate.

Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state. If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain ______________ to it?

There are three points in history where people think that Natives might have lost their ___________ to the land. Up until the 1700s, Native people were the only people in the state. The Tlingit and Haida people lived in the Southeast, the Athabaskan lived in the interior, the Aleut, who now identify themselves as Alutiq and Unangan, lived in the Aleutians, the Yup'ik people lived in the Southwest, and the Inupiat lived in Northern Alaska. Each of these groups used lands in these specific areas, and the boundaries of those areas were recognized by the different groups (Laster, 1986).

Then in the 1741, the Russians arrived. Most people think that Vitus Bering discovered Alaska, but that would come as a surprise to the 80,000 Natives who already lived here. The Russians set up trading posts, but they really weren't interested in making Alaska their home. They were mainly interested in the furs and pelts they could send back to Russia. When they had ___________ the supply of furs, and when their government needed the money, Russia sold Alaska to the United States. Actually what they did was sell the
right to _____________ Alaska. The Russian American Treaty of 1867 said that the only land they actually sold were trading posts, missions, and cemeteries (Jones, 1981). So, while the U.S. had the right to _____________ Alaska it actually had less than 1 percent of the new territory (Laster, 1986). Alaska Native people believed they owned Alaska and that Russia did not have the right to sell Alaska. Alaska Natives have a different view of land. Although they have concepts of land ownership, its greater value lies in the relationship Natives established with their land over thousands of years.

But there was trouble coming. More and more American settlers from states outside of Alaska were coming into the new territory. They first came for gold and to develop the fishery and timber resources. The more people who moved in, the more competition there was for the land. Disputes had to happen since both the Natives and the new settlers had different ideas about how you owned land. For the Natives, the land belonged to the group or to the whole tribe, not just to individuals (Laster, 1986). Ownership wasn’t based on written _____________ . Natives didn’t need a piece of paper to tell them who owned the land. They always used the land and thought that they always would. On the other hand, the new settlers felt they had the right to _____________ the land they needed. To them, written _____________ was the only _____________ proof of ownership. Natives considered the land theirs but couldn’t produce that piece of paper. This is how the new residents in the territory felt justified in taking the land they needed (Laster, 1986).

In an effort to clear up some of these problems, _____________ passed the Organic Act in 1884. It said, “... the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupancy...” (Congress, 1884) So, while _____________ recognized Native rights to the land they didn’t say exactly how Natives would get written title to their land. They left it up to future _____________ . The reality of the situation was that people didn’t pay much attention to the act, and more and more land was taken by the settlers (Laster, 1986).

In 1924, Alaska Natives became U.S. citizens (Congress, Indian Affairs: Laws and Treaties, 1924). This is the second point where people think Natives may have lost their rights to the land (Laster, 1986). The common argument is that if Natives are citizens, why should they get special privileges? We are all U.S. citizens, and how can it be right that one group gets something no one else does?

The answer is in the Citizenship Act passed by Congress in 1924. It said, “... the granting of such citizenship shall not in any
manner impair or otherwise affect the right of any Indian to tribal or other property” (Congress, Indian Affairs: Laws and Treaties, 1924). So Congress said whatever property the Natives originally had was not lost by the fact that they became citizens. The United States recognized that Alaska Natives had special legal rights that they did not lose with citizenship.

The third point where people think Natives might have lost their land was in 1959 when Alaska became a state (Laster, 1986). But in the Alaska Statehood Act, the new state said that it would not seek _________ to any lands _______ed by Natives (Congress, Alaska Statehood Act, 1958). Again, here was another legal document saying that Natives had a _____________ _______ to their land. But once again, no boundaries were drawn or __________ issued to them. While all these pieces of ____________ recognize that Natives had rights to the land, none of them gave Natives that piece of paper that said they owned it (Laster, 1986). In the meantime, more and more land was going to other people.

By the 1960s the threats to Native land really increased. First of all, the new state had been promised _________ to 103,000,000 _________ in the Alaska Statehood Act (Congress, Alaska Statehood Act, 1958). That's more than one quarter of Alaska! And the state wasn't losing any time selecting those millions of _________. A lot of the same land the state wanted was also _______ed by Natives (Laster, 1986). And there were other threats. One of the most amazing of these was called Project Chariot.

In Cape Thompson, on the northwest coast of Alaska, the Atomic Energy Commission planned to detonate a 25 megaton nuclear device to create a manmade harbor. But the commission didn’t ask the Native people living there how they felt about atomic bombs going off in their backyard. When the Natives found out about the plan, they protested vigorously (Laster, 1986). The plan was ultimately abandoned.

There were other disputes. In 1962 the U.S. Army Corps of Engineers decided a dam across the Yukon River would be a great way to generate electric power. The Yukon Flats, an area larger than the state of New Jersey, would become a huge lake as a consequence of the dam. But the lake would have covered several Athabascan villages (Laster, 1986). The villagers filed protests to stop the construction of the dam. These protests, along with economic and environmental problems, caused the project to be abandoned.

It became clear to Native leaders that they had to get ___________ to their land or they would lose it, piece by piece. They realized that they would have to unite so that state and federal governments would listen to them (Laster, 1986).

In 1966, Natives leaders from all over the state met in Anchorage. Out of that historic meeting, the ____________ ___________ was created. It was the first statewide organization that represented all Alaskan Natives. It was this group, AFN, that would lead the fight for Native land ____________ (Laster, 1986).
Unit 1: 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 1 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 may also review (individually or in groups) the text in Appendix I – Alaska Native Claims Settlement Act of 1971 Introduction and History – prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

“Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state.”

If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain title to it?
settlement
values
preserved
subsistence
climate
claim
exhausted

govern

title
legitimate
Congress
legislation
just
 acres
 Alaska Federation of Natives
VOCABULARY PICTURES
SETTLEMENT
VALUES
PRESERVED
SUBSISTENCE
CLIMATE
CLAIM
EXHAUSTED
GOVERN
If a lien is listed in this section of the title, you must acquire an original Letter of Release from the bank or lien company showing that the lien has been paid in full before the title can be processed.
LEGITIMATE
JUST
ACRES
ALASKA FEDERATION OF NATIVES
UNIT 2

History (b)
The Road from ANCSA

Unit 2: History (b)

How could Natives get their claims heard and get some sort of fair settlement? Every day that went by, the state government continued its selection of the 103,000,000 acres it got through the Alaska Statehood Act (Laster, 1986). Time and land were running out.

The Natives turned to the federal government for help. They asked Stewart Udall, the Secretary of the Interior at the time, to propose a land freeze in Alaska. The Secretary agreed, and in 1967 Alaska’s public lands were frozen from further land selection by the state (Laster, 1986).

By 1967, the pressure for any sort of settlement to Native land claims was building. And then something happened that really heated things up. Oil was discovered in Prudhoe Bay off the North Slope of Alaska (Laster, 1986).

Overnight, the oil companies became one of the five major players in the struggle to get the land claims issue settled. The oil companies wanted to develop the state land they had leased and to lease more land to drill on. And the oil companies also needed to build a pipeline across the state to get the oil to Valdez and eventually out of Alaska. But until Native land claims were settled, there would be no transactions — no pipeline and no money from selling North Slope oil.

Conservation groups like Friends of the Earth and the Sierra Club saw a need to protect the environment from the negative impacts of the pipeline and from other development (Laster, 1986). These groups became the second player in the land claims fight. The conservationists sought to set aside millions of acres in Alaska as national parks, forests, and wildlife refuges.

The state government was the third player. It needed money to build badly needed roads, schools, and other basic necessities. By getting title to the land promised in the Alaska Statehood Act, it could lease it to the oil companies, and since Alaska was one of the poorest of the 50 states, it badly needed these revenues (Laster, 1986).

The fourth player, the federal government, was looking for a new, domestic source of oil. So it wanted a pipeline built by oil companies as soon as possible. Second, the federal government agreed with the conservationists that large sections of Alaska should be preserved as national interest lands. Third, they wanted to achieve a fair settlement with Alaska’s Natives, the fifth player in the fight for Alaska’s land (Laster, 1986).

Alaska Natives had two main objectives. First, they wanted
clear title to at least 40 million acres of land. Second, they wanted a reasonable cash settlement for giving up their claim to the rest of Alaska (Laster, 1986). The sides were drawn-up and all the issues laid out. All five of these players would lobby hard to get what they wanted in the act. But it was up to Congress to judge the merit of the Natives’ claims to the land.

The way the federal government approached the land claims by Native Americans was to say, “If you can prove your traditional occupancy of the land we’ll recognize your right to claim it.” Well, study after study had shown that Alaska Natives had occupied and used the land longer than the U.S. had been a country. The evidence showed that Natives had used almost every part of the land in Alaska except glaciers and the tops of mountains (Laster, 1986). Native oral traditions and beliefs held that even the glaciers and mountain tops were important to the Natives.

While negotiations were going on in Washington D.C., the state government continued its efforts to develop Alaska despite the land freeze. At an auction in Anchorage the state government sold the right to drill for oil on the land it had claimed at Prudhoe Bay (Laster, 1986). The rights went to the highest bidder. This lease sale showed pretty clearly that Alaskan land could be worth a lot of money. In one short day, the state became $900 million richer! That was more than the state budget had been for the previous five years combined (Laster, 1986)! And the state government got all this money not for selling the land but only leasing it to the oil companies. But while the bidding went higher and higher inside at the auction, a small group of Alaska Natives demonstrated outside. They claimed the state was collecting money on land that rightfully belonged to Natives (Laster, 1986).

Meanwhile, back in Washington D.C. both the Senate and House held hearings on Alaska Native land claims legislation. Proposals and counter proposals came and went (Laster, 1986). A delicate political balancing act was played by all of the sides involved. And though in hindsight, it may appear that the pieces fell neatly into place, in fact the process was a slow and uncertain one (Laster, 1986).

Byron Mallott explains “… There were some of those meetings where I can recall, personally, coming out literally hoarse, and a lot of frustration. Because you knew that for everything you did, for everything you wanted, for every draft that you did of the legislation from your perspective, that tomorrow a dozen other interests would be dealing with it from their perspective. And ultimately it would be Congress that would decide the issue,” (Laster, 1986).

Native leaders became effective lobbyists against some of the
most powerful political and business leaders in the world. It all made for some interesting alliances. Some of the Native lobbyists were even given office space in Washington D.C. by the oil companies (Laster, 1986).

“... There is no question in my mind about it, that the oil man and the state of Alaska saying let's get the Natives off our back, give them something you know, be generous, and so on... The fact that there was this big pool of oil, that this is the largest oil field in the United States, and there was a national interest. I think it created a mood of generosity,” stated Secretary of the Interior Stewart Udall (Laster, 1986).

By the end of 1971 a compromise had been reached, and the land claims legislation had been passed by both bodies of Congress. In December, back in Anchorage, a special AFN convention was called to vote on the act as passed by Congress. On December 18th, the AFN delegates voted to accept the act, 511 to 56. In Washington D.C. President Richard Nixon immediately signed the act into law, speaking to the AFN delegates through a recorded message as he did so (Laster, 1986).

“I want you to be among the first to know that I have just signed the Alaska Native Claims Settlement Act. This is a milestone in Alaska’s history,” states President Nixon (Laster, 1986).

The Arctic Slope Inupiat was the only group to vote against accepting the land claims settlement.

After 200 years of being fought over, the question of who owns the land in Alaska was settled. All the parties got something, but how much? And was it fair? What exactly did the Alaska Native Claims Settlement Act (ANCSA) say? And most important, what are the effects it has on Alaskans today? We will look into these questions in the next unit.
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.

STATE GOVERNMENT

Explain that a “State Government” is the government of a sub national entity (such as the state of Alaska), which shares political power with the federal government or national government. A “State Government” may have some degree of political independence, or it may be subject to direct control by the federal government. A constitution (like ours) may define this relationship. Ask students to give examples of “State Government” to check for understanding.

FEDERAL GOVERNMENT

Explain that the “Federal Government” of the United States is the governing body of all fifty states and one district (Washington D.C.), which comprise the United States of America. The “Federal Government” is made up of three distinct branches of government: a legislative, executive, and judiciary. These branches and their powers are outlined in the U.S. Constitution. Ask students to give examples of “Federal Government” to check for understanding.

SECRETARY OF THE INTERIOR

Explain that a “Secretary of the Interior” is the head of the United States Department of the Interior, which oversees such agencies as the Bureau of Land Management, the United States Geologic Survey, and the National Park Service. The “Secretary of the Interior” is also a member of the President’s Cabinet. Ask students for examples of “Secretary of the Interior” to check for understanding.

LAND FREEZE

Explain that a “land freeze” is a legal restraint on the sale or transfer of land. Ask students for examples of a “land freeze” to check for understanding.

State of Alaska...Let us be your first employer!

Constitution

Secretary of the Interior

Map of Alaska
The Road from ANCSA:
Background and Place-Based Activities

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TRANSACTION

Explain that a “transaction” is the process whereby a piece of land or property is transferred between two or more parties, the seller(s) and the buyer(s). Ask students for examples of “transaction” to check for understanding.

LEASE

Explain that a “lease” is a contract allowing the use or occupation of property for a specified period of time in exchange for a fee or rent. Ask students for examples of “lease” to check for understanding.

CONSERVATION

Explain that “conservation” means the protection, preservation, management, and/or restoration of wildlife or natural resources from loss, damage, or neglect. Ask students to give examples of “conservation” to check for understanding.

REVENUES

Explain that “revenues” are the total income produced by a particular source such as a corporation or government. Ask students to give examples of “revenues” to check for understandings.
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.

DOMESTIC

Explain that “domestic” means of or relating to a country’s internal affairs: domestic issues such as taxes or highways. “Domestic” can also relate to the family or household. Ask students to give examples of “domestic” to check for understanding.

LOBBY

Explain that to “lobby” means to try and influence the thinking of legislators or other public officials for or against a certain cause. Ask students to give examples of “lobby” to check for understanding.

NEGOTIATIONS

Explain that “negotiations” are discussions set up or intended to produce a settlement of agreement. Ask students to give examples of “negotiations” to check for understanding.

SENATE

Explain that the “Senate” is the upper house of the U.S. Congress, to which two members from each state are elected by popular vote for a six-year term. Ask students to give examples of “Senate” to check for understanding.
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.

HOUSE

Explain that “House” refers to the House of Representatives, which is the lower house of the U.S. Congress. Each state receives representation in the “House” in proportion to its population but is entitled to at least one representative who serves a two-year term. California, being the most populous state, has 53 representatives in the “House.” Ask students to give examples of “House” to check for understanding.

COMPROMISE

Explain that to “compromise” is to make a deal between different parties where each party gives up part of their demand. Ask students to give examples of “compromise” to check for understanding.
Language and Skills Development

LISTENING

The Running Story
Distribute the vocabulary illustrations to the students. Tell the story of the Kohklux map, which contains the vocabulary words. When a student hears the vocabulary word for his or her illustration, he/she must hold up the illustration and show it to you. Have students exchange the illustrations periodically throughout the activity. This activity can be repeated so that students begin to connect visually with the vocabulary words.

One to Five
Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations. Then, say five vocabulary terms — one of which is correct for the illustration that you are pointing to. The students should listen carefully to the vocabulary words you say. Then, each student should hold up his or her fingers to indicate the number that matches the illustration that you had originally pointed to. You may wish for students to create number cards (1–5) for this exercise. Repeat using other illustrations in this way.

The Hidden Words
Give students a vocabulary word or a list of vocabulary words. Have the students listen for the specific vocabulary word(s) as you read a story aloud. Each student should have paper and a pen in front of them. When the students hear a specific vocabulary word in the story, they must make a check mark next to that specific word on their vocabulary list each time the word occurs.

What’s the Answer?
Before the activity begins, develop questions related to the concept being studied. For each question, prepare three answers — only one of which in each set is correct for the question asked. Ask the students the question and then read the three answers to them. The students should show you (using their fingers or prepared number cards) which answer is correct for the question asked. Repeat this process with other questions and answers.

What’s the Question?
The inverse of above: Read an answer to a question, followed by three questions and have the students pick which is correct.
Language and Skills Development

SPEAKING

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.

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.

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.”
Coded Reading
Give students either a written copy of Setting the Stage or Drawing the Map, as well as a list of unit vocabulary terms. Each student should read the account, with a writing utensil in hand, and code their text using specific text features. The teacher should pre-select specific text feature symbols and define what each one means. Recommended symbols include triangles, squares, circles, questions marks, exclamation marks, and stars. The meaning of these symbols should be present both on the front board and on the writing assignment itself. Text feature symbols can represent important information, confusing information, specific vocabulary terms, something the student wants to remember, and something the student has a question about. The intention of this activity is to encourage students to be present when they are reading, to enhance their memory of what they have read, and to help them read with purpose.

The Disappearing Word
Mount all of the sight words on the board. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the board. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students’ eyes are closed, remove one of the sight words from the board. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the board and identified in this way.

Word Find
Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in this form. Words may also intersect one another. When most of the form has been filled in this way, the students should fill any empty boxes with letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a color pencil or felt marker to circle the sight words in the form he/she has. An alternate to this individual approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say “Go,” the first student in each team must rush to the word find outline and use a felt pen to circle a sight word on it. The first player to do this correctly wins the round. Repeat until all players have played.
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.
# Unit 2: Essential Questions

1. How could Natives be heard and get a fair lands settlement?
2. Why was a land freeze agreed upon in 1967?
3. What discovery really pressured people to settle Native land claims?
4. Who were the five main players in the struggle to get the land claims issue settled?
5. What were Alaska Natives’ two main objectives for land claims settlement?
6. How much money did the State of Alaska get for leasing land to the oil companies?
7. What does the acronym AFN stand for?
Reading and Writing: Sentence Completion

Unit 2: History (b)

How could Natives get their claims heard and get some sort of fair settlement? Every day that went by, the ________________ ________________ continued its selection of the 103,000,000 acres it got through the Alaska Statehood Act (Laster, 1986). Time and land were running out.

The Natives turned to the ________________ ________________ for help. They asked Stewart Udall, the ________________ ________________ at the time, to propose a ________________ in Alaska. The Secretary agreed, and in 1967 Alaska’s public lands were frozen from further land selection by the state (Laster, 1986).

By 1967, the pressure for any sort of settlement to Native land claims was building. And then something happened that really heated things up. Oil was discovered in Prudhoe Bay off the North Slope of Alaska (Laster, 1986).

Overnight, the oil companies became one of the five major players in the struggle to get the land claims issue settled. The oil companies wanted to develop the state land they had leased and to lease more land to drill on. And the oil companies also needed to build a pipeline across the state to get the oil to Valdez and eventually out of Alaska. But until Native land claims were settled, there would be no transactions — no pipeline and no money from selling North Slope oil.

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The ________________ ________________ was the third player. It needed money to build badly needed roads, schools, and other basic necessities. By getting title to the land promised in the Alaska Statehood Act, it could ________________ it to the oil companies, and since Alaska was one of the poorest of the 50 states, it badly needed these ________________ (Laster, 1986).

The fourth player, the ________________

________________, was looking for a new, ________________ source of oil. So it wanted a pipeline built by oil companies as soon as possible. Second, the ________________ ________________ agreed with the ________________ists that large sections of Alaska should be preserved as national interest lands. Third, they wanted to achieve a fair settlement with Alaska’s Natives, the fifth player in the fight for Alaska’s land (Laster, 1986). Alaska Natives had two main objectives. First, they wanted clear title to at least 40 million acres of land. Second, they wanted a reasonable cash settlement for giving up their claim to the rest of Alaska (Laster, 1986). The sides were drawn-up and all the issues laid out. All five of these players would hard to get what they wanted in the act. But it was up to Congress to judge the merit of the Natives’ claims to the land.

The way the ________________ approached the land claims by Native Americans was to say, “If you can prove your traditional occupancy of the land we’ll recognize your right to claim it.” Well, study after study had showed that Alaska Natives had occupied and used the land longer than the U.S. had been a country. The evidence shown that Natives had used almost every part of the land in Alaska except glaciers and the tops of mountains (Laster, 1986). Native oral traditions and beliefs held that even the glaciers and mountain tops were important to the Natives.

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Byron Mallott explains “… There were some of those meetings where I can recall, personally, coming out literally hoarse, and a lot of frustration. Because you knew that for everything you did, for everything you wanted, for every draft that you did of the legislation from your perspective, that tomorrow a dozen other interests would be dealing with it from their perspective. And ultimately it would be Congress that would decide the issue,” (Laster, 1986).

Native leaders became effective _____________ists against some of the most powerful political and business leaders in the world. It all made for some interesting alliances. Some of the Native _____________ists were even given office space in Washington D.C. by the oil companies (Laster, 1986).

“… There is no question in my mind about it, that the oil man and the state of Alaska saying let’s get the Natives off our back, give them something you know, be generous, and so on… The fact that there was this big pool of oil, that this is the largest oil field in the United States, and there was a national interest. I think it created a mood of generosity,” stated Secretary of the Interior Stewart Udall (Laster, 1986).

By the end of 1971 a _______________ had been reached, and the land claims legislation had been passed by both bodies of Congress. In December, back in Anchorage, a special AFN convention was called to vote on the act as passed by Congress. On December 18th, the AFN delegates voted to accept the act, 511 to 56. In Washington D.C. President Richard Nixon immediately signed the act into law, speaking to the AFN delegates through a recorded message as he did so (Laster, 1986).

“I want you to be among the first to know that I have just signed the Alaska Native Claims Settlement Act. This is a milestone in Alaska’s history,” states President Nixon (Laster, 1986).

The Arctic Slope Inupiat was the only group to vote against accepting the land claims settlement.

After 200 years of being fought over, the question of who owns the land in Alaska was settled. All the parties got something, but how much? And was it fair? What exactly did the Alaska Native Claims Settlement Act (ANCSA) say? And most important, what are the effects it has on Alaskans today? We will look into these questions in the next unit.
Unit 2: 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 questions below from Unit 2 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 may review Unit 2 Written Content and/or conduct online research (individually or in groups) into the questions below prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

Who were the five main players in the struggle to get the land claims issue settled? What were their individual roles in the struggle? Why is each player important to the settlement?
state government

federal government

Secretary of the Interior
land freeze
transaction
lease
lobby

negotiations

Senate
House compromise
VOCABULARY PICTURES
State of Alaska...
Let us be your
first employer!
STATE GOVERNMENT
FEDERAL GOVERNMENT
SECRETARY OF THE INTERIOR
MAP 9  NATIVE CLAIMS AND PROTESTS, 1967
LAND FREEZE
TRANSACTION
RESIDENTIAL LEASE AGREEMENT

This Agreement is made and entered into the 20th day of December, 2020, between the following named persons:

[Names and details]

This Agreement, Landlord rents to Tenants, and Tenant agrees to pay rent for the terms and conditions described in the Agreement.

[Details of rent and agreement]

[Signature]

[Date]
LEASE
CONSERVATION
DOMESTIC
NEGOTIATIONS
HOUSE
COMPROMISE
The Road from ANCSA

Unit 3: History (c)

In 1971, President Richard Nixon signed the Alaska Native Claims Settlement Act (ANCSA). The fight over who owned the land in Alaska was finally settled after two hundred years. What did the act say? How were the hundreds of millions of acres at stake going to be divided up? How has this one piece of legislation forever changed the state of Alaska?

When President Nixon signed ANCSA into law, it finally settled who would own most of Alaska. Let’s look at how successful each of the five major players were in getting what they wanted out of the legislation.

As for the federal government, the signing of the act cleared the way for the construction of the oil pipeline. They wanted this so America would become less dependent on oil from the Middle East and elsewhere (Laster, 1986). The government also wanted Native land claims in Alaska settled once and for all. And the federal government also wanted to establish a fair and just settlement to Natives for giving up their claim to Alaska. They wanted to set up a way for Natives to control their own resources and their own future (Laster, 1986).

The State of Alaska got two things from the act. First, it allowed the state to hold onto the land that had already been conveyed to it under the Alaska Statehood Act (Laster, 1986). Second, like the federal government, it wanted to see the pipeline built. The new state land and the pipeline meant billions and billions of dollars to the state government. These new revenues have made the State of Alaska one of the wealthiest in the nation.

The oil companies got their right-of-way for the pipeline. They also wanted to lease more lands for oil exploration. ANCSA finally cleared up the question of who owned the land and who to lease it from. So, the federal government, state government, and the oil companies were all satisfied with ANCSA (Laster, 1986).

The fourth player, conservation groups such as Friends of the Earth and Sierra Club, wanted to preserve as much as possible of Alaska’s undeveloped land. And in its final draft, the act called for the federal government to study areas that could be considered for new parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This eventually led to the Alaska National Interest Lands Conservation Act (ANILCA). ANILCA set aside a total of 103,000,000 acres (Association, 2011). So, conservationists ultimately got nearly one quarter of the state designated as...
national interest lands — big victory for them since the land would remain in its pristine state and would not be developed.

For Alaska Natives, their number one goal was to get clear title to their land. And through the land claims act they got title to 44,000,000 acres (Laster, 1986). Natives would finally get the piece of paper that said they owned that land. They also got $962.5 million for giving up their claim to virtually the rest of the state. It seemed like a lot of money but it is only a small fraction of what the land they gave up was worth. But almost everyone, Native and non-Native, agreed that this was the best offer Congress was going to make (Laster, 1986).

“At the time, there was a lot of conversation about ‘the train is leaving the station, you got to get on’. Some of the early bills were for $100 million and absolutely no land. And I don’t think there was anybody at the time, with the responsible involvement in the process in the Native community, that didn’t think 44 million acres was a long way from where we thought we would get when it all started,” states Byron Mallott (Laster, 1986).

Secretary of State Stewart Udall explains that:

“The Alaska Natives may feel today that they didn’t get very much. But I think they got a lot more, because I know the first bill that we drafted in 1967 that my people worked on, was not nearly as generous. We were talking about 7 million acres and not 44 million acres… as it ended up. But we did start it down that path that said they should get land and they should get money,” (Laster, 1986).

Congress decided not to distribute this land and money directly to individual Natives. Instead, 12 regional corporations were created based more or less on the traditional boundaries of their people (Laster, 1986). The corporations became Aleut Corporation for the Alutiiq and the Unangan in the Aleutian region, Doyon Corporation for the Athabascans in the interior, Arctic Slope Regional Corporation for those living in the North Slope, Bering Straits Native Corporation and NANA Regional Corporation for the Inupiat Eskimo living in northwest Alaska, Calista Corporation and Bristol Bay Native Corporation for the Yup’ik Eskimo in the Southwest region, Cook Inlet Region Incorporated for Natives in south-central Alaska, Chugach Alaska Corporation for the southern Yup’ik and Alutiiq, Sealaska Corporation for southeast Indians, Konig Incorporated for the Alutiiq, and Ahtna Incorporated for the Ahtna people in the Copper River region. Congress also authorized villages to form village corporations.

As for the $962.5 million, the amount that each corporation received was based on the amount of shareholders they had. Later, a thirteenth corporation was created to serve Alaskan Natives living outside of the state. This thirteenth corporation received part of the money but no land.
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.

**DEPENDENT**
Explain that “dependent” means to rely on someone or something for aid or support. Ask students to give examples of “dependent” to check for understanding.

**ESTABLISH**
Explain that to “establish” means to found, institute, build, or bring into being on a firm or stable basis. Ask students to give examples of “establish” to check for understanding.

**RESOURCES**
Explain that “resources” are the collective wealth of a country, state, or people including its means of producing wealth. Ask students to give examples for “resources” to check for understanding.

**CONVEYED**
Explain that “conveyed” means to transfer or pass title to. Ask students to give examples for “conveyed” to check for understanding.
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.

**UNDEVELOPED**

Explain that “undeveloped” means to leave in its natural state or to refrain from extracting or using the resources or wealth of the land. Ask students to give examples of “undeveloped” to check for understanding.

**MONUMENTS**

Explain that a “monument” is a historic site or geographic area which is owned and maintained in the public interest by the federal government. Ask students to give examples of “monuments” to check for understanding.

**DESIGNATED**

Explain that “designated” means to mark or point out something; to indicate, show, or specify. Ask students to give examples of “designated” to check for understanding.

**NATIONAL INTEREST LANDS**

Explain that “national interest lands” are lands that are set aside as public interest lands which are owned by the National Park Service, United States Forest Service, and the United States Fish and Wildlife Service. Ask students to give examples of “national interest lands” to check for understanding.
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.

**DISTRIBUTE**

Explain that to “distribute” means to give shares of something or to deal out. Ask students to give examples of “distribute” to check for understanding.

**OIL EXPLORATION**

Explain that “oil exploration” is the search by petroleum geologists and geophysicists for hydrocarbon deposits, such as oil and natural gas, beneath the earth’s surface. Ask students to give examples of “oil exploration” to check for understanding.

**SHAREHOLDERS**

Explain that a “shareholder” is an individual who legally owns one or more shares of stock in a public or private corporation. Sealaska Corporation refers to its “shareholders” as tribal member “shareholders.” Ask students to give examples of “shareholders” to check for understanding.

**REGIONAL CORPORATIONS**

Explain that “regional corporations” refers to the twelve corporations that were created by the Alaska Native Claims Settlement Act. Sealaska is Southeast Alaska’s regional corporation. Sealaska, a for-profit corporation, oversees 280,000 acres of valuable timber land and is owned by more than 20,000 tribal member shareholders. Ask students to give examples of “regional corporations” to check for understanding.
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.
SPEAKING

Draw
Give all of the cards from a deck of playing cards to the students (preferably, all students should have the same number of cards). Have another deck of cards for yourself. Mount the vocabulary illustrations on the chalkboard. Hold one of your playing cards next to a vocabulary illustration. The student who has the matching playing card must then say the word for that picture. The student should then place that playing card to the side. The first student who has no playing cards left in his/her hands wins the game. This activity may be repeated more than once by collecting, mixing, and redistributing the playing cards to the students.

Vocabulary Word Gossip
Have a student in the class begin by saying one of the vocabulary words. Then, that student calls upon another student to add another vocabulary word to their word. The second student must repeat the first student’s word and say their own word. They then call upon another student and the process continues until the chain of words is lost.

High Card Draw
Give each student in the class a card from a deck of playing cards. Mount the vocabulary pictures on the board and number each one. Call two students’ names. Those two students should show their cards. The student who has the highest card (aces can be high or low) should then say a complete sentence about a vocabulary picture you point to. The students may exchange playing cards periodically during the activity. Repeat until many students have responded.

Balloon Volleyball
Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary picture and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded 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 clojure word cards and find the clojure word card for the sight word you said. Repeat until all players have played.

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.

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.
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.

**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.

**Silent Dictation**
Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After “lipping” the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. 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. Afterwards, review the students’ work.
Unit 3: Essential Questions

1. What did the federal government get out of ANCSA?
2. What did the state government of Alaska get out of ANCSA?
3. What did the oil companies get out of ANCSA?
4. What did the conservation groups get out of ANCSA?
5. What did Alaska Natives get out of ANCSA?
6. Was ANCSA fair?
7. What does ANCSA actually say?
8. What effects has ANCSA had on Alaska Natives?
9. How were the hundreds of millions of acres in Alaska going to be divided up?
10. How has ANCSA, one piece of legislation, changed the state of Alaska forever?
In 1971, President Richard Nixon signed the Alaska Native Claims Settlement Act (ANCSA). The fight over who owned the land in Alaska was finally settled after two hundred years. What did the act say? How were the hundreds of millions of acres at stake going to be divided up? How has this one piece of legislation forever changed the state of Alaska?

When President Nixon signed ANCSA into law, it finally settled who would own most of Alaska. Let’s look at how successful each of the five major players were in getting what they wanted out of the legislation.

As for the federal government, the signing of the act cleared the way for the construction of the oil pipeline. They wanted this so America would become less __________ on oil from the Middle East and elsewhere (Laster, 1986). The government also wanted Native land claims in Alaska settled once and for all. And the federal government also wanted to __________ a fair and just settlement to Natives for giving up their claim to Alaska. They wanted to set up a way for Natives to control their own __________ and their own future (Laster, 1986).

The State of Alaska got two things from the act. First, it allowed the state to hold onto the land that had already been __________ to it under the Alaska Statehood Act (Laster, 1986). Second, like the federal government, it wanted to see the pipeline built. The new state land and the pipeline meant billions and billions of dollars to the state government. These new revenues have made the State of Alaska one of the wealthiest in the nation.

The oil companies got their right-of-way for the pipeline. They also wanted to lease more lands for oil __________. ANCSA finally cleared up the question of who owned the land and who to lease it from. So, the federal government, state government, and the oil companies were all satisfied with ANCSA (Laster, 1986).

The fourth player, conservation groups such as Friends of the Earth and Sierra Club, wanted to preserve as much as possible of Alaska’s __________ land. And in its final draft, the act called for the federal government to study areas that could be considered for new parks and __________ (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This eventually led to the Alaska __________ Conservation Act (ANILCA). ANILCA set aside a total of 103,000,000 acres (Association, 2011). So, conservationists ultimately got nearly one quarter of the state designated as __________ — a big victory for them since the land would remain in its pristine state and would not be developed.

For Alaska Natives, their number one goal was to get clear title to their land. And through the land claims act they got title to
44,000,000 acres (Laster, 1986). Natives would finally get the piece of paper that said they owned that land. They also got $962.5 million for giving up their claim to virtually the rest of the state. It seemed like a lot of money but it is only a small fraction of what the land they gave up was worth. But almost everyone, Native and non-Native, agreed that this was the best offer Congress was going to make (Laster, 1986).

“At the time, there was a lot of conversation about ‘the train is leaving the station, you got to get on’. Some of the early bills were for $100 million and absolutely no land. And I don’t think there was anybody at the time, with the responsible involvement in the process in the Native community, that didn’t think 44 million acres was a long way from where we thought we would get when it all started,” states Byron Mallott (Laster, 1986).

Secretary of State Stewart Udall explains that: “The Alaska Natives may feel today that they didn’t get very much. But I think they got a lot more, because I know the first bill that we drafted in 1967 that my people worked on, was not nearly as generous. We were talking about 7 million acres and not 44 million acres… as it ended up. But we did start it down that path that said they should get land and they should get money.” (Laster, 1986).

Congress decided not to ______________ this land and money directly to individual Natives. Instead, 12 ______________ were created based more or less on the traditional boundaries of their people (Laster, 1986). The corporations became Aleut Corporation for the Alutiiq and the Unangan in the Aleutian region, Doyon Corporation for the Athabascans in the interior, Arctic Slope Regional Corporation for those living in the North Slope, Bering Straits Native Corporation and NANA Regional Corporation for the Inupiat Eskimo living in northwest Alaska, Calista Corporation and Bristol Bay Native Corporation for the Yup’ik Eskimo in the Southwest region, Cook Inlet Region Incorporated for Natives in south-central Alaska, Chugach Alaska Corporation for the southern Yup’ik and Alutiiq, Sealaska Corporation for southeast Indians, Koniag Incorporated for the Alutiiq, and Ahtna Incorporated for the Ahtna people in the Copper River region. Congress also authorized villages to form village corporations.

As for the $962.5 million, the amount that each corporation received was based on the amount of _____________ they had. Later, a thirteenth corporation was created to serve Alaskan Natives living outside of the state. This thirteenth corporation received part of the money but no land.
Unit 3: 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 questions below from Unit 3 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 Appendix I — Alaska Native Claims Settlement Act of 1971 section VII on Land, Money, and Corporate Organization — prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

After 200 years of being fought over, the question of who owns the land in Alaska was settled. All the parties got something, but how much? Do you think it was a fair settlement? What exactly did the Alaska Native Claims Settlement Act (ANCSA) do for Alaskan Natives?
dependent
establish
resources
conveyed
undeveloped
monuments
designated

national interest lands

distribute
regional corporations

shareholders

oil exploration
VOCABULARY PICTURES
DEPENDENT
My life in 10 years...
ESTABLISH
RESOURCES
CONVEYED
MONUMENTS
DESIGNATED
NATIONAL INTEREST LANDS
DISTRIBUTE
REGIONAL CORPORATIONS
SHAREHOLDERS
OIL EXPLORATION
The Road from ANCSA

Unit 4: History (d)

What do the corporations created by ANCSA actually do? In most ways they are like any other corporation, such as IBM or General Motors, for example. They’re expected to make a profit.

The Native corporations invest heavily in the economic growth of Alaska. They invest in the mining, fishing, timber and construction industries and they also own businesses in the trade and service sectors, such as hotels. Alaska Natives who trace their heritage to the region are shareholders of the corporations. The Native corporations also provide employment opportunities for both Natives and non-Natives. All of the Native corporations together comprise the largest employer in the state. The money or profits the corporations hopefully make goes to Natives in the region in the form of dividends. The profits also support scholarship and internship programs. Many of the corporations established non-profit organizations, such as the Sealaska Heritage Institute, to support educational, cultural and language programs for their youth.

Today, Southeast Alaska’s Sealaska Corporation is involved directly in the business activities of land management, manufacturing, and financial market investments (Corporation, 2012). Sealaska also owns many subsidiary companies, including Sealaska Timber Corporation, Sealaska Constructors, LLC, Alaska Coastal Aggregates, Security Alliance, and Sealaska Environmental Services (Corporation, 2012).

Some of the regional corporations pay a little more in dividends to their shareholders than others, and some don’t pay any dividends at all. But few shareholders are getting rich from their dividends. Also, not all Natives became shareholders in their corpo-
ration. In order to become one you had to be eligible.

Eligibility had two requirements. First, you had to be born on or before December 18, 1971 (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). That is when ANCSA became law. Second, you had to be at least one-quarter Native (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For example, you would be eligible if one of your grandparents was full-blooded Alaska Native.

In addition to the regional corporations, ANCSA created more than 200 village corporations. The eligible Natives from each village received 100 shares of stock in their corporation. So, most Natives own 100 shares in their village corporation and 100 shares in their regional corporation. Like the regional corporations, the village corporations received their share of the money and land based on the number of their shareholders (Laster, 1986).

Much of the land is actually shared by the regional and village corporations. For the more than 20 million acres that are owned by the villages, the regional corporations own the right to the subsurface estate (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This means the villages can harvest the timber or build houses on the surface but the regional corporations get the right to the oil or minerals below the surface. This ties the village and regional corporations together. To develop any of these lands they have to work in cooperation with each other (Laster, 1986).

Section 7(i) also requires regional corporations to share 70 percent of the profits from timber or sub-surface development among all the twelve regional corporations. Each region must also share their 7(i) revenues or dividends with village corporations.

Sealaska tree ceremony near Klawock, AK with tribal and community leaders from Prince of Wales Island. The event was to bless the spirit of the tree for the 2012 harvest season. SEALASKA.
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.

PROFIT

Explain that “profit” is financial gain or the difference between the amount earned and the amount spent in buying, operating, or producing something. Ask students to give examples of “profit” to check for understanding.

INVEST

Explain that to “invest” means to expend or spend money with the expectation of achieving profit or material gain by putting into financial schemes, shares, property, etc. Ask students to give examples of “invest” to check for understanding.

DIVIDENDS

Explain that “dividends” are sums of money paid regularly by a company to its shareholders out of its profits or reserves. Ask students to give examples of “dividends” to check for understanding.

ECONOMIC

Explain that “economic” relates to the production, development, and management of material wealth. Ask students to give examples of “economic” to check for understanding.
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.

INDUSTRIES

Explain that “industries” are a specific branch of manufacture and trade or the commercial production and sale of goods, i.e. the timber industry. Ask students to give examples of “industries” to check for understanding.

SERVICE

Explain that “service” is an industry that provides assistance (services) rather than tangible objects. Ask students to give examples of “service” to check for understanding.

SUBSIDIARY

Explain that “subsidiary” is a company or organization that serves to assist or supplement the main work or income of a primary company. Ask students to give examples of “subsidiary” to check for understanding.

ELIGIBLE

Explain that to be “eligible” is to be qualified or entitled to be chosen; to be a desirable or worthy choice for a specific function. Ask students to give examples of “eligible” to check for understanding.
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.

**REQUIREMENTS**

Explain that “requirements” are something that is necessary; something obligatory; something that is demanded or imposed. Ask students to give examples of “requirements” to check for understandings.

**VILLAGE CORPORATIONS**

Explain that “village corporations” refers to the approximately 220 village corporations that were created under the Alaska Native Claims Settlement Act. Ask students to give examples of “village corporations” to check for understanding.

**STOCK**

Explain that “stock” is the number of shares that each shareholder possesses. Ask students to give examples of “stock” to check for understanding.

**SUBSURFACE ESTATE**

Explain that the “subsurface estate” is located just beneath the surface of a section of land. For example, a village corporation may own a piece of land and have rights to the timber this is on the land’s surface, but the regional corporation has the right to the “subsurface estate” beneath the land, including any oil, gas, or minerals that might be found there. Ask students to give examples of “subsurface estate” to check for understanding.
LISTENING

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.

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.

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.

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.
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.”

Visual Memory
Mount the vocabulary pictures on the board. The students should look carefully at the pictures. Then, ask the students to close their eyes. Remove one of the pictures from the board and place it to the side. The students should then open their eyes and identify the “missing picture.” Continue in this way until all of the pictures have been removed. This activity can also be done in reverse. In this way, prepare two or three extra sets of vocabulary pictures. Mount a number of pictures on the board. The students should look carefully at the pictures. Then, have the students close their eyes. Add another picture to the board. The students should open their eyes and identify the “new picture.” This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing picture wins the round.

Half Match
Before the lesson begins, prepare a photocopy of each of the vocabulary pictures. Cut each of the photocopied pictures in half. Give the picture halves to the students (a student may have more than one picture half). Say one of the vocabulary words. The two students who have the halves of the picture for that word must show their halves and repeat the word orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing, and redistributing the picture halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary pictures in half. Place half of the pictures in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say “Go,” the first player from each team must rush to his/her pile of picture halves. Each player must find the half of the picture for the vocabulary word you said. The first player to correctly identify the picture half and to repeat the vocabulary word for it wins the round. Repeat until all players have played.
Language and Skills Development

READING

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.

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.

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.

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.
Language and Skills Development

WRITING

Over/Under Picture
Group the students into two teams. Give a vocabulary picture to the first player in each team. When you say “Go,” the first player in each team must pass the picture over his/her head to the next player. The second player in each team must then pass the picture to the next player between his/her legs. The students should continue with this over/under sequence until the last player in the team receives the picture. When the last player in the team receives the picture, he/she must rush to the board and write the vocabulary word for that picture. The first player to do this correctly wins the round. Repeat until all players have played (each picture can be used a number of times in this activity).

Let’s Write
Provide the students with a copy of the creative writing page from the Student Support Materials. The students should write as much as they can about the graphic. Later, have each student read his/her writing to the class.

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.

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.
Research Activity: Alaska Native Brotherhood at 100

Another major force in the land claims fight was the Alaskan Native Brotherhood (ANB) and the Alaska Native Sisterhood (ANS). The ANB, being the oldest Indian organization in the United States, was formed in 1912 by a group of “dedicated, religious men who received training at Sheldon Jackson Training School” (Peratrovich, 1971). The year 2012 marked the 100th anniversary of the ANB!

Students should review (individually or in groups) the text in Appendix VII — “A Close Look at the ANB” by Roy Peratrovich — and then conduct online research about the ANB/ANS and its 100 year legacy.

- Have students report back to class on their findings to stimulate class discussion and further student awareness about the numerous achievements of ANB/ANS.
- Students can be tasked with going to other classes or out in the public to educate their peers and community members on the legacy of ANB/ANS.
- Teacher could contact a local ANB/ANS member and request an in-class question-and-answer session.
Reading and Writing: Sentence Completion

Unit 4: History (d)

What do the corporations created by ANCSA actually do? In most ways they are like any other corporation, such as IBM or General Motors, for example. They’re expected to make a _______________.

The Native corporations _______________ heavily in the _______________ growth of Alaska. They _______________ in the mining, fishing, timber and construction _______________ and they also own businesses in the trade and _______________ sectors, such as hotels. Alaska Natives who trace their heritage to the region are shareholders of the corporations. The Native corporations also provide employment opportunities for both Natives and non-Natives. All of the Native corporations together comprise the largest employer in the state. The money or profits the corporations hopefully make goes to Natives in the region in the form of _______________. The profits also support scholarship and internship programs. Many of the corporations established non-profit organizations, such as the Sealaska Heritage Institute, to support educational, cultural and language programs for their youth.

Today, Southeast Alaska’s Sealaska Corporation is involved directly in the business activities of land management, manufacturing, and financial market _______________. The corporation also owns many _______________ companies, including Sealaska Timber Corporation, Sealaska Constructors, LLC, Alaska Coastal Aggregates, Security Alliance, and Sealaska Environmental Services (Corporation, 2012). Some of the regional corporations pay a little more in _______________ to their shareholders than others, and some don’t pay any _______________ at all. But few shareholders are getting
rich from their _______________. Also, not all Natives became shareholders in their corporation. In order to become one you had to be _______________.

_______________ had two _______________. First, you had to be born on or before December 18, 1971 (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). That is when ANCSA became law. Second, you had to be at least one-quarter Native (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For example, you would be _______________ if one of your grandparents was full-blooded Alaska Native.

In addition to the regional corporations, ANCSA created more than 200 _______________ _______________. The _______________ Natives from each village received 100 shares of _______________ in their corporation. So, most Natives own 100 shares in their _______________ _______________ and 100 shares in their regional corporation. Like the regional corporations, the _______________ _______________ received their share of the money and land based on the number of their shareholders (Laster, 1986).

Much of the land is actually shared by the regional and _______________ _______________. For the more than 20 million acres that are owned by the villages, the regional corporations own the right to the _______________ _______________ (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This means the villages can harvest the timber or build houses on the surface but the regional corporations get the right to the oil or minerals below the surface. This ties the village and regional corporations together. To develop any of these lands they have to work in cooperation with each other (Laster, 1986).
Unit 4: 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 questions below on Unit 4 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 4 Written Content prior to assessment.
- Students should be given at least one full class period of online research time.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

Choose one of the 12 regional corporations. What does this corporation do? Who are the shareholders? What industries does it invest in? What services does it provide? What village corporations are affiliated with it?
profit
invest
dividends
economic
industries
service
subsidiary
eligible
requirements
village corporations

stock

subsurface estate
VOCAKBULARY PICTURES
PROFIT
INVEST
DIVIDENDS
ECONOMIC
INDUSTRIES
SERVICE
SUBSIDIARY
ELIGIBLE
REQUIREMENTS
VILLAGE CORPORATIONS
STOCK
UNIT 5

The Land (a)
The Road from ANCSA

Unit 5: The Land (a)

Once all of the 44 million acres promised through ANCSA are conveyed to the corporations, it will make Alaska Natives the largest private land owners in Alaska (Laster, 1986). They can now decide to use this land for subsistence hunting or fishing, develop it to make money for their corporation, or they can just hold it for future generations to decide what to do with it.

Most Alaska Natives agree that the land and control over what happens to it, is the most important thing to them (Laster, 1986). The basic question here that we need to understand is what does the land actually mean to Alaska Natives? This question takes us deep into the foundational principles of the Native worldview, and poses further questions such as: What is real? What can we understand? How should we behave? What is beautiful? Who are we? Is there something greater than the human? The answer to all the above questions can be found in the land itself. Through reverence of the land and thorough analysis of its intricacies, one’s own inner world of thoughts and memories becomes all the more clearer and focused (Kawagley, 1995). “The land urges us to come around to an understanding of ourselves” (Lopez, 1986). The Southeast Alaska Natives have values about using the land and protecting the land for future generations.

If Natives were to lose control of their land, they would lose the principles needed to make sense of the world around them. “Young people learn these principles, including values, traditions, and customs, from myths, legends, stories, family, community, and examples set by community leaders. Once a worldview has been formed, the people are then able to identify themselves as a unique people,” says Oscar Kawagley in his book A Yupiaq Worldview (Kawagley, 1995).

The late, venerable Sealaska Heritage Institute Board of Trustees Chair Dr. Walter Soboleff explains the importance of the land for him, “My concern is my relationship to traditional land of my ancestors. That to me has value. I may use it as a recreation area, as a hunting area, an appreciation area. It adds value to the soul of a person” (Soboleff, 2012).

Dr. Rosita Worl, Sealaska Board Vice Chair and President of Sealaska Heritage Institute, expressed her view of the importance of
land to Alaska Natives,

“One of the things that makes us Native is our relationship to the land. In our culture we are taught to revere the land, but also to utilize the land. The passage of ANCSA represents hundreds of years of struggle to protect the ownership of the land” (Worl, 2012).

These three things — the land, the money, and the corporate structre — are what Alaska Natives gained through ANCSA. But they also had to give up certain things. Foremost was their claim to more than 300 million acres in the state, land that would now belong to someone else (Laster, 1986). Since most of it went to new parks and national interest lands, it is still available to Natives for subsistence. Currently, Natives are allowed to hunt and fish in park lands by both state and federal law. But these laws can be changed in the future.

ANCSA also ended the Allotment Act (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The Allotment Act was passed by Congress in the early 1900s. Through the Bureau of Land Management, Natives could get title to parcels of land (Congress, The Allotment Act of 1891, 1891). But as of 1971 when ANCSA was passed, no further applications for allotments would be accepted by the federal government. A lot of people get ANCSA and the Allotment Act confused, but they are two separate laws (Laster, 1986).

The Alaska Native Claims Settlement Act also abolished all the reservations in Alaska (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The only exception is the one on Annette Island. The Tsimshian people there, who migrated from Canada to Alaska in the late 1800s, chose to keep the reservation because they would have received less land through ANCSA (Laster, 1986).

In the opening lines of ANCSA it says there is an immediate need for a fair and just settlement of all claims by Natives (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Was ANCSA a fair and just settlement? The federal and state governments got pretty much what they wanted. So did the conservationists and the oil industry. All four of these parties were satisfied with the outcome of ANCSA, but what about the Alaska Natives? For them, ANCSA contained both good and bad news (Laster, 1986). They received almost $1 billion ($962.5 million), title to 44 million acres, and both village and regional corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This has all come as a mixed blessing. Natives now have enough economic and political muscle to become a powerful force in the state. But ANCSA also created a system which might fail. If it does, Natives stand to lose everything they
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.

**PRINCIPLES**

Explain that “principles” are something of highest or foremost importance, rank, or worth. Ask students to give examples of “principles” to check for understanding.

**WORLDVIEW**

Explain that a “worldview” is the overall perspective through which one sees the world. “Worldview” is also a collection of beliefs about life and the universe held by an individual or a group. Ask students to give examples of “worldview” to check for understanding.

**REVERENCE**

Explain that “reverence” is a feeling of profound awe and respect and often love. “Reverence” is also the act of showing respect. Ask students to give examples of “reverence” to check for understanding.

**INTRICACIES**

Explain that “intricacies” are very complexly arranged elements; very elaborate. “Intricacies” are solvable or comprehensible only through painstaking effort. Ask students to give examples of “intricacies” to check for understanding.
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.

ABOLISHED

Explain that “abolished” means to do way with or destroy completely. Ask students to give examples of “abolished” to check for understanding.

RESERVATIONS

Explain that “reservations” are areas of land set aside by the U.S. government for use and occupancy by Native American tribes. Ask students to give examples of “reservations” to check for understanding.

PRIVATE LAND

Explain that “private land” is property owned solely by a private citizen or a privately-owned firm and is distinguished from public land, which is owned by a state, community, or government. Ask students to give examples of “private land” to check for understanding.

SEALASKA HERITAGE INSTITUTE

Explain that “Sealaska Heritage Institute” is a regional non-profit organization established in 1980 by Sealaska Corporation which seeks to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures. Ask students to give examples of “Sealaska Heritage Institute” to check for understanding.
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.

FUTURE GENERATIONS

Explain that “future generations” are all people who will be born in the near and far future who will live on this earth once we have passed. Ask students to give examples of “future generations” to check for understanding.

ANALYSIS

Explain that “analysis” is the process of separating a whole into its parts to discover their function or relationship. Ask students to give examples of “analysis” to check for understanding.

UTILIZE

Explain that to “utilize” is to make practical or worthwhile use of something. Ask students to give examples of “utilize” to check for understanding.

CORPORATE STRUCTURE

Explain that “corporate structure” is the grouping of different positions and departments within a company, which all have separate tasks but work together to operate one company. Ask students to give examples of “corporate structure” to check for understanding.
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.

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.

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.
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

**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

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.
Unit 5: Essential Questions

1. What can Alaska Natives do with their land now that they are the largest private land owners in Alaska?
2. What do most Alaska Natives agree about?
3. What does the land actually mean to Alaska Natives?
4. What could happen if Natives lost control of their land?
5. What three things did Alaska Natives gain through the passage of ANCSA?
6. What did Alaska Natives have to give up through the passage of ANCSA?
7. What other act do some people confuse with ANCSA?
8. What did ANCSA abolish in Alaska?
9. Why did the Tsimshian people choose to keep their reservation?
Once all of the 44 million acres promised through ANCSA are conveyed to the corporations, it will make Alaska Natives the largest ______________ ______________ owners in Alaska (Laster, 1986). They can now decide to use this land for subsistence hunting or fishing, develop it to make money for their corporation, or they can just hold it for ______________ ______________ to decide what to do with it.

Most Alaska Natives agree that the land and control over what happens to it, is the most important thing to them (Laster, 1986). The basic question here that we need to understand is what does the land actually mean to Alaska Natives? This question takes us deep into the foundational principles of the Native ______________, and poses further questions such as: What is real? What can we understand? How should we behave? What is beautiful? Who are we? Is there something greater than the human? The answer to all the above questions can be found in the land itself. Through ______________ of the land and thorough ______________ of its ______________, one’s own inner world of thoughts and memories becomes all the more clearer and focused (Kawagley, 1995). “The land urges us to come around to an understanding of ourselves” (Lopez, 1986). The Southeast Alaska Natives have values about using the land and protecting the land for future generations.

If Natives were to lose control of their land, they would lose the ______________ needed to make sense of the world around them.

“Young people learn these ______________, including values, traditions, and customs, from myths, legends, stories, family, community, and examples set by community leaders. Once a ______________ has been formed, the people are then able to identify themselves as a unique people,” says Oscar Kawagley in his book A Yupiaq Worldview (Kawagley, 1995).

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“My concern is my relationship to traditional land of my ancestors. That to me has value. I may use it as a recreation area, as a hunting area, an appreciation area. It adds value to the soul of a person” (Soboleff, 2012).
Dr. Rosita Worl, Sealaska Board Vice Chair and President of ____________ ________ ____________, expressed her view of the importance of land to Alaska Natives, “One of the things that makes us Native is our relationship to the land. In our culture we are taught to ________________ the land, but also to ________________ the land. The passage of ANCSA represents hundreds of years of struggle to protect the ownership of the land” (Worl, 2012).

These three things — the land, the money, and the ________________ ______________ — are what Alaska Natives gained through ANCSA. But they also had to give up certain things. Foremost was their claim to more than 300 million acres in the state, land that would now belong to someone else (Laster, 1986). Since most of it went to new parks and national interest lands, it is still available to Natives for subsistence. Currently, Natives are allowed to hunt and fish in park lands by both state and federal law. But these laws can be changed in the future.

ANCSA also ended the Allotment Act (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The Allotment Act was passed by Congress in the early 1900s. Through the Bureau of Land Management, Natives could get title to parcels of land (Congress, The Allotment Act of 1891, 1891). But as of 1971 when ANCSA was passed, no further applications for allotments would be accepted by the federal government. A lot of people get ANCSA and the Allotment Act confused, but they are two separate laws (Laster, 1986).

The Alaska Native Claims Settlement Act also ________________ all the ________________ in Alaska (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The only exception is the one on Annette Island. The Tsimshian people there, who migrated from Canada to Alaska in the late 1800s, chose to keep the ________________ because they would have received less land through ANCSA (Laster, 1986).

In the opening lines of ANCSA it says there is an immediate need for a fair and just settlement of all claims by Natives (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Was ANCSA a fair and just settlement? The federal and state governments got pretty much what they wanted. So did the conservationists and the oil industry. All four of these parties were satisfied with the outcome of ANCSA, but what about the Alaska Natives? For them, ANCSA contained both good and bad news (Laster, 1986). They received almost $1 billion ($962.5 million), title to 44 million acres, and both village and regional corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This has all come as a mixed blessing. Natives now have enough economic and political muscle to become a powerful force in the state. But ANCSA also created a system which might fail. If it does, Natives stand to lose everything they gained in 1971 with the passage of ANCSA (Laster, 1986).
Unit 5: 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 questions below on Unit 5 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 5 Written Content prior to assessment.
- Students should be given at least one full class period of online research time.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

What does the land mean to Alaska Natives? What did the land mean to our ancestors? What does the land mean for future generations? What is a Native worldview?
principles
worldview
reverence
intricacies
abolished
reservations
private land

Sealaska Heritage Institute

future generations
analysis
utilize
corporate structure
PRINCIPLES
Worldview:

- Beliefs
- Assumptions
- ‘Knowledge’
WORLDVIEW
REVERENCE
INTRICACIES
ABOLISHED
PRIVATE LAND
FUTURE GENERATIONS
ANALYSIS
UTILIZE
CORPORATE STRUCTURE
UNIT 6

ANCSA Provisions (a)
The Road from ANCSA

Unit 6: ANCSA Provisions (a)

The Alaska Native Claims Settlement Act is not very big, but it has had a tremendous impact on the state. The act contains many components, all with the same potential for far-reaching benefits or negative consequences. Whether or not we succeed or suffer because of the act will ultimately depend on our understanding of its components. Without this understanding, we may not know how to handle future problems, and all that was fought for will crumble. But if we educate ourselves on the various issues of the act, we can proceed in a logical fashion, building on a foundation of knowledge (Laster, 1986).

With so much at stake it is startling to realize how little most people know about the act or what it says. ANCSA is divided into 26 sections. We are going to look at five of the most important ones. The first is Section 3, because this section defines the terms used in the act.

The title of the bill is the Alaska Native Claims Settlement Act, but who is and who is not an Alaska Native? If one of your parents is Native and the other is not, are you Native? Who qualifies and who doesn’t? Section 3 of the act lays it out very clearly.

If you are one-quarter or more Alaskan Native by blood you are considered Native under the act. For example, if one of your parents is at least half Alaska Native, you would have enough Native blood to be considered a “Native” under Section 3 of the act. There is another way you could be considered “Native.” If back in the early ’70s the people in your village voted to consider you a Native, you qualified under ANCSA. This provision was put in primarily for the Natives of Kodiak and the Aleutian Islands. Out there, the Alutiiq and Unangan Aleuts have been intermarrying with non-Natives for more than 200 years, ever since the Russians arrived. Many Natives also identified themselves as Russians because Natives were treated poorly. This has made it pretty difficult for some families to know what percent of their ancestors were Native and what percent were not. To solve the problem they included this provision, saying that if your community accepted you as Native you could qualify as one under the act (Laster, 1986). This is all outlined in Section 3.

Section 5 (a) addresses the question of which Natives would receive benefits through ANCSA and which would not. This is the provision which created “New Natives.” “New Natives” were those born after the act was signed on December 18, 1971. If your birth date was after this date you were excluded from becoming a shareholder in any of the regional or village corporations. This problem can only get worse. By 1991, most Natives were “New Natives” and
left out of the act. If the intent of Congress was to include future generations of Natives they made a terrible mistake. With Provision 5, future generations were excluded (Laster, 1986).

Section 4 talks about ending any claim that Alaska Natives have to land in the state. It reads, “All aboriginal titles, if any, and claims of aboriginal title in Alaska based on use and occupancy… are hereby extinguished” (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This meant that any claims Native people had to the rest of the state would not be recognized. Unfortunately, not all of Section 4 was so clear. When the Native leaders were negotiating for ANCSA, one of the things they considered most important was the protection of their subsistence, hunting, and fishing rights (Laster, 1986).

“The parting comments, at the conclusion of any meeting, was we got to take this back to our people. We have to go back to the villages. And of course it was that village feedback that said very strongly that ‘we want land.’ We want land for subsistence purposes. We want land to maintain the lifestyle. We want land in order to maintain that relationship connection to our past and to help provide an anchor for the future. That early on, at least for the Native leadership, became a fundamental piece of ANCSA” explains Byron Mallott (Laster, 1986).

Rural Alaska is different from the urban areas. There are very few jobs in rural areas but people still have to make a living. They do that by hunting, fishing, and trapping, just as they have done for generations. When Native leaders were negotiating for ANCSA, they felt subsistence was essential for Native culture to survive (Laster, 1986). But the complete text of Section 4 states that, “All aboriginal titles, if any, and claims of aboriginal title based on the use and occupancy, including any aboriginal hunting or fishing rights that may exist, are hereby extinguished” (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Does it mean that the aboriginal right to hunt and fish has been extinguished?

“So it did and it didn’t. I mean it does pretty clearly, in its language, extinguish Native hunting and fishing rights. But the political reality is that those rights have been given new acknowledgment. They have been given a preference under new federal legislation, which is the Alaska National Interest Lands Conservation Act. So maybe they’ve been changed… that’s what has happened really in 4 (b). They are no longer aboriginal rights but they are rights that now are protected, to some significant extent, by acts of Congress and a line of court decisions,” said attorney David Case (Laster, 1986).

Congress recognized the importance of subsistence hunting and fishing to Alaska Natives. However, the State of Alaska did not support a Native subsistence right. Thus, Congress established a subsistence priority for both Natives and non-Natives living in rural Alaska in ANILCA.
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.

**COMPONENTS**
Explain that “components” are parts or aspects of something more complex. Ask students to give examples of “components” to check for understanding.

**LOGICAL**
Explain that “logical” is a way of thinking based on earlier or otherwise known statements, events, or conditions; reasonable. “Logical” can also be understood as being capable of reasoning with a clear and consistent manner. Ask students to give examples of “logical” to check for understanding.

**PROVISION**
Explain that a “provision” is a stipulation or qualification, especially a clause in a document or agreement (such as ANCSA). Ask students to give examples of “provision” to check for understanding.

**“NEW-NATIVES”**
Explain that “New-Natives” are any Alaska Natives born after December 18, 1971, after the signing of ANCSA. Ask students to give examples of “New-Natives” to check for understanding.
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.

ABORIGINAL TITLE

Explain that “aboriginal title” is a common law doctrine that protects the land rights of indigenous (Native) people to live on and utilize their traditional lands after the assumption of sovereignty (authority and control) under settler colonialism. Ask students to give examples of “aboriginal title” to check for understanding.

RURAL

Explain that “rural” areas are settled lands outside of major cities and towns that have a low population density. Ask students to give examples of “rural” to check for understanding.

URBAN

Explain that “urban” areas are cities and towns characterized by higher population density and vast human features such as large buildings, highways, bridges, etc. Ask students to give examples of “urban” to check for understanding.

OCCUPANCY

Explain that “occupancy” is the period of time in which one owns, rents, or uses certain areas of land. Ask students to give examples of “occupancy” to check for understanding.
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.

EXCLUDED
Explain that to be “excluded” is to be prevented from entering or kept out. Ask students to give examples of “excluded” to check for understanding.

ISSUES
Explain that “issues” are points or matters of discussion, debate, or dispute. Ask students to give examples of “issues” to check for understanding.

INTERMARRYING
Explain that “intermarrying” means to marry a member of a different group, tribe, or people. Ask students to give examples of “intermarrying” to check for understanding.

ESSENTIAL
Explain that to be “essential” means to be fundamental, necessary, or indispensable. Ask students to give examples of “essential” to check for understanding.
Language and Skills Development

LISTENING

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.

Clan House Toss
Prepare an outline of a clan house on 8½ by 11 inch paper. Give a student a beanbag. The student should toss the beanbag towards the house. If the beanbag misses, say a vocabulary word and have the student find its coordinating picture. If it lands in the house, the student may pass. Repeat.

Knock Knees
Mount the vocabulary pictures on the board. Group the students into two teams. Give a small, hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say “Go,” the two players must then walk to the pictures without losing the balls. The first player to reach the vocabulary pictures and identify the picture for the word you said wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.
Language and Skills Development

SPEAKING

**Picture Jigsaw**
Cut each of the vocabulary pictures into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one picture section). When you say “Go,” the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary pictures. When the students put the necessary pieces of a picture together, they should identify the picture by its vocabulary word. Continue until all vocabulary pictures have been put together and named in this way.

**Picture Outline**
Mount the vocabulary pictures on the board. Draw a chalk outline around the sides of each picture. Review the pictures with the students. When an outline has been created for each picture, remove the pictures from the board (being certain to recall their original locations on the board). Number each of the outlines and call upon a student to recall the vocabulary word for the picture that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

**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.

**Make a Change**
Say a sentence that contains one or more of the vocabulary words. Call upon a student to repeat the sentence, making ONE change in it. The student may add a word to the sentence, delete a word, change the tense, etc. Then, call upon another student to make another change in the sentence. Continue in this way until as many changes as possible have been made in the sentence. Begin each round with a new sentence.
**Language and Skills Development**

**READING**

**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.

**Funnel Words**
Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

**Half Time**
Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his/her half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

**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.
Language and Skills Development

WRITING

Flashlight Writing
If possible, darken the classroom. Give a student a flashlight. Say one of the vocabulary words and the student should write that word with the light of the flashlight on a wall or on the board. Repeat until many students have had a chance to participate. An alternative is to provide each student with writing paper and a pen. Darken the classroom, if possible. Use the light of a flashlight to write one of the sight words on the wall or board. When you have completed the writing of the word, each student should then write the same word on his/her sheet of paper. Repeat until all sight words have been written in this way.

This activity may also be done in team form. In this case, group the students into two teams. Darken the classroom. Use the light of a flashlight to write one of the sight words on the board. When you say “Go,” the first player in each team should rush to the board and use chalk to write the same word on the board. The first player to do this correctly wins the round. Repeat until all players have played.

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.

Research
Have the students do online research into one or more of the Essential Questions. Encourage them to look at the issue from many points of view. When the students have completed their research, each student should share his/her findings with another student and then with the class.

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 6: Essential Questions

1. What will determine whether Alaska Natives succeed or suffer because of ANCSA, and why is this so important?
2. How many sections is ANCSA divided into?
3. What does ANCSA section 3 say?
4. What does ANCSA section 5a say?
5. What does the term “New Natives” mean?
6. What resulted from ANCSA section 4?
7. What is aboriginal title?
8. How is rural Alaska different from urban areas?
9. Did ANCSA extinguish aboriginal hunting and fishing rights?
The Alaska Native Claims Settlement Act is not very big, but it has had a tremendous impact on the state. The act contains many _________________, all with the same potential for far-reaching benefits or negative consequences. Whether or not we succeed or suffer because of the act will ultimately depend on our understanding of its _________________. Without this understanding, we may not know how to handle future problems, and all that was fought for will crumble. But if we educate ourselves on the various _________________ of the act, we can proceed in a _________________ fashion, building on a foundation of knowledge (Laster, 1986).

With so much at stake it is startling to realize how little most people know about the act or what it says. ANCSA is divided into 26 sections. We are going to look at five of the most important ones. The first is Section 3, because this section defines the terms used in the act.

The title of the bill is the Alaska Native Claims Settlement Act, but who is and who is not an Alaska Native? If one of your parents is Native and the other is not, are you Native? Who qualifies and who doesn’t? Section 3 of the act lays it out very clearly.

If you are one-quarter or more Alaskan Native by blood you are considered Native under the act. For example, if one of your parents is at least half Alaska Native, you would have enough Native blood to be considered a “Native” under Section 3 of the act. There is another way you could be considered “Native.” If back in the early ‘70s the people in your village voted to consider you a Native, you qualified under ANCSA. This provision was put in primarily for the Natives of Kodiak and the Aleutian Islands. Out there, the Alutiiq and Unangan Aleuts have been _________________ with non-Natives for more than 200 years, ever since the Russians arrived. Many Natives also identified themselves as Russians because Natives were treated poorly. This has made it pretty difficult for some families to know what percent of their ancestors were Native and what percent were not. To solve the problem they included this _________________, saying that if your community accepted you as Native you could qualify as one under the act (Laster, 1986). This is all outlined in Section 3.

Section 5 (a) addresses the question of which Natives would receive benefits through ANCSA and which would not. This is the _________________ which created “_______________ _________________” “_______________ _________________” were those born after the act was signed on December 18, 1971. If your birth date was after this date you were _________________ from becoming a shareholder in any of the regional or village corporations. This problem can only get worse. By 1991, most Natives were “_______________ _________________” and left out of the
Act. If the intent of Congress was to include ________________ of Natives they made a terrible mistake. With ________________ 5, ________________ ________________ were ________________ (Laster, 1986).

Section 4 talks about ending any claim that Alaska Natives have to land in the state. It reads, "All ________________ ________________ and claims of ________________ in Alaska based on use and ________________ ... are hereby extinguished" (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This meant that any claims Native people had to the rest of the state would not be recognized. Unfortunately, not all of Section 4 was so clear. When the Native leaders were negotiating for ANCSA, one of the things they considered most important was the protection of their subsistence, hunting, and fishing rights (Laster, 1986).

"The parting comments, at the conclusion of any meeting, was we got to take this back to our people. We have to go back to the villages. And of course it was that village feedback that said very strongly that 'we want land.' We want land for subsistence purposes. We want land to maintain the lifestyle. We want land in order to maintain that relationship connection to our past and to help provide an anchor for the future. That early on, at least for the Native leadership, became a fundamental piece of ANCSA" explains Byron Mallott (Laster, 1986).

______________ Alaska is different from the ________________ areas. There are very few jobs in rural areas but people still have to make a living. They do that by hunting, fishing, and trapping, just as they have done for generations. When Native leaders were negotiating for ANCSA, they felt subsistence was ________________ for Native culture to survive (Laster, 1986). But the complete text of Section 4 states that, "All ________________ ________________ and claims of ________________ based on the use and ________________ including any aboriginal hunting or fishing rights that may exist, are hereby extinguished" (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Does it mean that the aboriginal right to hunt and fish has been extinguished?

"So it did and it didn't. I mean it does pretty clearly, in its language, extinguish Native hunting and fishing rights. But the political reality is that those rights have been given new acknowledgment. They have been given a preference under new federal legislation, which is the Alaska National Interest Lands Conservation Act. So maybe they've been changed... that's what has happened really in 4 (b). They are no longer aboriginal rights but they are rights that now are protected, to some significant extent, by acts of Congress and a line of court decisions," said attorney David Case (Laster, 1986). Congress recognized the importance of subsistence hunting and fishing to Alaska Natives. However, the State of Alaska did not support a Native subsistence right. Thus, Congress established a subsistence priority for both Natives and non-Natives living in rural Alaska in ANILCA.
Unit 6: 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 6 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 6 Written Content as well as Appendix I: VIII Section by Section Analysis, sections 3, 4, and 5a prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

“Whether or not we succeed or suffer because of ANCSA will ultimately depend on our understanding of its components. Without this understanding, we may not know how to handle future problems, and all that was fought for will crumble. But if we educate ourselves on the various issues of the act, we can proceed in a logical fashion, building on a foundation of knowledge.”

With this in mind, explain in your own words the impact of sections 3, 4, and 5a.
components
logical
provision
“New-Natives”
aboriginal title
rural
urban

occupancy

excluded
issues

intermarrying

essential
COMPONENTS
LOGICAL
PROVISION
“NEW-NATIVES”
ABORIGINAL TITLE
RURAL
URBAN
OCCUPANCY
ISSUES
INTERMARRYING
ESSENTIAL
Section 7 of the Alaska Native Claims Settlement Act created the regional Native corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). It was these, along with the village corporations, that received the land and money of the settlement (Laster, 1986).

Sealaska Corporation lands extend along forests and coastlines of the Alaskan panhandle from Yakutat in the north to Prince of Wales Island in the south. These lands include 290,000 acres of surface land and 560,000 acres of subsurface land, making Sealaska Corporation the largest private land owner in the southeast Alaska region. The Sealaska Corporation is owned by more than 20,000 tribal member shareholders. Sealaska also employs more than 1,000 individuals in all types of jobs, of which 52% are shareholders and their descendants (Sealaska, 2012).

But two other parts of Section 7 make all Native corporations different from other corporations. These are Sections 7 (h) and 7 (i). In regular corporations stocks can be bought and sold by anyone; that is what Wall Street is all about. But Section 7 (h) restricted the stock in Native corporations. It says that stock cannot be sold or traded until 1991. The only way stock can be transferred until that time is through divorce, child support, or inheritance (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Why did Congress write this into the act? They did it to protect Native corporations. Congress also saw corporations as a way to assimilate or to change Alaska Natives. They would see themselves as individuals who owned shares in the corporations. Congress was afraid that if stock was not restricted, non-Natives could take over the new corporations (Laster, 1986). This gave the corporations 20 years to become strong enough to resist a take-over or being purchased by another corporation. After 20 years, individual shareholders could also sell their stock. Restricting the sale of stock does help the corporation from being taken over, but it also creates an interesting problem for the shareholders. If you own stock in a regular corporation, and you don’t like the way it is being run, you can sell your stock and get out. But with ANCSA corporations stock holders can’t do that. If they don’t like what their board of directors is doing they can’t sell their stock.

The next section, Section 7 (i), also makes ANCSA corporations different from all others. It is a formula for sharing money that
corporations make from mineral or timber operations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For instance, the Arctic Slope Regional Corporation has land that is rich with oil and natural gas. Under Section 7 (i) they have to share a portion of their profits made off oil and gas with the other 11 regional corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The idea behind this is to balance the mineral and timber wealth of some corporations with the lack of resources in other regions. So, whenever one of the twelve regional corporations makes a profit off its minerals or timber, it gets to keep 30% of it. The other 70% goes into a fund that is divided between the other 12 corporations. The village corporations also receive a portion from the regional corporations. Native people who are not enrolled into village corporations also receive a portion of the 7(i) funds. The thirteenth corporation, set up for Natives living outside the state, doesn't get a share of the 7 (i) money (Laster, 1986).

This profit sharing is an unusual situation. If IBM makes a lot of money off a new type of computer, it doesn't have to share it with Apple or any of the other computer companies. Native corporations on the other hand, are tied together by sharing the profits off their natural resources (Laster, 1986).

There is one other way that ANCSA Native corporations are different from others. This is outlined in Section 21 (d) of the act. It says that corporations don't have to pay taxes on their land for 20 years after passage of the act (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This was done for the same reasons that Section 7 (h) was put into the act, to protect the new corporations. If the corporations had to pay taxes on all of their land, they could have been bankrupt by now. This section was later amended so that taxes did not have to be paid until 20 years after the land was conveyed to the corporations (Laster, 1986).

Corporations have not received title to all of their lands, so their land is protected from taxation for 20 years after it is actually transferred. Right now the state and federal governments do not tax undeveloped land, but that could change in the future (Laster, 1986). As oil revenues decrease, the state may look into raising money by taxing land. So, unless this 20-year limitation is somehow extended, it could spell economic disaster for some of the corporations.

But even with the special protections that were written into the act, Native corporations have not been an overwhelming success. Most village corporations were just too small, and didn't have enough money from the beginning (Laster, 1986).
“The claims act, took the Alaskan Natives — before there was any economic opportunity in most villages — and compelled them to form themselves as a corporation. But the real problem is that in most of those villages there is no business. There is nothing to do economically to sustain a corporation. Moreover, the corporations, particularly the small corporations — because the money they received was based on the number of shareholders — didn’t receive enough money to be adequately capitalized, to get them started and get them over the rough spots. All of this is just the opposite of what you would do to start up a corporation, and it dooms those corporations to economic failure,” explains attorney David Case (Laster, 1986).

Native corporations also suffered from the lack of experienced business managers (Laster, 1986). Where is a village that lives primarily from hunting and fishing supposed to come up with business managers and accountants to run a new corporation?

What does the future look like for these Native corporations? How many will survive? What will happen to the land and money of the corporations that go under? We will take a look at this and what effect the corporations have had on the state of Alaska in the next unit.
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.

BOARD OF DIRECTORS

Explain that the “board of directors” is a group of people chosen to govern the affairs of a corporation or large institution. Ask students to give examples of “board of directors” to check for understanding.

EMPLOYS

Explain that “employs” means to engage the services of or to put to work for pay. Ask students to give examples of “employs” to check for understanding.

INHERITANCE

Explain that “inheritance” is the right of an heir to gain ownership of property (or other possessions) on the death of an ancestor. Ask students to give examples of “inheritance” to check for understanding.

TRIBAL MEMBER SHAREHOLDERS

Explain that “tribal member shareholders” are shareholders of Native owned corporations. For example: Sealaska Corporation is a Native organization owned by more than 20,000 “tribal member shareholders.” Ask students to give examples of “tribal member shareholders” to check for understanding.
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.

MINERAL

Explain that a “mineral” is a naturally occurring, solid, inorganic element of a compound. A “mineral” can also be a substance of commercial value, such as iron ore, coal, or petroleum, that is obtained by mining or drilling. Ask students to give examples of “mineral” to check for understanding.

TIMBER

Explain that “timber” is wood (trees) used as a building material; lumber. Ask students to give examples of “timber” to check for understanding.

PROFIT SHARING

Explain that “profit sharing” is the sharing of corporate profits with employees or other corporations. In the case of ANCSA corporations, “profit sharing” refers to the sharing of 70% of the profits from each of the 12 regional corporations. Ask students to give examples of “profit sharing” to check for understanding.

TAXES

Explain that “taxes” are the mandatory payments made by individuals and/or businesses which are issued by the state or federal government. Ask students to give examples of “taxes” to check for understanding.
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.

BANKRUPT

Explain that “bankrupt” means the inability to pay one’s debts and is the court-imposed legal status of an individual or business. Ask students to give examples of “bankrupt” to check for understanding.

AMENDED

Explain that “amended” means to change for the better, to improve, or to remove the faults or errors in. Ask students to give examples of “amended” to check for understanding.

ACCOUNTANTS

Explain that “accountants” are people who keep, audit, and inspect the financial records or business concerns of corporations and organizations and prepares financial and tax reports. Ask students to give examples of “accountants” to check for understanding.
**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.

**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.

**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**

**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.

**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.

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.

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.
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
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.
Unit 7: Essential Questions

1. What did section 7 of ANCSA create and what was received through this section?
2. Where does Sealaska Corporation own land?
3. How much land does Sealaska Corporation own?
4. How many people does Sealaska Corporation employ?
5. How does section 7i make Native corporations different from other corporations?
6. Why do Native corporations have to share their profits?
7. In what ways have Native corporations struggled since the passage of ANCSA?
Reading and Writing: Sentence Completion

**Unit 7: ANCSA Provisions (b)**

Section 7 of the Alaska Native Claims Settlement Act created the regional Native corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). It was these, along with the village corporations, that received the land and money of the settlement (Laster, 1986).

Sealaska Corporation lands extend along forests and coastlines of the Alaskan panhandle from Yakutat in the north to Prince of Wales Island in the south. These lands include 290,000 acres of surface land and 560,000 acres of subsurface land, making Sealaska Corporation the largest private land owner in the southeast Alaska region. The Sealaska Corporation is owned by more than 20,000

Sealaska also _______ more than 1,000 individuals in all types of jobs, of which 52% are shareholders and their descendants (Sealaska, 2012).

But two other parts of Section 7 make all Native corporations different from other corporations. These are Sections 7 (h) and 7 (i). In regular corporations stocks can be bought and sold by anyone; that is what Wall Street is all about. But Section 7 (h) restricted the stock in Native corporations. It says that stock cannot be sold or traded until 1991. The only way stock can be transferred until that time is through divorce, child support, or ________________ (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Why did Congress write this into the act? They did it to protect Native corporations. Congress also saw corporations as a way to assimilate or to change Alaska Natives. They would see themselves as individuals who owned shares in the corporations. Congress was afraid that if stock was not restricted, non-Natives could take over the new corporations (Laster, 1986). This gave the corporations 20 years to become strong enough to resist a take-over or being purchased by another corporation. After 20 years, individual shareholders could also sell their stock. Restricting the sale of stock does help the corporation from being taken over, but it also creates an interesting problem for the shareholders. If you own stock in a regular corporation, and you don’t like the way it is being run, you can sell your stock and get out. But with ANCSA corporations stock holders can’t do that. If they don’t like what their ________________ is doing they can’t sell their stock.

The next section, Section 7 (i), also makes ANCSA corporations different from all others. It is a formula for sharing money that corporations make from ______________ or ______________ operations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For instance, the Arctic Slope Regional Corporation has land that is rich with oil and natural gas. Under Section 7 (i) they have to share a portion of their profits made off oil and gas with
the other 11 regional corporations (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The idea behind this is to balance the ______________ and ______________ wealth of some corporations with the lack of resources in other regions. So, whenever one of the twelve regional corporations makes a profit off its ______________ s or ______________, it gets to keep 30% of it. The other 70% goes into a fund that is divided between the other 12 corporations. The village corporations also receive a portion from the regional corporations. Native people who are not enrolled into village corporations also receive a portion of the 7(i) funds. The thirteenth corporation, set up for Natives living outside the state, doesn't get a share of the 7 (i) money (Laster, 1986).

This ______________ ______________ is an unusual situation. If IBM makes a lot of money off a new type of computer, it doesn't have to share it with Apple or any of the other computer companies. Native corporations on the other hand, are tied together by sharing the profits off their natural resources (Laster, 1986).

There is one other way that ANCSA Native corporations are different from others. This is outlined in Section 21 (d) of the act. It says that corporations don't have to pay ______________ on their land for 20 years after passage of the act (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This was done for the same reasons that Section 7 (h) was put into the act, to protect the new corporations. If the corporations had to pay ______________ on all of their land, they could have been ______________ by now. This section was later ______________ so that taxes did not have to be paid until 20 years after the land was conveyed to the corporations (Laster, 1986).

Corporations have not received title to all of their lands, so their land is protected from __________ation for 20 years after it is actually transferred. Right now the state and federal governments do not __________ undeveloped land, but that could change in the future (Laster, 1986). As oil revenues decrease, the state may look into raising money by __________ing land. So, unless this 20-year limitation is somehow extended, it could spell economic disaster for some of the corporations.

But even with the special protections that were written into the act, Native corporations have not been an overwhelming success. Most village corporations were just too small, and didn't have enough money from the beginning...
“The claims act, took the Alaskan Natives — before there was any economic opportunity in most villages — and compelled them to form themselves as a corporation. But the real problem is that in most of those villages there is no business. There is nothing to do economically to sustain a corporation. Moreover, the corporations, particularly the small corporations — because the money they received was based on the number of shareholders — didn’t receive enough money to be adequately capitalized, to get them started and get them over the rough spots. All of this is just the opposite of what you would do to start up a corporation, and it dooms those corporations to economic failure,” explains attorney David Case (Laster, 1986).

Native corporations also suffered from the lack of experienced business managers (Laster, 1986). Where is a village that lives primarily from hunting and fishing supposed to come up with business managers and ________________ to run a new corporation?

What does the future look like for these Native corporations? How many will survive? What will happen to the land and money of the corporations that go under? We will take a look at this and what effect the corporations have had on the state of Alaska in the next unit.
Unit 6: 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 7 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 7 Written Content as well as Appendix I: VIII Section by Section Analysis, sections 7, 8, and 9 prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

In what ways are Native corporations different from all other corporations? In what ways are they the same? Have Native corporations been a success?
employs

inheritance

board of directors
tribal member shareholders

mineral
timber
profit sharing
taxes
bankrupt
SEALASKA HERITAGE INSTITUTE

EMPLOYS
INHERITANCE
BOARD OF DIRECTORS
TRIBAL MEMBER SHAREHOLDERS
MINERAL
TIMBER
PROFIT SHARING
TAXES
BANKRUPT
AMENDED
ACCOUNTANTS
The Alaska Native Claims Settlement Act created a new role for Natives in Alaskan society, politics, and business. Dr. Rosita Worl explains that, “ANCSA has given Native people an economic and political influence that they might never have achieved. But, at another level, the social and cultural impacts that ANCSA posed also, in my mind, could spell the seeds of the destruction of Native culture.” (Laster, 1986).

All of these changes have come about from the passage of the Alaska Native Claims Settlement Act. The day ANCSA was signed into law, Alaska changed forever. The impact of the act was tremendous. There was no one living in the state whose life had not been touched in some way by its passage. It helped boost our state economy, it cleared the way for the construction of the trans-Alaska oil pipeline, and it brought Natives into the corporate board room. The political strength of Native corporations allowed them to advocate to protect the interests of Native people, such as subsistence, and ANCSA doubled the size of land set aside for conservation (Laster, 1986). These things have affected all Alaskans.

The most immediate result of ANCSA was that it cleared the way for the trans-Alaska oil pipeline (Laster, 1986). It couldn’t be built until the state, the federal government, and Alaskan Natives reached agreement on who owned the land the pipeline runs across. This had a tremendous impact on the state’s economy. At the height of its construction, 20,000 Alaskans were helping to build it (Laster, 1986). When the oil started flowing, it was just the beginning of an intense period of development and growth for Alaska.

As the oil was pumped out of Prudhoe Bay, revenues were pumped into the Alaskan economy. Eighty-five percent and more of the state’s budget came from oil fees (Laster, 1986). In fact, nearly everything built, paved, or administrated by the state government is financed by oil revenues — oil that had to wait for a Native land claims settlement before it could flow.

The economic boom brought on by oil helped the new Native corporations as well as the rest of the state (Laster, 1986). These 12 Native corporations have had a big effect on the state’s economy, creating jobs as well as whole new businesses.

Cook Inlet Region, Inc. (CIRI), for example, has various kinds of investments. The corporation has real-estate holdings as far away as Colorado and Florida. It also has a royalty share in the Kenai gas field as well as ownership of oil and gas rights to nearly 500,000
acres on the Kenai Peninsula. The corporation is also a partner in one of the state’s largest construction companies (Laster, 1986). Overall, they are responsible for creating hundreds of jobs.

The money that the corporations received from ANCSA has had the effect of a billion dollar shot in the arm for the Alaskan economy (Laster, 1986).

Rosita Worl testifies before the Senate State Affairs Committee, 2012. 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.

**IMPACTS**

Explain that “impacts” are the effects or impressions of one thing or another; a striking of one body against another. Ask students to give examples of “impacts” to check for understanding.

**BUDGET**

Explain that a “budget” is the total sum of money allocated for a particular purpose or period of time. Ask students to give examples of “budget” to check for understanding.

**REAL-ESTATE**

Explain that “real-estate” is land, including all natural resources and permanent buildings located on the land. Ask students to give examples of “real-estate” to check for understanding.

**ROYALTY SHARE**

Explain that a “royalty share” is a payment made from one party to another based on the right to ongoing use of an asset or property. Ask students to give examples of “royalty share” to check for understanding.
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.

BYRON MALLOTT
Explain that “Byron Mallott” was born in Yakutat, Alaska, in 1943 and became a politician, business executive, and Tlingit leader. “Byron Mallott” played a pivotal role in the fight for ANCSA. To better introduce this person, ask students if they can offer any other information about “Byron Mallott” to share with their classmates. *See Appendix for more information on Byron Mallott.

STEWART UDALL
Explain that “Stewart Udall” was an American politician from Arizona who served three terms in Congress. He then served as Secretary of the Interior for eight years. “Stewart Udall” worked on many environmental and Native American initiatives, including ANCSA. To better introduce this person, ask students if they can offer any other information about “Stewart Udall” to share with their classmates. *See Appendix for more information on Stewart Udall.

RICHARD NIXON
Explain that “Richard Nixon” was the President of the United States from 1969-1974 and signed the Alaska Native Claims Settlement Act in 1971. “Richard Nixon” gave up the presidency after his involvement in the Watergate scandal was exposed, making him the only U.S. president to resign from office. To better introduce this person, ask students if they can offer any other information about “Richard Nixon” to share with their classmates. *See Appendix for more information on Richard Nixon.

OSCAR KAWAGLEY
Explain that “Oscar Kawagley” was born in Bethel, Alaska, in 1934 and was one of Alaska’s most influential teachers and thinkers. Throughout his life, “Oscar Kawagley” worked toward the integration of indigenous knowledge into the academic world. To better introduce this person, ask students if they can offer any other information about “Oscar Kawagley” to share with their classmates. *See Appendix for more information on Oscar Kawagley.
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.

WALTER SOBOLEFF

Explain that “Walter Soboleff” was born in Killisnoo, Alaska, in 1908 and was a Tlingit scholar, elder, and spiritual leader who specialized in traditional Native oratory and storytelling. “Walter Soboleff” was trained in traditional Tlingit worldview and cultural practices by his Tlingit elders and also excelled in the western educational system. To better introduce this person, ask students if they can offer any other information about “Walter Soboleff” to share with their classmates. *See Appendix for more information on Walter Soboleff.

ROSITA WORL

Explain that “Rosita Worl” was born in 1938 and is currently the president of Sealaska Heritage Institute, vice-chair of the Sealaska Board of Directors, and a member of the Alaska Federation of Natives board. As an anthropologist, “Rosita Worl” was made many contributions to increase awareness about Alaska Native cultures and subsistence economies. To better introduce this person, ask students if they can offer any other information about “Rosita Worl” to share with their classmates. *See Appendix for more information on Rosita Worl.

DAVID CASE

Explain that “David Case” is an Anchorage lawyer who literally wrote the book on Indian Law in Alaska. “David Case” wrote Alaska Natives and American Laws, published in 1984. It was the first comprehensive effort to explain the place of Alaska Natives in the unique and complicated relationship between the United States and indigenous Americans. To better introduce this person, ask students if they can offer any other information about “David Case” to share with their classmates. *See Appendix for more information on David Case.

WILLIAM HENSLEY

Explain that “William Hensley” was born in Kotzebue, Alaska. “William Hensley” was a founder of the NANA Regional Corporation and served as director for 20 years. “William Hensley” was also the manager of federal government relations for Alyeska Pipeline Service Company, the organization that operates and maintains the 800-mile trans-Alaska pipeline. To better introduce this person, ask students if they can offer any other information about “William Hensley” to share with their classmates. *See Appendix for more information on William Hensley.
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.

ALBERT KOOKESH

Explain that “Albert Kookesh” has served in the Alaska State Legislature as senator to District C and as Chair of the Sealaska Board of Directors, which he joined in 1976. To better introduce this person, ask students if they can offer any other information about “Albert Kookesh” to share with their classmates. *See Appendix for more information on Albert Kookesh.

CHARLIE JOHNSON

Explain that “Charlie Johnson” is Inupiat who was president of Bering Straits Regional Corporation and also Chair of the Board of the Alaska Federation of Natives. To better introduce this person, ask students if they can offer any other information about “Charlie Johnson” to share with their classmates. *See Appendix for more information on Charlie Johnson.
Language and Skills Development

LISTENING

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.

Major League
Group the students into two teams. Have the first player from team one stand in the center of the classroom. Give the student a ruler or another item that can be used as a baseball bat. You may wish to have another player stand at a safe distance behind the batter to retrieve the ball. Say a vocabulary word or a sentence which contains a key vocabulary word. Then, toss a Nerf ball towards the batter, saying a vocabulary word or sentence at the same time. If the vocabulary word or sentence is the same as the one used before, the student should swing at the ball. However, if the vocabulary word or sentence is not the same, the student should not swing.

Nod and Clap
Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

Hop the Line
Make a masking tape line on the floor. Have the students stand on the line—their toes touching the masking tape. Have the students listen for a specific word or sentence. Say a number of other words or sentences, eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.
Language and Skills Development

SPEAKING

Calendar Bingo
Locate an old calendar. Provide each student with a calendar page (make copies if necessary). Also, provide each student with ten small markers. Each student should place the markers on different dates on his/her calendar page. Mount the vocabulary pictures on the board. Call a student’s name and say a date in the month. If a marker is not on the date you named, he/she should say a complete sentence using a vocabulary word from this unit. However, if a marker is on the date you called, he/she may pass to the next player. Repeat.

Trapped
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 walk under the bridge in single file. When you clap your hands, the two students should lower their hands, trapping one of the students between their arms. Show the trapped student a vocabulary illustration. The student should then say a complete sentence using the vocabulary word for the illustration. The bridge should then be raised for the next round of the activity. Repeat.

Picture Outline
Mount the vocabulary pictures on the board. Draw a chalk outline around the sides of each picture. Review the pictures with the students. When an outline has been created for each picture, remove the pictures from the board (being certain to recall their original locations on the board). Number each of the outlines and call upon a student to recall the vocabulary word for the picture that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

Picture Jigsaw
Cut each of the vocabulary pictures into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one picture section). When you say “Go,” the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary pictures. When the students put the necessary pieces of a picture together, they should identify the picture by its vocabulary word. Continue until all vocabulary pictures have been put together and named in this way.
Funnel Words
Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

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.

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.

Let’s Read
Read the text from this unit with the students. Ask them questions about the contents of the reading.
Language and Skills Development

WRITING

Dash
Group the students into two teams. Make two sets of dashes on the board — each set should be the same and should represent the number of letters in a sight word. When you say “Go,” the first player in each team must rush to his/her set of dashes on the board. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students have had an opportunity to participate.

Research
Have the students do online research into one or more of the Essential Questions. Encourage them to look at the issue from many points of view. When the students have completed their research, each student should share his/her findings with another student and then with the class.

Sentence Relay
Group the students into two teams facing the board. Place chalk in the board ledge. Write the same sight word on the board for each team (there should be two versions of the same word on the board). When you say “Go,” the first player from each team must rush to his/her team’s word. Each student should then add ONE word — either before or after the sight word. The player should then rush to the back of the team and the next player must race to the board to add another word — before or after the words already on the board. The students should continue in this way until a complete sentence has been written. You may wish to evaluate the sentence based on the number of words used to create them. Repeat, using a different sight word for each round of the activity.

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 8: Essential Questions

1. What does the future look like for Native corporations?
2. What will happen to the land and money if corporations go under?
3. Describe the new role that ANCSA created for Alaska Natives in society.
4. What was the most immediate result of ANCSA?
5. What impacts did the construction of the trans-Alaska oil pipeline have on Alaska?
6. Why did oil have to wait for Native land claims settlement in order to flow?
7. Has ANCSA had a positive or negative impact on Alaska’s economy?
Research Activity: Historical Figures

The struggle by Alaska Natives to keep their lands and cultures intact has brought forward many influential leaders on all sides of the issue. Throughout the text of this curriculum, ten specific individuals were mentioned by name. In Appendix VIII – XVII each of these individuals and their achievements are discussed in-depth.

- Have students choose one person from the following list.*
- Have students read the article on their historical figure found in the Appendix and re-read the unit(s) in which their historical figure is discussed.
- Have students conduct online research into their historical figure and compile their findings.
- Students should report their findings to the rest of the class and turn in a basic historical summary of their research.

*If a student would like to research a historical figure involved in Native land claims who is not listed here, they are welcome to do that with the teacher’s approval.
The Alaska Native Claims Settlement Act created a new role for Natives in Alaskan society, politics, and business. Dr. Rosita Worl explains that, “ANCSA has given Native people an economic and political influence that they might never have achieved. But, at another level, the social and cultural _____________ that ANCSA posed also, in my mind, could spell the seeds of the destruction of Native culture.” (Laster, 1986).

All of these changes have come about from the passage of the Alaska Native Claims Settlement Act. The day ANCSA was signed into law, Alaska changed forever. The _____________ of the act was tremendous. There was no one living in the state whose life had not been touched in some way by its passage. It helped boost our state economy, it cleared the way for the construction of the trans-Alaska oil pipeline, and it brought Natives into the corporate board room.

The political strength of Native corporations allowed them to advocate to protect the interests of Native people, such as subsistence, and ANCSA doubled the size of land set aside for conservation (Laster, 1986). These things have affected all Alaskans.

The most immediate result of ANCSA was that it cleared the way for the trans-Alaska oil pipeline (Laster, 1986). It couldn't be built until the state, the federal government, and Alaskan Natives reached agreement on who owned the land the pipeline runs across. This had a tremendous _____________ on the state's economy. At the height of its construction, 20,000 Alaskans were helping to build it (Laster, 1986). When the oil started flowing, it was just the beginning of an intense period of development and growth for Alaska.

As the oil was pumped out of Prudhoe Bay, revenues were pumped into the Alaskan economy. Eighty-five percent and more of the state's _____________ came from oil fees (Laster, 1986). In fact, nearly everything built, paved, or administrated by the state government is financed by oil revenues — oil that had to wait for a Native land claims settlement before it could flow.

The economic boom brought on by oil helped the new Native corporations as well as the rest of the state (Laster, 1986). These 12 Native corporations have had a big effect on the state's economy, creating jobs as well as whole new businesses.

Cook Inlet Region, Inc. (CIRI), for example, has various kinds of investments. The corporation has _____________ holdings as far away as Colorado and Florida. It
also has a ____________ ____________ in the Kenai gas field as well as ownership of oil and gas rights to nearly 500,000 acres on the Kenai Peninsula. The corporation is also a partner in one of the state’s largest construction companies (Laster, 1986). Overall, they are responsible for creating hundreds of jobs.

The money that the corporations received from ANCSA has had the effect of a billion dollar shot in the arm for the Alaskan economy (Laster, 1986).
Unit 8: 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 question and excerpt below from Unit 8 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 8 Written Content prior to assessment.
- Students should be given time for online research prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

In your own words, summarize the impacts, large and small, that ANCSA has had on the state of Alaska. How has ANCSA provided a new role for Natives in Alaskan society?
royalty share

Byron Mallott

Stewart Udall
Richard Nixon
Oscar Kawagley
Walter Soboleff
Albert Kookesh

Charlie Johnson
VOCABULARY PICTURES
IMPACTS
BUDGET
REAL-ESTATE
Royalty Payments ($15 million)

- Jon Bon Jovi
- Lady Gaga
- U2
- Bon Jovi's Hairline Defense Fund
- Paul McGuiness' Lawyers
- U2's Lawyers
- Other non-charting artists
- Other charting artists
ROYALTY SHARE
STEWART UDALL
RICHARD NIXON
WALTER SOBOLEFF
ROSITA WORL
DAVID CASE
ALBERT KOOKESH
CHARLIE JOHNSON
UNIT 9

The Land (b)
The Native corporations have changed Alaska in other ways. Before ANCSA, only about one half of one percent of all Alaska land was privately owned. When ANCSA placed 44 million acres under Native control, those 44 million acres became privately owned. That is more than 15 times as much private land than before the passage of ANCSA in 1971 (Laster, 1986).

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.

“The Native lands are going to be very important to the future of the state, because it is the private land that is easily accessible. And the truth of the matter is that with these private land holdings that are in strategic areas — they are going to be critical in so far as any future developments, whether it’s coal, timber, whether it’s lead and zinc, whether it’s oil and gas. The Native people are going to be involved,” states William Hensley (Laster, 1986).

Besides turning 44 million acres into private land, ANCSA started the process that set aside more than twice that amount as national interest lands (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The result was another act, the Alaska National Interest Lands Conservation Act, or ANILCA for short. ANILCA designated 103 million acres of Alaska as national parks, wildlife refuges, and scenic rivers and lakes (Congress, Public Law 96-487, 1980). These millions of acres are meant to be left unchanged. ANILCA also established a subsistence priority on federal lands for “rural” Alaska.

By turning more than one quarter of the state into national interest lands, their potential to be developed has been limited, but the wild state of the land has been preserved (Congress, Public Law 96-487, 1980). How has this affected the state? How have ANILCA lands affected subsistence hunters and fishermen? By law, they can use these lands for subsistence, but these laws can be changed in the future. It will depend upon how much
political strength they have with the state and federal governments (Laster, 1986).

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 political force (Laster, 1986). They used this political experience together with funds provided by Native corporations to protect subsistence hunting and fishing against those who do not support a subsistence priority. Native corporations have supported efforts to ensure the cultural survival of Alaska Natives and to protect their land ownership. They went to Congress in the mid 1980s to amend ANCSA to allow Natives who were born after 1971 to become shareholders in corporations; to give special benefit to Elders; and to establish land banks to ensure that undeveloped ANCSA lands could not be lost.

Only Natives who were born before the act was signed get to share in its benefits. Those born since 1971 do not own corporate stock. They have no say in how the corporations and the land are managed (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). They are called new-Natives.

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?

“You can’t maintain a society if your young cannot become members of that society, and if we say that our society is built — is premised — on utilization of the land and its wildlife resources... then we must be sure that our children have the same right, the same right that we have as tribal members. We have so many things already impinging on Native societies; we don’t need to be torn apart from the inside,” states Dr. Rosita Worl (Laster, 1986).
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).

“I would like to extend the thanks of the Sealaska Board of Directors to all shareholders who voted on these historic resolutions, regardless of how they voted,” said Dr. Rosita Worl, Sealaska vice chair of the board. “The Sealaska Board has heard and listened to this diverse community of shareholder and descendant opinions. This vote reflects shareholders’ strong commitment to Native cultural values and ties to our lands. This vote will only make Sealaska a corporation with a stronger Native identity” (Sealaska, Shareholder: A Bimonthly Newsletter from Sealaska Corporation, 2007).

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-
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.
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.
The Road from ANCSA: Background and Place-Based Activities

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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.
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.

**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.
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.

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.
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.
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.

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.

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.

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**

**Unit 9: The Land (b)**

The Native corporations have changed Alaska in other ways. Before ANCSA, only about one half of one percent of all Alaska land was privately owned. When ANCSA placed 44 million acres under Native control, those 44 million acres became privately owned. That is more than 15 times as much private land than before the passage of ANCSA in 1971 (Laster, 1986).

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.

“The Native lands are going to be very important to the future of the state, because it is the private land that is easily accessible. And the truth of the matter is that with these private land holdings that are in ____________ areas — they are going to be ____________ in so far as any future developments, whether it’s coal, timber, whether it’s lead and zinc, whether it’s oil and gas. The Native people are going to be involved,” states William Hensley (Laster, 1986).

Besides turning 44 million acres into private land, ANCSA started the process that set aside more than twice that amount as national interest lands (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The result was another act, the Alaska National Interest Lands Conservation Act, or ANILCA for short. ANILCA designated 103 million acres of Alaska as ____________ ____________, ____________

and scenic rivers and lakes (Congress, Public Law 96-487, 1980). These millions of acres are meant to be left unchanged. ANILCA also established a subsistence priority on federal lands for “rural” Alaska.

By turning more than one quarter of the state into national interest lands, their potential to be developed has been limited, but the wild state of the land has been preserved (Congress, Public Law 96-487, 1980). How has this affected the state? How have ANILCA lands affected subsistence hunters and fishermen? By law, they can use these lands for subsis-
ence, but these laws can be changed in the future. It will depend upon how much political strength they have with the state and federal governments (Laster, 1986).

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 (Laster, 1986). How has ANCSA changed the everyday life of Alaska Natives? What has this increased economic and political power meant to the individual?

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).

Perhaps the greatest benefits of ANCSA have come through political advocacy. 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 political force (Laster, 1986). They used this political experience together with funds provided by Native corporations to protect subsistence hunting and fishing against those who do not support a subsistence priority. Native corporations have supported efforts to ensure the cultural survival of Alaska Natives and to protect their land ownership. They went to Congress in the mid 1980s to amend ANCSA to allow Natives who were born after 1971 to become shareholders in corporations; to give special benefit to Elders; and to establish land banks to ensure that undeveloped ANCSA lands could not be lost.

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“You can’t maintain a ______________ if your young cannot become members of that ______________, and if we say that our ______________ is built — is premised — on utilization of the land and its wildlife resources… then we must be sure that our children have the same right, the same right that we have as tribal members. We have so many things already impinging on Native ______________; we don’t need to be torn
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 and intensive outreach to shareholders, including, 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).

“I would like to extend the thanks of the Sealaska Board of Directors to all shareholders who voted on these historic resolutions, regardless of how they voted,” said Dr. Rosita Worl, Sealaska vice chair of the board. “The Sealaska Board has heard and listened to this community of shareholder and descendant .

This vote reflects shareholders’ strong commitment to Native cultural values and ties to our lands. This vote will only make Sealaska a corporation with a stronger Native identity” (Sealaska, Shareholder: A Bimonthly Newsletter from Sealaska Corporation, 2007).

ANCSA has also had an impact on Native . 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 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 _______________. 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.
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.

“How 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
national wildlife refuges

society

socialization
dialogue
polling
diverse
opinions

reemergence

nomadic
VOCABULARY PICTURES
STRATEGIC
CRITICAL
NATIONAL PARKS
NATIONAL WILDLIFE REFUGES
SOCIETY
SOCIALIZATION
DISPARITY
INSTITUTION
ETHNICITIES
DIALOGUE
POLLING
DIVERSE
OPINIONS
REEMERGENCE
When President Richard Nixon signed the Alaska Native Claims Settlement Act, it ended the 200-year struggle over who owns Alaska’s land. ANCSA cleared the way for construction to begin on the trans-Alaska pipeline. It allowed the state government to continue its selection of land promised in the Alaska Statehood Act. ANCSA also started a process that turned one quarter of Alaska into national parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). But for Alaska’s Natives it raised more questions than it answered.

What is the future of the Native corporations set up by ANCSA? How will the success or failure of these corporations affect the state? Will Alaska Natives be able to hold onto their land and corporations? And most importantly, will Natives be able to hold onto their way of life?

For Alaska Natives, ANCSA has been both good and bad. Their goal was to get control of their land and their way of life (Laster, 1986). It seemed ANCSA had given them three things they needed to achieve this.

First, Natives got title to 44 million acres. Second, they received payment of more than $900 million for giving up their claim to the rest Alaska. Third, the creation of Native-owned corporations allowed them to manage the land and money (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). All of these were achieved through ANCSA.

The federal and state governments, the conservationists, and the oil companies were basically satisfied with the terms and language of ANCSA. But for Alaska Natives, ANCSA raised more issues than it solved, and there is often bitter disagreement over which course of action must be taken (Laster, 1986).

Why is there dissatisfaction with ANCSA? First, the Native-owned corporations gained ownership over the land forever. This reflects the cultural and economic importance of the land to Alaska Natives. Despite the promise of ANCSA, there is a very real danger that Natives will lose control of their corporations, and with them, control of their land (Laster, 1986).

“Historically, whenever the aboriginal property has been reduced to an individual property right, the result has been the massive loss of aboriginal lands. Those who do not know history are doomed to repeat it. And that is likely to happen here in Alaska unless something is done,” explains attorney David Case (Laster, 1986).

“If it turns out that non-Natives in fact do control, eventually, the Native corporations, there is a real possibility that they might see different uses for the land then we do. They may not be subsistence type people. We hold the land sacred and critical for our subsistence,” said Charlie Johnson AFN Chairman,
Success for any corporation, Native or non-Native, is difficult. What are the long-term chances of success for Native corporations? For those corporations that do fail, what will the effects be on the rest of Alaska?

It is simple for most corporations because they have only one primary goal, and that is to make a profit. Native corporations, on the other hand, have more responsibilities. Native corporations received ownership of tribal lands that have been owned by Natives for thousands of years. According to Native cultural values and traditional laws, future generations of Natives are also entitled to enjoy the ownership of their ancestral lands. Native people own the land because they are members of a group that own the land. In Native society, transfer of ownership of land through generations is through membership and not through inheritance. Using the land also creates responsibilities to care for the members of your group. Native corporations must be profitable, but they also have obligations to its current and future generations of shareholders.

The big challenge for Native corporations is to balance their many objectives. How can they make a profit while still providing the more general level of community support that their shareholders have come to expect?

Native corporations must also carefully consider the social effects of their businesses across their region (Laster, 1986). It can be hard for corporations to invest in small, rural communities where the population is small and transportation is expensive. These factors make it that much harder to make the necessary profits. It is far easier for corporations to invest in the urban centers where the economy is more diverse and sustainable (Laster, 1986). Is their responsibility to provide jobs for their shareholders and invest in the local economy, or should they invest outside the region and perhaps make more profit?

ANCSCA corporations were created overnight, with millions of dollars and millions of acres as assets. They had little experience of training in running a profit-making corporation. Yet, they were given all the pieces and expected to make it work (Laster, 1986). It is no wonder that a number of the village and regional corporations are in pretty bad shape. What is impressive is that so many have survived for so long.

In 1991, on December 18th of that year, exactly 20 years after ANCSA was signed, several different things happened. First, Native land that had been developed was no longer exempt from taxation, which for some corporations could threaten their very existence. Also, shareholders were allowed to vote to allow their ANCSA corporation stock to be sold. If such a vote were approved, anyone would be able to buy stock and vote on corporate issues. This worries some people more than anything else about ANCSA (Laster, 1986). When anyone can buy stock, the corporations can be taken over by non-Natives. If that happens, it means that Natives would lose control of their corporate assets, which includes the land.

This kind of take-over by outside interests happens very often in the corporate world, even in corporations that have lots of experience and resources at their disposal. If it can happen to them it...
can surely happen to ANCSA corporations (Laster, 1986). With the land and resources Native corporations have, they will look very attractive for take-over. But how would these take-overs affect the rest of Alaska?

If ANCSA corporations are taken over, the people who have enough money to do that may not even be Alaskans. This will affect not only Natives but the whole state (Laster, 1986). It means that the people who control these major corporations and all that land, may not even live here.

ANCSA satisfied a lot of needs back in 1971; needs of the oil companies, the needs of the state and federal governments, and the needs of the conservationists. It tried to address Native needs but today the ownership of Native land and the future of their culture are still in question. What can be done?

There are a number of prescriptions that may solve the problems. Most of them will require legislation from Congress, and that is a slow and tedious process. Native groups will have to be united about what they want and be prepared to lobby for it to be successful (Laster, 1986).

The questions that consume present Native leadership and will have a huge impact on the future are:

1. Is it the responsibility of Alaska Native corporations to advance the social welfare of Alaska Natives?
2. Is it a responsibility of Alaska Native corporations to invest in rural villages that are economically depressed?
3. Should Native cultural values be incorporated into Alaska Native corporations?
4. Should Alaska Native corporations focus only on making “profits?”
5. Should ANCSA lands be transferred to tribes?
6. Should Alaska Native corporations allow Alaska Natives who are less than one-fourth Native blood quantum to enroll into Alaska Native corporations?

All of the above listed questions and possibilities are worth significant consideration, discussion, and debate. As junior high students in the 21st century, and future leaders of Alaska, what do you think is the right path forward? What are your priorities for your culture and state? How do you think we can best protect the land our forebears fought for so courageously? Look to your ancestors for advice and wisdom, but learn also to utilize new technologies, new ideas, and your unique individual capacities to help ensure our land is respected, honored, and kept safe for future generations. The future of Native land and culture is in your hands!
The Road from ANCSA: Background and Place-Based Activities

ACHIEVE
Explain that to “achieve” means to accomplish or carry out with success; to attain with effort or despite difficulty. Ask students to give examples of “achieve” to check for understanding.

DISSATISFACTION
Explain that “dissatisfaction” is the feeling or condition of being displeased or unsatisfied; discontented. Ask students to give examples of “dissatisfaction” to check for understanding.

RESPONSIBILITIES
Explain that “responsibilities” are the obligation to carry out an assigned task to a successful conclusion. Ask students to give examples of “responsibilities” to check for understanding.

OBJECTIVES
Explain that “objectives” are something worked towards or striven for; goals. Ask students to give examples of “objectives” to check for understanding.

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.
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.

POPULATION

Explain that “population” is all of the people inhabiting a certain area. Ask students to give examples of “population” to check for understanding.

TRANSPORTATION

Explain that “transportation” is the act of moving something or someone from one place to another. Ask students to give examples of “transportation” to check for understanding.

SUSTAINABLE

Explain that “sustainable” is the capability of being maintained at a steady or healthy level without exhausting natural resources and causing severe ecological damage. Ask students to give examples of “sustainable” to check for understanding.

ASSETS

Explain that “assets” are anything or material value or usefulness that is owned by a person or company. Ask students to give examples of “assets” to check for understanding.
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.

EXEMPT  
Explain that “exempt” is to free from obligation, duty or liability to which others are subject. Ask students to give examples of “exempt” to check for understanding.

LAND BANK  
Explain that a “land bank” is a large body of land held by a public or private organization for future development or disposal. Ask students to give examples of “land bank” to check for understanding.

DEBT  
Explain that “debt” is something owed such as money, goods, or services. Ask students to give examples of “debt” to check for understanding.

PRIORITIES  
Explain that “priorities” are a status established in order of importance or urgency; prime concern; first concern. Ask students to give examples of “priorities” to check for understanding.
Language and Skills Development

LISTENING

The Hidden Words
Give students a vocabulary word or a list of vocabulary words. Have the students listen for the specific vocabulary word(s) as you read a story aloud. Each student should have paper and a pen in front of them. When the students hear a specific vocabulary word in the story, they must make a check mark next to that specific word on their vocabulary list each time the word occurs.

Let’s Move
Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times.

Right or Wrong?
Provide each student with two blank flashcards. Each student should make a happy face on one card and a sad face on the other card. When the students’ cards are ready, say a sentence that is either true or false relating to the unit’s written content. When you say a true sentence, the students should show their happy faces. However, when you say a sentence that is false, each student should show his/her sad face. Repeat this process, using a number of true and false statements relating to a concept being studied.

Match My Sequence
Provide each student with three vocabulary pictures. All students should have the same pictures. Have the students lay the pictures on their desks in a row (any sequence). When the students have arranged their pictures, say a sequence of three vocabulary words (using the vocabulary words for the pictures the students have). Any student or students whose pictures are in the same sequence as the vocabulary words you said wins the round. The students may change their sequences after each round of the activity.
Language and Skills Development

SPEAKING

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.

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 rearranged. This activity may also be done in team form.

Being Lippy
Stand in front of the students. Move your lips to say a vocabulary word. The students should watch your lips carefully and then repeat the vocabulary word. Depending upon the readiness of the students, complete sentences can be used. This activity may also be done in team form, with specific students being required to answer in a rotating format.

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.”
Language and Skills Development

READING

Coded Reading
Give students either a written copy of Setting the Stage or Drawing the Map, as well as a list of unit vocabulary terms. Each student should read the account, with a writing utensil in hand, and code their text using specific text features. The teacher should pre-select specific text feature symbols and define what each one means. Recommended symbols include triangles, squares, circles, question marks, exclamation marks, and stars. The meaning of these symbols should be present both on the front board and on the writing assignment itself. Text feature symbols can represent important information, confusing information, specific vocabulary terms, something the student wants to remember, and something the student has a question about. The intention of this activity is to encourage students to be present when they are reading, to enhance their memory of what they have read, and to help them read with purpose.

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.

Running Story
Mount the sight words (images) on the chalkboard. Read the unit’s written content aloud to the students. As the vocabulary words are approached in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

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.
Sentence Build
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.

Creative Writing Prompt
For the purpose of evaluation and assessment, a creative writing prompt can be given to students to see how well they retained the concepts studied throughout the unit. Students should be encouraged and given points for using as many vocabulary words in their writings as possible. Themes may vary depending on the unit’s written content and could focus on the Essential Questions provided.

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 10: Essential Questions

1. Why has ANCSA raised more questions for Alaska Natives than it answered?
2. What is the future of Native corporations set up by ANCSA?
3. Will Alaska Natives be able to hold onto their land and corporations?
4. Will Alaska Natives be able to hold onto their way of life?
5. What three things did ANCSA give Alaska Natives?
6. Why is there dissatisfaction with ANCSA?
7. What are the long-term chances for success for Native corporations in Alaska?
8. What will the effects be on the rest of Alaska if Native corporations fail?
9. How can Native corporations make a profit while still providing a general level of community support for their shareholders?
10. Is it the responsibility of Native corporations to provide jobs for their shareholders and invest in local economy, or should they invest outside the region and perhaps make more profit?
11. How do you think we can best protect the land our forebears fought for so courageously?
When President Richard Nixon signed the Alaska Native Claims Settlement Act, it ended the 200-year struggle over who owns Alaska’s land. ANCSA cleared the way for construction to begin on the trans-Alaska pipeline. It allowed the state government to continue its selection of land promised in the Alaska Statehood Act. ANCSA also started a process that turned one quarter of Alaska into national parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). But for Alaska’s Natives it raised more questions than it answered.

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The federal and state governments, the conservationists, and the oil companies were basically satisfied with the terms and language of ANCSA. But for Alaska Natives, ANCSA raised more issues than it solved, and there is often bitter disagreement over which course of action must be taken (Laster, 1986).

Why is there ________________ with ANCSA? First, the Native-owned corporations gained ownership over the land forever. This reflects the cultural and economic importance of the land to Alaska Natives. Despite the promise of ANCSA, there is a very real danger that Natives will lose control of their corporations, and with them, control of their land (Laster, 1986).

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“If it turns out that non-Natives in fact do control, eventually, the Native corporations, there is a real possibility that they might see different uses for the land then we do. They may not be subsistence type people. We hold the land sacred and critical for our subsistence,” said Charlie Johnson AFN Chairman,
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The big challenge for Native corporations is to balance their many ______________. How can they make a profit while still providing the more general level of community support that their shareholders have come to expect?

Native corporations must also carefully consider the social effects of their businesses across their region (Laster, 1986). It can be hard for corporations to invest in small, rural communities where the __________________ is small and ________________ is expensive. These factors make it much harder to make the necessary profits. It is far easier for corporations to invest in the urban centers where the economy is more diverse and ________________. Is their ________________ to provide jobs for their shareholders and invest in the local economy, or should they invest outside the region and perhaps make more profit?

ANCSA corporations were created overnight, with millions of dollars and millions of acres as ________________. They had little experience of training in running a profit-making corporation. Yet, they were given all the pieces and expected to make it work (Laster, 1986). It is no wonder that a number of the village and regional corporations are in pretty bad shape. What is impressive is that so many have survived for so long.

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can surely happen to ANCSA corporations (Laster, 1986). With the land and resources Native corporations have, they will look very attractive for take-over. But how would these take-overs affect the rest of Alaska?

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There are a number of prescriptions that may solve the problems. Most of them will require legislation from Congress, and that is a slow and tedious process. Native groups will have to be united about what they want and be prepared to lobby for it to be successful (Laster, 1986).

The questions that consume present Native leadership and will have a huge impact on the future are:

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All of the above listed questions and possibilities are worth significant consideration, discussion, and debate. As junior high students in the 21st century, and future leaders of Alaska, what do you think is the right path forward? What are your _____________ for your culture and state? How do you think we can best protect the land our forebears fought for so courageously? Look to your ancestors for advice and wisdom, but learn also to utilize new technologies, new ideas, and your unique individual capacities to help ensure our land is respected, honored, and kept safe for future generations. The future of Native land and culture is in your hands!
Activity: Community Engagement

As a class, prompt students to recall everything that they have learned about ANCSA throughout the curriculum. Create a classroom list of the history, setbacks, achievements, issues, provisions, impacts, future concerns, and important facts surrounding the Alaska Native Claims Settlement Act of 1971. Teacher can try and assist in summarizing and presenting the most important lessons derived from this history. The class should then come up with a list of basic questions that would be essential to ask in an interview.

- Provide each student with a copy of the class list of important ANCSA lessons on one side and the essential interview questions on the other.
- Take the class on a field trip to the town center (or other central location) and have each student find at least three people to interview and find out what they know about ANCSA.
- Have students record what they hear from community members.
- After interviewing, have each student teach all that they have learned about ANCSA to the community members, explaining the importance of educating ourselves about ANCSA so as to protect our lands for future generations of Alaskans.
Unit 10: 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 10 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 10 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.

“As junior high students in the 21st century, and future leaders of Alaska, what do you think is the right path forward for Alaskan Natives and Native corporations created by ANCSA? What are your priorities for your culture and state? How do you think we can best protect the land our forebears fought for so courageously?”
achieve
dissatisfaction
responsibilities
objectives
population
transportation
sustainable
assets
exempt
land bank
debt
priorities
VOCABULARY PICTURES
ACHIEVE
DISSATISFACTION
RESPONSIBILITIES
OBJECTIVES
POPULATION
TRANSPORTATION
SUSTAINABLE
ASSETS
EXEMPT
LAND BANK
DEBT
PRIORITIES
Appendices
The Road from ANCSA

Appendix I: ALASKA NATIVE CLAIMS SETTLEMENT ACT OF 1971 (P.L. 92-203)

Introduction

On December 18, 1971, Public Law 92-203, the “Alaska Native Claims Settlement Act,” was signed into law by President Nixon. Public Law 92-203 was enacted by Congress to settle the claim of Alaska’s native Indian, Aleut and Eskimo population to aboriginal title to the land on which they have lived for generations. This claim had been unresolved during the more than 100 years since the U.S. purchased Alaska from Russia in 1867.

A summary of the background to the Alaskan native land claims issue is provided by the House Interior and Insular Affairs Committee Report to accompany H.R. 10367 (House Report No. 92-523, pp. 3-4), which is followed by a detailed analysis of the history of government action over the past century regarding native land claims. As stated in House Report No. 92-523:

“When the United States acquired the Territory of Alaska by purchase from Russia, the treaty (proclaimed June 21, 1867, 15 Stat. 539) conveyed to the United States dominion over the territory, and it conveyed title to all public lands and vacant lands that were not individual property. The lands used by the ‘uncivilized’ tribes were not regarded as individual property, and the treaty provided that those tribes would be subject to such laws and regulations as the United States might from time to time adopt with respect to aboriginal tribes.

“Congress provided by the Act of May 17, 1884 (23 Stat. 24), that the Indians and other persons in the terri-
tory (now commonly called Natives) should not be disturbed in the possession of any lands actually in their use or occupation or then claimed by them, but that the terms under which such persons could acquire title to such lands were reserved for future legislation by Congress. Congress has not yet legislated on this subject, and that is the purpose of this bill.

“Aboriginal title is based on use and occupancy by aboriginal peoples. It is not a compensable title protected by the due process clause of the Constitution, but is a title held subject to the will of the sovereign. The sovereign has the authority to convert the aboriginal title into a full fee title, in whole or in part, or to extinguish the aboriginal title either with or without monetary or other consideration.

“It has been the consistent policy of the United States Government in its dealings with Indian Tribes to grant to them title to a portion of the lands which they occupied, to extinguish the aboriginal title to the remainder of the lands by placing such lands in the public domain, and to pay the fair value of the titles extinguished. This procedure was initiated by treaties in the earlier part of our history, and was completed by the enactment of the Indian Claims Commission Act of 1946. That Act permitted the Indian Tribes to recover from the United States the fair value of the aboriginal titles to lands taken by the United States (by cession or otherwise) if the full value had not previously been paid.

“The Indian Claims Commission has not been available to the Natives in Alaska, in a practical sense, because the great bulk of the aboriginal titles claimed by the Natives have not been taken or extinguished by the United States. The United States has simply not acted.

“The extent to which the Natives in Alaska could prove their claims of aboriginal title is not known. Native leaders asserted that the Natives have in the past used and occupied most of Alaska. Use and occupancy patterns have changed over the years, however, and lands used and occupied in the past may not be used and
occupied now. Moreover, with development of the State, many Natives no longer get their subsistence from the land.

“The pending bill does not purport to determine the number of acres to which the Natives might be able to prove an aboriginal title. If the tests developed in the courts with respect to Indian Tribes were applied in Alaska, the probability is that the acreage would be large—but how large no one knows. A settlement on this basis, by means of litigation if a judicial forum were to be provided, would take many years, would involve great administrative expense, and would involve a Federal liability of an undeterminable amount.

“It is the consensus of the Executive Branch, the Natives, and the Committee on Interior and Insular Affairs of the House that a legislative rather than a judicial settlement is the only practical course to follow. The enactment of H.R. 10367 would provide this legislative settlement.

“The Committee found no principle in law or history, or in simple fairness, which provides clear guidance as to where the line should be drawn for the purpose of confirming or denying title to public lands in Alaska to the Alaskan Natives. The lands are public lands of the United States. The Natives have a claim to some of the lands. They ask that their claim be settled by conveying to them title to some of the lands, and by paying them for the extinguishment of their claim to the balance.

“As a matter of equity, there are two additional factors that must be considered. When the State of Alaska was admitted into the Union in 1958, the new State was authorized to select and obtain title to more than 103,000,000 acres of the public lands. These lands were regarded as essential to the economic viability of the State. The conflicting interests of the Natives and the State in the selection of these lands need to be reconciled. The discovery of oil on the North Slope intensified this conflict. A second factor is the interest of all of the people of the Nation in the wise use of the public lands. This involves a judgment about how much of the
public lands in Alaska should be transferred to private ownership, and how much should be retained in the public domain.”

**History**

I. Alaska under Russian Administration

The history of Alaskan native land rights predates the U.S. purchase of Alaska in 1867 and is rooted in the colonial policies of Russia regarding the natives who inhabited Alaska during Russian administration of the territory.

Russian authority in Alaska was first decreed in 1766. While this decree left the Aleutian Islands and the Alaska peninsula open to separate, competing groups of Russian traders, the Russian government did, however, declare the natives to be Russian subjects and gave them protection against maltreatment by private trading groups.

In 1799 the Russian American Company was granted a monopoly of trade and administration in Russian possessions in America for twenty years. A charter, granted in 1821 for a period of twenty years, was superseded in 1844 by yet another charter, which remained in force until the sale of Alaska. The Charter of 1844 is important to the history of Alaskan native claims, for its classification of the Alaska natives influenced the American classification of these natives in the 1867 Treaty of Cession confirming America’s purchase of Alaska from Russia. And it is upon the provisions of this Treaty that subsequent Congressional legislation regarding the Alaskan natives has been based.

To explain how this is so, we must examine the Russian Charter of 1844. This document had distinguished three different categories of natives: (a) “dependent,” or “settled” tribes; (b) “not wholly dependent” tribes;
and (c) “independent” tribes.\(^5\)

The “dependent” tribes, mostly of Aleut and Eskimo stock,\(^5\) were defined by the charter as including “the inhabitants of the Kuril Islands, the Aleutian Islands, Kodiak and the adjacent islands, and the Alaska peninsula, as also the natives living on the shores of America, such as the Kenais, the Chugach and others” (sec. 247). While not delineated with any greater specificity, the “settled” tribes were primarily those most directly involved with the Russian enterprises. They were recognized as Russian subjects (sec. 249), and as such, were guaranteed the protection of the “common laws of the government.” (sec. 250.)

The “not wholly dependent” tribes were described by the 1844 Charter as “dwelling within the boundaries of the Russian colonies, but not wholly dependent.” (sec. 280.) They apparently had some contact with the Russian colonies but were not wholly integrated into the Russian trading economy. It appears they were nomadic tribes wandering in and out of the Russian colonial area. “Independent” tribes, on the other hand, were those inhabiting the mainland outside the area of Russian activity. Both the 1821 and the 1844 Charters refrained from stating whether or not the “not wholly dependent” or “independent” natives were Russian subjects.\(^2\) The “not wholly dependent” tribes, moreover, were eligible for “the protection of the colonial administration only on making request therefore, and (only) when such request (was) . . . deemed worthy of consideration.” (sec. 280.) The relations of the colonial administration with the “independent” tribes was “limited to the exchange, by mutual consent, of European wares for furs and native products.” (sec. 285.)

Article III of the 1867 Treaty of Cession (15 Stat. 539) recognizes two groups within the Alaska populations—(a) all inhabitants guaranteed “the rights, advantages, and immunities of citizens of the United States,” and (b) “uncivilized native tribes,” who are excluded from citizenship, and who are subject to “such laws and regulations as the United States may from time to time adopt in regard to the aboriginal tribes of that country.” Article III reads in full, as follows:
“The inhabitants of the ceded territory, according to their choice, reserving their natural allegiance, may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country.” (Emphasis added.)

In respect to the Treaty’s classification of Alaska natives (in Article III), the Alaska court held in 1904, and again in 1905, that the Treaty had regarded as “citizens” — with the right to “property” — those natives whom the Russian Charter of 1844 had regarded as “dependent” tribes, and thus, as Russian subjects. According to the court, the Treaty withheld citizenship from those natives whom the Russian Charter of 1844 had characterized as “not wholly dependent” and “independent”:

“It appears, then, that the imperial law recognized the Russian colonists in Alaska, their creole children, and those settled tribes who embraced the Christian faith as Russian subjects; those tribes not wholly dependent — the independent tribes of pagan faith who acknowledged no restraint from the Russians, and practiced their ancient customs — were classed as uncivilized native tribes by the Russian laws. Those laws and these social conditions continued to exist at the date of the treaty of cession in 1867. . . . It was these people (Russian colonists, creoles, and settled tribes members of her national church) whom Russia engaged the United States to admit as citizens, and to maintain and protect ‘in the free enjoyment of their liberty, property, and religion.’”

Thus a correlation can be seen between the “dependent” or “settled” tribes mentioned in the 1844 Charter (whom the Russians considered as “subjects”) and those inhabitants of Alaska who were guaranteed Ameri-
can citizenship by Article III of the 1867 Treaty—just as a correlation may be drawn between the “not wholly dependent” and the “independent” tribes mentioned in the 1844 Charter and the “uncivilized” tribes excluded from American citizenship by Article III of the Treaty.

It would be erroneous to assume an exact correlation, however, since in many cases it was not clear which tribes the Russians considered to be “not wholly dependent” and “independent”; nor was it clear precisely what conditions the Russians considered prerequisite to a definition of “not wholly dependent” or “independent” status.²

Moreover, since the “independent” natives who had been Christians under Russian rule were considered by the Alaska court (In re Minook, U.S. v. Berrigan, above) to be American citizens by provision of Article III of the Treaty, it must be concluded that American citizenship was not necessarily limited to those natives whom the Russians had considered “dependent” or “settled”:

“Thus it may appear that a tribe not wholly dependent or independent according to some Russian authorities may nevertheless answer the requirements set forth in decisions of the American court for that part of the Alaskan population which does not belong to the “uncivilized tribes” contemplated by Article 3 of the Treaty of 1867.”¹¹

Both the 1844 Russian Charter and the 1867 Treaty of Cession are unclear as to native property rights. The 1844 Charter fully recognized “property rights” of “settled” tribes: “Any fortune acquired by a native through work, purchase, exchange, or inheritance shall be his full property; whoever attempts to take it . . . shall be punished . . .” (sec. 263). However, “this referred primarily to personal property. The right to landholdings in any form remained totally unregulated. At that time, land titles were unknown among the peasants in the greater part of Russia and were not regulated in the colonies. The actual holdings of the natives were, how-
ever, to be respected. This is the evident intention of section 263 (above).”

This intention was also expressed in sec. 235 of the 1844 Charter: “In the allotment of ground to the Russian colonists the Company shall particularly bear in mind that the natives are not to be embarrassed and that the Colonists are to support themselves by their own labor without any burden to the natives.”

No restriction is to be found in the Charter of 1844 concerning the disposal of land for the needs of the Company, however: “Provisions of sec. 49 of the Charter of 1821 according to which the Company was ‘obliged to leave at the disposal of Islanders as much land as is necessary for all their needs at the places where they were settled’ or will be settled’ was not repeated in the Charter of 1844.”

It is officially affirmed that “with reference to the rights of the independent and not wholly dependent tribes to the lands they occupied, certain provisions of the Charter of 1844 suggest, by implication, that they were to be respected by the colonial administration. . . . The Russian laws not only refrained from granting the Company any rights or privileges regarding the land occupied by such natives, but also . . . positively prohibited the Company from any ‘extension of the possessions of the Company in regions inhabited’ by such tribes. The rights of the tribes to undisturbed possession was tacitly recognized by virtue of that fact.”

According to this interpretation, however, nothing in the Treaty of 1867 suggests that any such obligation was undertaken by the United States and the property rights guaranteed the “settled” tribes by Article III are not defined. Moreover, the Federal government was to maintain in 1947 and again in 1954 that Articles II and VI of the Treaty extinguished all claims of the natives to aboriginal title.

In sum, the 1867 Treaty gave Congress a blank check regarding the uncivilized tribes at least, by providing that such tribes “will be subject to such laws and regulations as the United States may from time to time adopt in regard to the aboriginal tribes of that country.”
II. Allotment

While not considered a recognition of aboriginal title, passage of the Alaska Native Allotment Act (34 Stat. 197) in 1906 did provide for allotment of up to 160-acre homesteads on nonmineral land to Eskimos or Alaska Indians of full or mixed blood, 21 years old, and head of families. Allotments under this Act were inalienable and nontaxable. This reflected a national policy thought at the time to be the best means of “civilizing” the Indian.

Allotment was accomplished in the lower States at that time by breaking up reservations into individually owned tracts of land or by allotting public lands to Indians who did not live on reservations.

The specific means by which allotment was achieved in the lower States were incorporated in the General Allotment Act of 1887 (24 Stat. 388), sometimes called the Dawes Act. According to provisions of this Act, the head of the family was to be allotted 80 acres of agricultural land or 160 acres of grazing land; a single person over eighteen or an orphan child under eighteen, was to receive one-half this amount. In order to protect the Indians from being cheated by unscrupulous adventurers who might take advantage of their inexperience with private ownership, the Federal government retained title to the lands allotted until the expiration of a trust period of twenty-five years, or longer, if the President deemed an extension desirable. Then, the allottee was to secure a patent in fee; to be able to dispose of the land as he wished; and to be subject to the laws of the state or territory where he resided. The Act granted citizenship to every allottee as well as to those Indians who had voluntarily taken up residence within the U.S. apart from their tribes and who had adopted the habits of “civilized” life.

The absence of reservations in Alaska at the time the General Allotment Act was enacted meant that the provisions of the Act allowing for allotment of reservation lands was, by definition, inapplicable.
That Congress in 1906 enacted a separate allotment act for Alaska, however, indicated that the 1887 Allotment Act was felt to be inapplicable in its entirety in Alaska—even in regard to the creation of allotments out of non-reservation lands. This was owing to the view of the Federal government that, in a legal sense, the Alaska natives were not equivalent to “Indians” and that laws pertaining to Indians did not therefore pertain to Alaska natives. Thus, while the General Allotment Act, as well as the homestead laws (by provision of the Act of July 4, 1884 [23 Stat. 96]), were applicable to “Indians,” they were not held applicable to Alaska natives:

“In the beginning, and for a long time after the cession of this Territory Congress took no particular notice of these natives; has never undertaken to hamper their individual movements; confine them to a locality or reservation, or to place them under the immediate control of its officers, as has been the case with the American Indians; and no special provision was made for their support and education until comparatively recently. And in the earlier days it was repeatedly held by the courts and the Attorney General that these natives did not bear the same relation to our Government, in many respects, that was borne by the American Indians.”

This view was upheld in numerous opinions rendered by the courts, the Attorney General and the Department of the Interior during the last quarter of the nineteenth century. (See United States v. Ferueta Seveloff (2 Sawyer U.S., 311) (1872); Hugh Waters v. James B. Campbell (4 Sawyer, U.S., 121) (1876); 16 Ops. Atty. Gen., 141 (1878); In re Sah Quah (31 Fed. 327) (1886); and John Brady et al. (19 L.D. 323) (1894).

This concept of the Alaska natives’ Federal status was gradually revised, however, so that by 1932 the Interior Department declared the Alaska natives to have the same status as Indians in the rest of the United States and thus to be entitled to the benefit of and . . . subject to the general laws and regulations governing the Indians of the United States to the same extent as are the Indian tribes within the territorial limits of the
III. Federal Protection of Use and Occupancy

Despite arguments that aboriginal rights to land were extinguished by the 1867 Treaty (see p. 13 above), Congress did, through various laws, protect the Alaska natives in the “use or occupation” of their lands and such legislation was upheld in the courts of Alaska. According to the Interior Department, “Congress and the administrative authorities have consistently recognized and respected the possessory rights of the natives of Alaska in the land actually occupied and used by them (United States v. Berrigan, 2 Alaska, 442, 448 [1905]; 13 L.D. 120 [1891]; 23 L.D. 335 [1896]; 26 L.D. 517 [1898]; 28 L.D. 427 [1899]; 37 L.D. 334 [1908]; 50 L.D. 315 [1924]; 52 L.D. 597 [1929]; 53 L.D. 194 [1930]; 53 L.D. 593 [1932] . . . ) The rights of the natives are in some respects the same as those generally enjoyed by the Indians residing in the United States, viz: the right of use and occupancy, with the fee in the United States (50 L.D. 315 [1924]). However, the recognition and protection thus accorded these rights of occupancy have been construed as not constituting necessarily a recognition of title . . .” (Cf. Tee-Hit-Ton Indians v. United States [348 U.S. 272 (1955)], below, p. 27).

The first legislation to protect the Alaska natives in their use and occupation of lands was the Alaska Organic Act of 1884 (23 Stat. 24), which provided a civil government for Alaska and established the area as a land district. Sec. 8 of the Organic Act declared that:

“. . . the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupation or now claimed by them but the terms under which such persons may acquire title to such lands is reserved for future legislation by Congress.” (Emphasis added.)

The Alaska Native Claims Act of 1971 therefore embodies the “terms under which (the Alaska natives) may
acquire title to such lands,” and is thus the “future legislation” reserved to Congress by sec. 8 of the 1884 Alaska Organic Act. Subsequent to 1884 (and previous to 1971) laws enacted by Congress (and resulting judicial decisions) have protected the natives’ right to “use and occupancy.” The Act of March 3, 1891 (26 Stat. 1095), to repeal timber-culture laws, and for other purposes; the Act of May 14, 1898 (30 Stat. 409), extending the homestead laws to Alaska; and the Act of June 6, 1900 (31 Stat. 321), making further provision for civil government in Alaska, all contained clauses protecting native use and occupancy of land.21

Congressional protection of native use and occupancy was repeatedly upheld by Alaska courts. Among the most important such decisions were United States v. Berrigan (2 Alaska Reports, 448) (1905); United States v. Cadzow (5 Alaska Reports 131) (1914); and United States v. Lynch (7 Alaska Reports 573) (1927).

IV. The Reservation Question in Alaska

Passage of the Indian Reorganization Act in 1934 (48 Stat. 984) (also known as the Wheeler-Howard Act) laid the foundation for a new Indian policy which ended the division of reservation lands into private allotments. While certain sections of the Indian Reorganization Act applied to Alaska, the balance of its provisions was extended to the Territory by enactment of the Act of May 1, 1936 (49 Stat. 1250). Section 2 of the 1936 Act authorized the Secretary of the Interior to designate as “Indian reservations” such areas of the State as had been reserved for the use and occupancy of Indians or Eskimos by sec. 8 of the Act of May 17, 1884 (23 Stat. 26); by sec. 14 or sec. 15 of the Act of March 3, 1891 (26 Stat. 1101); by executive order; or which were at the time (1936) “actually occupied by Indians or Eskimos.” Such action was to be effective upon vote of the adult native residents within the proposed reservations. Under authority of the 1936 Act six reservations were proclaimed and approved.22

The entire issue of whether, with the exception of Annette Island and Klukwan (cf. footnote 17, above), areas
withdrawn by executive order or Interior Department proclamation in Alaska are “reservations” in the same sense of the word as it applies in the lower 48 States, is a matter of some confusion. The Interior Department Task Force Report on Alaska Native Affairs (1962) states that “the question of the permanent entitlement of the natives to lands within reservations created pursuant to the 1936 Act [49 Stat. 1250] [Cf. p. 21, above] was raised in a case involving the village of Karluk (Hynes v. Grimes, 69 U.S. 968) and, in its decision, the U.S. Supreme Court commented that the Karluk Reservation constituted a withdrawal which was ‘temporary . . . until revoked by him (the Secretary of the Interior) or by Act of Congress . . . ’ This decision cast doubt upon the permanent entitlement of the natives to other lands previously reserved for their benefit, use, and occupancy, and the Solicitor of the Department of the Interior has held that the authority of the Bureau of Indian Affairs to lease land for the benefit of the natives may not extend to Alaska, except in the cases of Klukwan and Metlakatla.” The Task Force Report concludes:

“In addition to the lands reserved for native use at Klukwan, Metlakatla, and the six communities included under the 1936 Act, the Federal Government has since 1900 made more than 150 separate withdrawals from the public domain for native use, for native use and occupancy, for ‘Indian purposes,’ for the establishment of schools and hospitals, and for other programs of benefit to the natives. The extent of the natives’ use rights to land in these reserves may differ with the language of the various orders and proclamations, but in no case does it appear to be as great as the Indians’ interest in lands reserved by treaty or statute, or by Executive Order in the lower 48 States.”

V. Aboriginal Claim as a Judicable Issue in Individual Cases

Ever since 1884, Congress and the courts had, as is demonstrated above, upheld the right of the Alaska natives, in varying degrees, to “use and occupancy” of the land where they lived. This did not constitute, however, a recognition of aboriginal title.
The case of *U.S. v. Alcea Band of Tillamooks et. al* (329 U.S. 40) (1946) was therefore a landmark in that it recognized the claim of aboriginal title for certain Oregon Indians (the Tillamooks) as a judicable issue: i.e., the Court held that “tribes which successfully identify themselves as entitled to sue . . . , prove their original Indian title to designated lands, and demonstrate that their interest in such lands was taken without their consent and without compensation, are entitled to recover compensation therefor without showing that the original Indian title ever was formally recognized by the United States.” The case prefigures two cases involving Alaska Indians (as will be demonstrated below) and thus is pertinent to the presentation of Alaska native claims as a judicable issue.

The right of the Tillamooks to sue was based on a 1935 Act of Congress (49 Stat. 801) granting authority to the Court of Claims to hear the designated claims of certain Indian tribes or bands described in certain unratified treaties negotiated with Indian tribes in the State of Oregon. Eleven Indian tribes sued the United States under authority of this Act and four of eleven tribes (the Tillamooks included) were held by the Court of Claims to have successfully identified themselves as entitled to sue under the Act, to have proved their original Indian title to designated lands, and to have demonstrated “an involuntary and uncompensated taking of such lands.” The Court of Claims thus held that original Indian title was an interest the taking of which without the consent of the Indian tribes entitled them to compensation (59 F. Supp. 934) (1945).

The Supreme Court affirmed the Court of Claims decision.

Results similar to those obtained by the Tillamooks were sought by the Tee Hit Tons, a group of 60 to 70 Alaska Indians who brought suit before the Court of Claims to obtain compensation for the taking of forest timber from lands which they claimed to own in the Tongass National Forest (*Tee Hit Tons v. United States*, 120 F. Supp. 202) (1954).
In this suit, the natives claimed title to 350,000 acres of land and 150 square miles of water in the Tongass National Forest area. They maintained that timber taken from that area had been sold to a private company by the Department of Agriculture pursuant to the Joint Resolution of August 8, 1947 (61 Stat. 920). This, the natives claimed, amounted to a taking of their “‘full proprietary ownership’ of the land; or, in the alternative, at least [of their] ‘recognized’ right to unrestricted possession, occupation and use” (348 U.S.C. 277); and thus warranted compensation.

The Court of Claims had refused to address itself to the petitioner’s questions dealing with the problem of aboriginal title. The Court of Claims did conclude, however, that “there is nothing in the legislation referred to which constitutes a recognition by Congress of any legal rights in the plaintiff tribe to the lands here in question.” (120 F. Supp. 202, 208). (1954).

In reviewing this case the Supreme Court (348 U.S. 272) (1955) noted that “the compensation claimed does not arise from any statutory direction to pay. Payment, if it can be compelled, must be based upon a constitutional right of the Indians to recover.” The Court concluded that since the Congress had never specifically recognized the Indians’ title to the land in question, the Indians did not possess title thereto, and thus were not entitled to compensation as a constitutional right (under the Fifth Amendment). Accordingly, “Indian occupancy, not specifically recognized as ownership by action authorized by Congress, may be extinguished by the government without compensation.”

The Court explicitly distinguished between the case of the Tee Hit Tons and that of the Tillamooks:

“The recovery in the United States v. Tillamooks . . . was based upon statutory direction to pay for the aboriginal title in the special jurisdictional act to equalize the Tillamooks with the neighboring tribes, rather than upon a holding that there had been a compensable taking under the Fifth Amendment.” (348 U.S.)
The dissenting justices in this case held that the Organic Act of Alaska (1884) had recognized the claims of the natives in sec. 8:

“the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupation or now claimed by them but the terms under which such persons may acquire title to such lands is reserved for future legislation by Congress. . . .”

The dissenters concluded, in effect, that in 1884 Congress had recognized the claim of these natives to title to their lands, leaving the specification of the “metes and bounds” of such lands and the terms of the acquisition of title for future legislation to determine.

* * *

A third case, that of the Tlingit and Haida Indians, was finally settled in 1968 and should be noted, as it bears directly upon provisions of the Alaska Native Claims Settlement Act (sec. 16, Cf. p. 79 below).

The Tlingits and Haidas had been authorized by Congress in 1935 to bring suit in the Court of Claims for the adjudication and judgment “upon any and all claims which said Indians may have, or claim to have, against the United States” (49 Stat. 388) (1935). Of particular concern was the provision in Sec. 2 which provided that:

“the loss to said Indians of their right, title, or interest arising from occupancy and use, in lands or other tribal or community property, without just compensation therefor, shall be held sufficient ground for relief hereunder . . .”
Congress did not directly confront the issue of aboriginal title, as it required only that the Tlingits and Haidas prove “use and occupancy” to establish claim to the lands for which compensation could be made. The Court of Claims found that the Tlingits and Haidas had used and occupied the land area in question and had thus established “Indian title” thereto (p. 468), and that the United States had taken such land, thus entitling these Indians to compensation under the 1935 Act (177 F. Supp. 452) (1959). The Court held that use and occupancy title of the Tlingit and Haida Indians to the land in question was not extinguished by the Treaty of 1867 between the United States and Russia dealing with the sale of Alaska by Russia to the United States.

A separate determination of the amount of the liability was made and handed down on January 19, 1968 (Tlingit and Haida Indians of Alaska and Harry et al. Interveners v. United States [Ct. Cl. No. 47900, January 19, 1968]). Thus, while the Tlingit-Haida ruling would seem to constitute a limited recognition of the Tlingits' and the Haidas' claims to aboriginal title, it did not settle the larger issue of the claim of all Alaska natives to aboriginal title. Nevertheless, because the Tlingits and Haidas were awarded some compensation for lands taken by the U.S., such compensation was recognized in the Native Claims Act (sec. 16); as follows:

“(c) The funds appropriated by the Act of July 9, 1968 (82 Stat. 307) to pay the judgment of the Court of Claims in the case of the Tlingit and Haida Indians of Alaska et al. against the United States, numbered 47.99, and distributed to the Tlingit and Haida Indians pursuant to the Act of July 13, 1970 (84 Stat. 431), are in lieu of the additional acreage to be conveyed to qualified villages listed in section 11.” (Cf. p. 79 below.)

**VI. Background since Passage of the Alaska Statehood Act (85 Stat. 508), July 7, 1958**

The Alaska Statehood Act of 1958 (Section 4) required the new State to disclaim all right and title to:
“any lands or other property (including fishing rights), the right or title to which may be held by any Indians, Eskimos, or Aleuts (hereinafter called natives) or is held by the United States in trust for said natives; that all such lands or other property belonging to the United States or which may belong to said natives, shall be and remain under the absolute jurisdiction and control of the United States until disposed of under its authority, except to such extent as the Congress has prescribed or may hereafter prescribe, and except when held by individual natives in fee without restrictions on alienation: Provided, That nothing contained in this Act shall recognize, deny, enlarge, impair, or otherwise affect any claim against the United States, and any such claim shall be governed by the laws of the United States applicable thereto; and nothing in this Act is intended or shall be construed as a finding, interpretation or construction by Congress that any law applicable thereto authorizes, establishes, recognizes, or confirms the validity or invalidity or any such claim, and the determination of the applicability or effect of any law to any such claim shall be unaffected by anything in this Act: And provided further, That no taxes shall be imposed by said State upon any lands or other property now owned or hereafter acquired by the United States or which, as hereinabove set forth, may belong to said natives, except to such extent as the Congress has prescribed or may hereafter prescribe, and except when held by individual natives in fee without restrictions on alienation.”

As can be seen, the apparent effect of this section, from the point of view of the natives, was to hold the situation regarding aboriginal claims in status quo. Except where titles have already been bestowed upon Indians, Eskimos, and Aleuts, or where lands are held in trust for them, no definition of native entitlement is set forth.22

The following account which appeared in the January 1972 issue of Indian Affairs (newsletter of the Association on American Indian Affairs) is a useful summary of the history of the Alaska native claims issue since passage of the Alaska Statehood Act on July 7, 1958:
“The Statehood Act granted the State the right to select 103 million acres from the public domain. Although the Act stipulated that Native lands were exempt from selection, nonetheless the State swiftly moved to expropriate lands clearly used and occupied by Native villages and to claim royalties from Federal oil and gas leases on Native lands.

“The Department of Interior’s Bureau of Land Management, without informing the villages affected and ignoring the blanket claims the Natives already had on file, began to process the State selections.

“As word of the State’s action spread from village to village, the Natives began to organize regional associations for their common defense, and in 1962 the Tundra Times, a Native weekly, was founded to provide a voice for Native aspirations.

“To block the State, the Native villages filed administrative protests against State selections with the Department of the Interior and Interior Secretary Stewart Udall refused to award the State title to protested lands. By 1964, the State selections program had come to a halt, and the State government in Juneau began to listen more attentively to Native demands for Federal legislation to settle aboriginal land claims.

“In 1964, Indian and Eskimo leaders from across the State met in Fairbanks to mobilize their joint forces; and two years later the Alaska Federation of Natives was formed to champion Native rights.

“In 1966, Native protests broadened to include not only State selections but also an important, new Federal oil and gas lease sale on lands on the North Slope claimed by Natives. Late that year Secretary Udall ordered the lease sale suspended, and shortly thereafter announced a ‘freeze’ on the disposition of all Federal land in Alaska, pending Congressional settlement of Native land claims.

“In 1967, soon after he took office, Governor Walter J. Hickel struck back. He condemned as illegal Secretary
Udall's failure to act on the State selections, and filed suit against the Secretary in Federal Court to force him to complete transfer of Native lands around the village of Nenana.

“In a landmark case, argued by the attorneys for the AAIA and the village of Nenana, the U.S. Court of Appeals reaffirmed that traditional Native use and occupancy created legal land rights and that lands subject to Native use and occupancy are exempt by the Statehood Act from expropriation. The U.S. Supreme Court refused to hear the State's appeal.

“In January 1969, as one of his last acts in office, Secretary Udall formalized his ‘land freeze’ with the issuance of Public Land Order 4582. The freeze, in addition to preserving Native land rights, also helped block construction of the 800-mile pipe-line to carry crude oil from the rich Arctic oil fields on the Beaufort Sea south to the all-weather port of Valdez on Prince William Sound. Despite enormous political pressures by the oil companies and the State of Alaska, the freeze was reluctantly extended by Secretary Hickel and later by Secretary Morton to protect Native interests while Congress was considering their claims.

“Additionally, the Athabascan Indians of Stevens Village on the Yukon won a Federal Court injunction against the Secretary of the Interior forbidding him to grant a right-of-way for the construction of the pipeline across their lands.

“The first important step toward Congressional settlement was taken in July 1970 by the U.S. Senate. The Senate passed legislation that would grant Alaska's more than 200 Native villages title to only 10 million acres of land—less than 3 per cent of the lands to which they had valid legal claim. In return for extinguishing their claims to the rest of Alaska’s 375 million acres, the Senate bill offered the Natives cash compensation amounting to $1 billion in payments deferred over many years.
“Senator Fred Harris (D-Okla.) led a last-minute drive to increase the land title provision to the 40 million acres requested by the Natives. His land amendment was crushed by a vote of 71-13. At this point, Native hopes for a fair land settlement were dim. Former Attorney General Ramsey Clark, legal counsel for the Alaska Federation of Natives, advised acceptance of the Senate bill by the Natives.

“The Natives, however, refused to give up, and they seized the initiative in lobbying for their land settlement. Mr. Emil Notti, then President of the Alaska Federation of Natives, condemned the 10 million acre Senate land provision, stating: ‘To deny the Alaska Natives an adequate land base of at least 40 million acres will contribute to their dependency, to the disintegration of the communities, and to the erosion of their culture. To strip the Alaska Natives of their land will destroy their traditional self-sufficiency, and it is certain to create among them bitterness towards other Alaskans and a deep distrust of our institutions and our laws.’

“Two months later, in September 1970, the Natives won their first legislative victory, when the House Subcommittee on Indian Affairs agreed in closed sessions to a provision that would grant the Natives title to 40 million acres. However, the Interior Committee failed to report a bill and so the question was held over for the next Congress.

“This delay gave the Natives an opportunity to mount a strong campaign to build on their victory in the House Subcommittee. Their objectives were to overturn the unfavorable Senate bill and to convince the Nixon Administration to abandon its own position (which was worse than the 1970 Senate bill) and support the AFN position.

“In February 1971 Senator Fred Harris and Senator Edward M. Kennedy introduced legislation sponsored by the Natives, and they were joined by 12 co-sponsors, including the leading prospects for the Democratic presidential nomination. A companion bill was introduced in the House by U.S. Representative Lloyd Meeds
(D-Wash.), with more than thirty co-sponsors.

“By the end of March, the Natives had picked up enough votes in the Senate to be virtually certain of winning a floor fight against the Senate Interior Committee, if it again reported out a bill for less than 40 million acres.

“In April 1971, President Nixon met with AFN President Wright and publicly announced his own support for legislation that would convey to the Natives title to 40 million acres, thus assuring a Native victory in the Senate. (Only two months earlier Interior Secretary Rogers C.B. Morton, testifying before the Senate Interior Committee, stated he would submit legislation conferring title to only 1 million acres of land.)

“The House and Senate Interior committees labored through the spring and summer to produce one of the most complex pieces of legislation ever considered by them. In September both committees reported out bills for 40 million acres of land. The House bill, managed by Representative Wayne Aspinall, was adopted by a vote of 334-63 on October 20 and the Senate bill, managed by Senator Henry M. Jackson, passed by a vote of 76-5 on November 1. On December 13 the joint House-Senate conference bill was adopted by both chambers and sent to President Nixon for his signature.”

Public Land Order No. 4582 was to expire on December 31, 1970. It was extended by Public Land Order No. 4962 [December 8, 1970], until June 30, 1971, or upon passage of the Alaska Native Claims Settlement Act, whichever should occur first. It was extended a second time by Public Land Order No. 5081 [June 17, 1971], until the last day of the first session of the 92nd Congress [or until passage of the Alaska Native Claims Act, whichever should occur first]. It was extended yet a third time by Public Land Order No. 5146 [December 7, 1971] until the end of the second session of the 92nd Congress [or until passage of the Act]. The Alaska Native Claims Settlement Act, passed on December 18, 1971, revoked Public Land Order No. 4582 by provi-
The Senate Interior and Insular Affairs Committee has explained the “status quo” observed by the Federal government (as embodied in the land freeze order) as deriving from Congress itself. Accordingly, both the Organic Act of 1884 and the Alaska Statehood Act of 1958 clearly prohibited the Federal government from making any decisions concerning land claims without specific Congressional authorization. This was the Committee’s interpretation of the legal situation previous to enactment of the Alaska Native Claims Settlement Act on December 18, 1971 (Senate Interior and Insular Affairs Committee, Report No. 92-405, pp. 75-76):

“3. The Common Legal Thread: A Claim of Aboriginal Use or Occupancy

“An early problem this Committee had to face in the 91st and this Congress in considering any settlement of Alaska Native land claims was the bewildering diversity among the claims and claimants. Claimants include individuals as well as traditional and corporate tribal and regional associations. Many are of different language and cultural groups and differ in the patterns of their historic use of the land and in their present location with respect to it; they vary widely in their levels of acculturation and in their economic condition. The claims differ in the type of relief sought, in the apparent ownership and status of the lands claimed, and in the length of time over which they have been formally asserted. . . .

“The common legal thread which runs through the diversity indicated above is the assertion of rights or claims based upon aboriginal use or occupancy. The crux of the legal issue raised by Native land claims in Alaska was set out first and most definitively in Section 8 of the Alaska Organic Act of 1884 (Act of May 17, 1884, 23 Stat. 24):
“***That the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupation or now claimed by them but the terms under which such persons may acquire title to such lands is reserved for future legislation by Congress.’

“The same issue has been posed sharply in recent years by the implementation of the Alaska Statehood Act (72 Stat. 339) which in Section 6 authorizes the State to select for itself public land within Alaska, but which in Section 4 (as amended by the Alaska Omnibus Act, 73 Stat. 141) provides that ‘***the State and its people *** forever disclaim all rights and title *** to any lands or other property (including fishing rights), the right and title to which may be held by any Indians, Eskimos, or Aleuts.’ Such lands, ‘*** remain under the absolute jurisdiction of the United States until disposed of under its authority***’

“The ultimate implications of these respective provisions of the 1884 and 1958 Acts and of similar and related provisions of other laws are subject to a variety of legal interpretations. However, the intention of Congress is beyond dispute with respect to two issues:

“(1) Congress refused in each instance to determine substantively what lands were in fact used or occupied by the Natives, or what was the nature of the title that the Natives held by virtue of that use or occupancy; and that

“(2) Congress intended in each instance that the status quo be maintained with respect to Native use, occupancy and title to lands in Alaska until Congress should act upon these questions.

“These intentions are explicitly reinforced in further language of Section 4 of the Alaska Statehood Act, ‘. . . that nothing contained in this Act shall recognize, deny, enlarge, impair, or otherwise affect any claim against the United States . . .’
“Congress has, therefore, given Native claims precedence over other claims on the public lands of Alaska, but it has reserved to itself the full power to define, confirm, deny, or extinguish Native title, and, with minor exceptions, Congress has so far declined to do so [as of October 21, 1971, the date of this publication]. As a result:

“(1) There is doubt about the authority of the Department of the Interior to grant to the State or other parties rights in, or patent to, public lands in Alaska claimed by Natives; consequently, almost all mineral leasing on and state selection of such lands have been brought to a halt . . .

“(2) The title to public lands or other property in Alaska transferred to the State or to private persons in the face of a Native protest is seriously compromised; yet . . .

“(3) Congress to date has granted no agency or court the jurisdiction to make a determination on their merits concerning Native claims in Alaska.”

VII. General Summary of the Provisions of the Alaska Native Claims Settlement Act

The Alaska Native Land Claims Act provides for the conveyance of both property title and monetary award to the natives in settlement of their aboriginal claims. Following is a summary of the provisions of settlement contained in the Act and set forth in the accompanying conference report:

1. Land

(a) The Natives will receive title to a total of 40 million acres, both surface and subsurface rights, divided
among the some 220 villages and 12 Regional Corporations.

(b) The villages will receive the surface estate only in approximately 18 1/2 million acres of land in the 25 township areas surrounding each village, divided among the villages according to population.

(c) The villages will receive the surface estate in an additional 3 1/2 million acres, making a total of 22 million acres, divided among the villages by the Regional Corporations on equitable principles.

(d) The Regional Corporations will receive the subsurface estate in the 22 million acres patented to the villages, and the full title to 16 million acres selected within the 25 township areas surrounding the villages. This land will be divided among the 12 Regional Corporations on the basis of the total area in each region, rather than on the basis of population.

(e) An additional 2 million acres, which completes the total of two million, will be conveyed as follows:

(1) Existing cemetery sites and historical sites will be conveyed to the Regional Corporations.

(2) The surface estate in not more than 23,040 acres, which is one township, will be conveyed to each of the native groups that is too small to qualify as a Native village. The subsurface estate will go to the Regional Corporations.

(3) The surface estate in not more than 160 acres will be conveyed to each individual Native who has a principal place of residence outside the village areas. The subsurface estate will go to the Regional Corporations.

(4) The surface estate in not to exceed 23,040 acres will be conveyed to Natives in four towns that originally were Native villages, but that are now composed predominantly of non-Natives. These conveyances will be
near the towns, but far enough away to allow for growth and expansion of the towns. The subsurface estate will go to the Regional Corporations.

(5) The balance of the 2 million acres, if any, will be conveyed to the Regional Corporations.

(f) If the entire 40 million acres cannot be selected from the 25 township areas surrounding the villages because of topography or restrictions on the acreage which may be selected from within the Wildlife Refuge System, lieu selection areas will be withdrawn by the Secretary of the Interior as close to the 25 township areas as possible.

The State does not make its selection before all of the Native lands have been selected, but the State’s interests are recognized as follows:

(a) State selections made before the date of the Secretarial Order imposing a “land freeze,” amounting to about 26 million acres, are protected against Native selection, except that a Native Village (not the Regional Corporations) may select from the area surrounding the Village not to exceed three townships of the lands previously selected by the State.

(b) The Regional Corporations can select lands within the 25 township areas only on a checkerboard pattern of odd and even numbers, and the State may select the checkerboarded townships not available to the Regional Corporations.

Under the provisions of subsection 12(c)(3) “...the Regional Corporation may select only even numbered townships in even numbered ranges, and only odd numbered townships in odd numbered ranges.” This language is meant to insure “checkerboard” selections by the Regional Corporations.
The effect of this provision of the bill is to limit the selections of the Regional Corporation to townships 2, 4, 6, 8, 10, et cetera, North or South of a principal or special base line, in ranges 2, 4, 6, 8, 10, et cetera, East or West of a principal or special meridian. With respect to odd numbered ranges, East or West of a principal or special meridian, i.e. Range 1 West, Range 1 East, Range 3 West, Range 3 East, et cetera, the Regional Corporation could select from townships 1, 3, 5, 7, 9, et cetera, North or South of a principal or special base line. The numbering system of the townships and ranges is the system used by the United States Land Survey System.

(c) The withdrawal of land to facilitate Native selections will terminate in four years, and State selections will not thereafter be impeded.

(d) State selections may proceed immediately in areas outside the 25 township areas around Native Villages, and lieu selection areas.

2. **Money**

The Natives will be paid $462,500,000 over an eleven-year period from funds in the United States Treasury, and an additional $500,000,000 from mineral revenues received from lands in Alaska hereafter conveyed to the State under the Statehood Act, and from the remaining Federal lands, other than Naval Petroleum Reserve Numbered 4, in Alaska. Most of the $500,000,000 paid to the Natives would otherwise be paid to the State under existing law, and the State has agreed to share in the settlement of Native claims in this manner.

3. **Corporate organization**

(a) The Natives in each of the Native villages will be organized as a profit or non-profit corporation to take title to the surface estate in the land conveyed to the village, to administer the land, and to receive and ad-
Sealaska Heritage Institute

minister a part of the money settlement.

(b) Twelve Regional Corporations will be organized to take title to the subsurface estate in the land conveyed to the villages, and full title to the additional land divided among the Regional Corporations. The Regional Corporations will also receive the $962,500,000 grant, divided among them on the basis of Native population. Each Regional Corporation must divide among all twelve Regional Corporations 70 percent of the mineral revenues received by it.

Each Regional Corporation must distribute among the Village Corporations in the region not less than 50 percent of its share of the $962,500,000 grant, and 50 percent of all revenues received from the subsurface estate. This provision does not apply to revenues received by the Regional Corporations from their investment in business activities.

For the first five years, 10 percent of the revenues from the first two sources mentioned above must be distributed among the individual Native stockholders of the corporation.

(c) Natives who are not permanent residents of Alaska may, if they desire, organize a 13th Regional Corporation, rather than receive stock in one of the 12 Regional Corporations. The 13th Regional Corporation will receive its pro rata share of the $962,500,000 grant, but it will receive no land and will not share in the mineral revenues of the other Regional Corporations.

4. Other major provisions

(a) Land use planning

A Joint Federal-State Land Use Planning Commission is established. The Planning Commission has no
regulatory or enforcement functions, but has important advisory responsibilities.

(b) National interest areas

The Secretary of the Interior is authorized to withdraw from selection by the State and Regional Corporations (but not the Village Corporations) and from the operation of the public land laws up to, but not to exceed, 80 million acres of unreserved lands which, in his view, may be suitable for inclusion in the National Park, Forest, Wildlife Refuge, and Wild and Scenic River Systems.

(c) Interim operation of the public land laws

The Secretary is authorized, where appropriate, under his existing authority, to withdraw public lands and to classify or reclassify such lands and to open them to entry, location and leasing in a manner which will protect the public interest and avoid a “land rush” and massive filings on public lands in Alaska immediately following the expiration of the so-called “land freeze.”

(d) Reservation of easements

Appropriate public access and recreational site easements will be reserved on lands granted to Native Corporations to insure that the larger public interest is protected.

(e) Attorney and consultant fees

Fees to attorneys and consultants are limited to $2 million. All contracts based on a percentage fee related to the value of the lands and revenues granted by this Act are declared unenforceable.

(f) Valid existing rights
All valid existing rights, including inchoate rights of entrymen and mineral locators, are protected.

(g) National Petroleum Reserve No. 4 and wildlife refuges

No subsurface estate is granted in Naval Petroleum Reserve Number 4 or in the National Wildlife Refuges, but an in lieu selection to subsurface estate in an equal amount of acreage outside these areas is provided for the Regional Corporations.

(h) National forests

Appropriate limitations are placed on the amount of lands which may be granted from National Forests to Native villages located in the National Forests.22

VIII. Section-by-Section Analysis

SECTION 1. Enactment Clause.

SECTION 2. Declaration of Policy.

Declares –

“(a) an immediate need for a fair and just settlement of all claims by Natives and Native groups of Alaska, based on aboriginal land claims;

“(b) that the settlement should be accomplished rapidly, in conformity with the real economic and social needs of Natives, with maximum participation by Natives in decisions affecting their rights and property. .

“and, further, that the lands granted by this act are not “in trust’ and the native villages are not “reserva-
tions.”

(c) that “no provision of this Act shall replace or diminish any right, privilege, or obligation of Natives as citizens of the United States or of Alaska, or relieve, replace, or diminish any obligation of the United States or of the State of Alaska to protect and promote the rights or welfare of Natives as citizens of the United States or of Alaska; the Secretary is authorized and directed, together with other appropriate agencies of the United States Government, to make a study of all Federal programs primarily designed to benefit Native people and to report back to the Congress with his recommendations for the future management and operation of these programs within three years of the date of enactment of this Act;”

(d) that “no provision of this Act shall constitute a precedent for reopening, renegotiating, or legislating upon any past settlement involving land claims or other matters with any Native organizations, or any tribe, band, or identifiable group of American Indians;”

(e) that “no provision of this Act shall effect a change or changes in the petroleum reserve policy reflected in sections 7421 through 7438 of title 10 of the United States Code except as specifically provided in this Act;”

(f) that “no provision of this Act shall be construed to constitute a jurisdictional act, to confer jurisdiction to sue, nor to grant implied consent to Natives to sue the United States or any of its officers with respect to the claims extinguished by the operation of this Act; and”

(g) that “no provision of this Act shall be construed to terminate or otherwise curtail the activities of the Economic Development Administration or other Federal agencies conducting loan or loan and grant programs in Alaska . . .”

SECTION 3. Definitions.
Defines the terms utilized in the act, as follows:

“(a) ‘Secretary’ means the Secretary of the Interior;

“(b) 'Native' means a citizen of the United States who is a person of one-fourth degree or more Alaska Indian (including Tsimshian Indians not enrolled in the Metlakatla Indian Community), Eskimo, or Aleut blood, or combination thereof. The term includes any Native as so defined either or both of whose adoptive parents are not Natives. It also includes, in the absence of proof of a minimum blood quantum, any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group of which he claims to be a member and whose father or mother is (or, if deceased, was) regarded as Native by any village or group. Any decision of the Secretary regarding eligibility for enrollment shall be final;

“(c) ‘Native village’ means any tribe, band, clan, group, village, community, or association in Alaska listed in sections 11 and 16 of this Act, or which meets the requirements of this Act, and which the Secretary determines was, on the 1970 census enumeration date (as shown by the census or other evidence satisfactory to the Secretary, who shall make findings of fact in each instance), composed of twenty-five or more Natives;

“(d) ‘Native group’ means any tribe, band, clan, village, community, or village association of Natives in Alaska composed of less than twenty-five Natives, who comprise a majority of the residents of the locality;

“(e) ‘Public lands’ means all Federal lands and interests therein located in Alaska except: (1) the smallest practicable tract, as determined by the Secretary, enclosing land actually used in connection with the administration of any Federal installations, and (2) land selections of the State of Alaska which have been patented or tentatively approved under section 6(g) of the Alaska Statehood Act, as amended (72 Stat. 341, 77 Stat. 223), or identified for selection by the State prior to January 17, 1969;
“(f) ‘State means the State of Alaska;

“(g) ‘Regional Corporation’ means an Alaska Native Regional Corporation established under the laws of the State of Alaska in accordance with the provisions of this Act;

“(h) ‘Person’ means any individual, firm, corporation, association, or partnership;

“(i) ‘Municipal Corporation’ means any general unit of municipal government under the laws of the State of Alaska;

“(j) ‘Village Corporation’ means an Alaska Native Village Corporation organized under the laws of the State of Alaska as a business for profit or nonprofit corporation to hold, invest, manage and/or distribute lands, property, funds, and other rights and assets for and on behalf of a Native village in accordance with the terms of this Act.

“(k) ‘Fund’ means the Alaska Native Fund in the Treasury of the United States established by section 6; and

“(l) ‘Planning Commission’ means the Joint Federal-State Land Use Planning Commission established by section 17.”

SECTION 4. Declaration of Settlement.

Declares that (a) all prior conveyances of public land are regarded as an extinguishment of the aboriginal title thereto; (b) all use and occupancy claims of aboriginal title are extinguished; and that (c) all actual claims based on claims of aboriginal right, title, use or occupancy are extinguished. Such claims pending before any Federal or state court or the Indian Claims Commission, are hereby extinguished.
SECTION 5. Enrollment.

Explains the procedure governing enrollment of all natives preparatory to implementation of the native claims settlement: (a) declares that the Secretary of the Interior shall prepare within two years from the “date of enactment of this Act a roll of all Natives who were born on or before, and who are living on, the date of enactment of this Act. Any decision of the Secretary regarding eligibility for enrollment shall be final.

“(b) The roll prepared by the Secretary shall show for each Native, among other things, the region and the village or other place in which he resided on the date of the 1970 census enumeration, and he shall be enrolled according to such residence. Except as provided in subsection (c), a Native eligible for enrollment who is not, when the roll is prepared, a permanent resident of one of the twelve regions established pursuant to subsection 7(a) shall be enrolled by the Secretary in one of the twelve regions, giving priority in the following order to —

“(1) the region where the Native resided on the 1970 census date if he had resided there without substantial interruption for two or more years;

“(2) the region where the Native previously resided for an aggregate of ten years or more;

“(3) the region where the Native was born; and

“(4) the region from which an ancestor of the Native came: “The Secretary may enroll a Native in a different region when necessary to avoid enrolling members of the same family in different regions or otherwise avoid hardship.

“(c) A Native eligible for enrollment who is eighteen years of age or older and is not a permanent resident
of one of the twelve regions may, on the date he files an application for enrollment, elect to be enrolled in a thirteenth region for Natives who are non-residents of Alaska, if such region is established pursuant to subsection 7(c). If such region is not established, he shall be enrolled as provided in subsection (b). His election shall apply to all dependent members of his household who are less than eighteen years of age, but shall not affect the enrollment of anyone else.”

The Federal regulations governing enrollment procedures, as published in the February 4, 1972, issue of the Federal Register, are reproduced in Appendix B.

SECTION 6. Alaska Native Fund.

(a) Establishes the Alaska Native Fund into which shall be deposited (1) $462 million from the U.S. Treasury over an 11-year period; and (2) $500 million from mineral revenues received from lands in Alaska hereafter conveyed to the State under the Statehood Act and from the remaining Federal lands in Alaska (other than Federal Petroleum Reserve Number 4). (See sec. 9, “Revenue Sharing,” for details.)

(b) Prohibits fund expenditures for propaganda or political campaigns and declares such expenditures subject to penalty.

(c) Declares that after completion of the roll (as prescribed in sec. 5, above), all money in the fund (except that provided for attorneys and fees according to sec. 20, below), must be distributed among the Regional Corporations organized pursuant to sec. 7 (below).

SECTION 7. Regional Corporation.

(a) Declares that the State of Alaska is to be divided by the Secretary of the Interior into twelve geographic
regions, “with each region composed as far as practicable of natives having a common heritage and sharing common interests.” The Regions shall approximate the areas covered by existing native associations, as listed in sec. 7.

(b) States that if request is made within a year following enactment of this act, the Secretary of the Interior is authorized to merge two or more of the regions, provided that the total number of regions not be less than seven.

(c) Provides for establishment of a thirteenth region if a majority of all eligible natives who are not permanent residents of Alaska elect to be enrolled therein.

(d) (e) (f) Declare that each region shall incorporate as a Regional Corporation to conduct business for profit. Sets forth regulations governing such incorporation and management thereof.

(g) Authorizes the Regional Corporations to issue one hundred shares of common stock to each native enrolled in the region (pursuant to sec. 5).

(h) Delineates stockholders’ rights.

(i) Explains the method of distribution of certain natural resource revenues.

(j) (k) (l) (m) Provide for the method of distribution of corporate funds.

(n) Declares that a Regional Corporation may undertake on behalf of one or more Village Corporations within the region any project authorized and financed by them.

(o) Provides for annual audit and report to stockholders and Congressional committees of the Regional
Corporation accounts.

(p) Provides for resolution of any conflict between Federal and State laws.

(q) Explains allowable contracts between Regional Corporations and business management groups.

SECTION 8. Village Corporations.

(a) Declares that the native residents of each village entitled to receive lands and benefits under this act (according to sec. 11) must organize as a business for profit or nonprofit corporation before any native village may receive patent to such lands or benefits (except as otherwise provided).

(b) Provides for preparation of articles of incorporation for Village Corporations.

(c) Makes applicable to Village Corporations the provisions for Regional Corporations (sec. 7) regarding stock alienation, annual audit, and transfer of stock ownership.

SECTION 9. Revenue Sharing.

Delineates the disposition of the $500 million to be paid to the natives from mineral revenues received from lands in Alaska hereafter conveyed to the State under the Statehood Act and from the remaining Federal lands in Alaska (excluding Native Petroleum Reserve Numbered 4) (cf. p. 38 above). The mineral revenues will take the form of a two percent royalty on minerals extracted and two percent of bonuses and rentals, with no time limitation.

SECTION 10. Statute of Limitations.
(a) Vests exclusive jurisdiction over any civil action to contest the authority of the United States to legislate on the subject matter or the legality of this act in the United States District Court for the District of Alaska. Any such action must be filed within one year of the date of enactment of this act.

(b) Provides that should the State of Alaska initiate such litigation, all rights of land selection granted to the State by the Alaska Statehood Act (72 Stat. 340) shall be suspended regarding any public lands determined by the Secretary of the Interior to be potentially valuable for mineral development, timber, or other commercial purposes. No selections shall be made, no tentative approvals shall be granted, and no patents shall be issued for such lands while such litigation is pending.

SECTION 11. Withdrawal of Public Lands.

(a) Withdraws (subject to valid existing rights) from all forms of appropriation under the public land laws (and from selection under the Alaska Statehood Act) public lands comprising the township areas around the native villages identified in subsec. (b) (below). Exceptions from such withdrawal are lands in the National Park system and lands withdrawn or reserved for national defense purposes (other than Naval Petroleum Reserve Numbered 4).

(b) Enumerates the 305 native villages subject to the provisions of this act and subsec. (a) (above). Sets forth provisions by which the Secretary of the Interior shall determine which villages shall continue to be eligible (or shall newly qualify) for land benefits set forth in sec. 14(a) and (b).

SECTION 12. Native Land Selections.

(a) Provides that for three years from the date of enactment of this act, the Village Corporation for each native village identified in sec. 11 shall select all of the township or townships in which any part of the village
is located, plus an area that will make the total selection equal to the acreage to which the village is entitled under sec. 14 (a total of 18 1/2 million acres). Defines limitations on acreage to be selected.

(b) Allocates acreage to Regional Corporations for reallocation to villages (total of 3 1/2 million acres).

(c) Allocates to the Regional Corporations 16 million acres.

(d) Insures that the Village Corporation for the native village at Dutch Harbor, if found eligible for land grants under this act, shall have a full opportunity to select lands within and near the village.

(e) Provides for arbitration of disputes over land selection rights and boundaries of Village Corporations.

SECTION 13. Surveys.

(a) Provides for the Secretary of the Interior to survey the areas selected or designated for conveyance to Village Corporations.

(b) Provides that all withdrawals, selections, and conveyances shall be as shown on current plans of survey or protraction diagrams of the Bureau of Land Management (or the Bureau of State) and shall conform as nearly as possible to the United States Land Survey System.


(a) Declares that immediately after a qualified Village Corporation has selected land for a native village listed in sec. 11, the Secretary shall issue to that Village Corporation a patent to the surface estate in the number of acres indicated by the table in this section. The lands patented shall be those selected by the Village Corporations pursuant to subsec. 12(a) and 12(b).
(b) Declares that the Secretary shall issue a patent to the surface estate in the amount of 23,040 acres to each qualified Village Corporation enumerated in sec. 16 (below) (i.e., the Tlingit and Haida settlements).

(c) Provides that each patent issued pursuant to subsec. (a) and (b) (above) shall be subject to certain requirements set forth herein, including conveyance by the Village Corporation to any native or non-native resident of title to the surface estate of any tract used as a primary residence or place of business.

(d) Declares that the Secretary of the Interior may apply the rule of approximation with respect to the acre-age limitations contained in this section.

(e) Declares that the Secretary must immediately convey to the Regional Corporations title to the surface and/or subsurface estates, as is appropriate, in the lands selected by the Regional Corporations.

(f) Provides for ownership by the Regional Corporations of all subsurface estates in lands issued to Village Corporations pursuant to subsec. (a) and (b), except lands located in the National Wildlife Refuge System and lands withdrawn or reserved for national defense purposes. The right to explore, develop, or remove minerals from lands within the boundaries of any native village is subject to the consent of the Village Corporation.

(g) Provides that all conveyances made pursuant to this act are subject to valid existing rights.

(h) Authorizes the Secretary to withdraw and convey 2 million acres of unreserved and unappropriated public lands (located outside the areas withdrawn by sec. 11 and 16) for various purposes outlined herein, including granting of the surface estate in up to 160 acres of land to each individual native who has a principal place of residence outside the village areas. (The subsurface estate will go to the Regional Corporations.)
SECTION 15. Timber Sale Contracts.

Authorizes the Secretary of Agriculture to modify existing National Forest timber sale contracts that are directly affected by conveyances authorized by this act.


(a) Provides for withdrawal of all public lands in each township that encloses all or any part of the native villages listed herein (Tlingit-Haida). (A total of ten villages are listed.)

(b) Provides that within three years from the date of enactment of this act, each Village Corporation for the villages listed in subsec. (a) shall select an area of 23,040 acres within the township where the village is located, or from contiguous townships.

(c) Provides that “funds appropriated by the Act of July 9, 1968 (82 Stat. 307), to pay the judgment of the Court of Claims (in the case of the Tlingit and Haida Indians of Alaska, et al. against the United States) and distributed pursuant to the Act of July 13, 1970 (84 Stat. 430) are in lieu of the additional acreage to be conveyed to qualified villages listed in section 11.”


(a) Sets forth procedures, membership, and duties of Joint Federal-State Land Use Planning Commission. Authorizes appropriations and establishes termination date (December 31, 1976).

(b) Provides for the identification of public easements by the Planning Commission.

(c) Specifies that if the Secretary of the Interior sets aside a utility and transportation corridor for the trans-
Alaska pipeline, neither the State, the Village Corporations, nor the Regional Corporations may select lands in the corridor.

(d) Revokes Public Land Order No. 4582 (Federal Register 1025) (January 17, 1969) by which the disposition of all Federal land in Alaska was suspended pending settlement of native claims by Congress.

Authorizes the Secretary to withdraw public lands; to classify or reclassify such lands; and to open them to entry, location and leasing in a manner which will protect the public interest and avoid a “land rush” and massive filings on public lands in Alaska immediately following expiration of the so-called “land freeze” created by Public Land Order 4582.

Further authorizes the Secretary to withdraw from selection by either the State or the Regional Corporations up to 80 million acres of unreserved lands for possible inclusion in the national park, forest, wildlife refuge or scenic river systems. Establishes procedures and limitations in connection therewith.

SECTION 18. Revocation of Indian Allotment Authority in Alaska.

(a) Bars further allotments to natives covered by this act as authorized by the General Allotment Act of 1887 (24 Stat. 389), the Act of June 25, 1910 (36 Stat. 363), or the Alaska Native Allotment Act of 1906 (34 Stat. 197). Further, the Alaska Native Allotment of 1906 is repealed. Pending allotment applications may be approved, in which case the allottee will not be eligible for a patent to 160 acres as provided in sec. 14(h)(5) of the present act. (Cf. discussion of Alaska Native Allotment Act, p. 14 above).

(b) Charges any allotments approved pursuant to this section against the two million acre grant provided for in subsec. 14(h).
SECTION 19. Revocation of Reservations.

(a) Revokes all reservations set aside in Alaska by legislation, Executive Order, or Secretarial Order for native use (subject to any valid existing rights of non-natives). The Annette Island Reserve is exempted from this provision and no person enrolled therein is eligible for benefits under this act. (See footnote 17, p. 15 above.)

(b) Allows any Village Corporation within two years to elect to acquire title to the surface and subsurface estates in any reservation set aside for the use of the natives in said corporation before enactment of this act. Such Village Corporations as shall elect to take advantage of this provision will not be eligible for any other land selections under this act or to any distribution of Regional Corporation funds, or eligible to receive Regional Corporation stock.

SECTION 20. Attorney and Consultant Fees.

(a) (b) (c) (d) (e) (f) (g) Authorize and delineate allowable attorney and consultant fees, to be paid from the Alaska Native Fund (from the appropriation made pursuant to sec. 6 for the second fiscal year).

SECTION 21. Taxation.

(a) Exempts revenues originating from the Alaska Native Fund from Federal, State or local taxation at the time of receipt by a Regional Corporation, Village Corporation, or individual native. (This exemption does not apply to income from the investment of such revenues, however.)

(b) Exempts the receipt of shares of stock in the Regional or Village Corporations by a native from Federal, State or local taxation.
(c) Exempts the receipt of land pursuant to this act from Federal, State, or local taxation.

(d) Exempts real property interests conveyed by this act to native individuals, native groups, or Village or Regional Corporations, which are not developed or leased, from State and local real property taxes for 20 years.

(e) Declares that real property interests conveyed pursuant to this Act which remain exempted from State or local taxation shall continue to be regarded as public lands for purpose of computing the Federal share of any highway project (pursuant to title 23 of the U.S. Code) (et al.).

SECTION 22. Miscellaneous.

(a) Declares that all revenues granted by sec. 6, and all lands granted to Regional Village Corporations, native groups and individuals are not subject to any contract which is based on a percentage fee of the value of all or some portion of the settlement granted by this act, and that any such contract is non-enforceable against any native or native group.

(b) Directs the Secretary promptly to issue patents to all persons who have made lawful entry on the public lands for the purpose of gaining title to homesteads, etc.

(c) Delineates mining claims and possessory rights.

(d) States that provisions of Revised Statute 452 (43 U.S.C. 11) shall not apply to any land grants or other rights granted under this act.

(e) Provides for in lieu additions to the National Wildlife Refuge System if land within the Refuge System is
selected by a Village Corporation.

(f) Provides for exchanges of land of the Village Corporations, Regional Corporations, individuals, or the State in order to effect land consolidations or to facilitate the management or development of land. Authorization for this is granted by the Secretary of the Interior, Defense, and Agriculture.

(g) Grants the right of first refusal to the United States if a patent is issued to any Village Corporation for land in the National Wildlife Refuge System and if such land is ever sold by the Village Corporation.

(h) Establishes termination dates of withdrawals under this act.

(i) Places lands withdrawn pursuant to sec. 11, 14, and 16 (prior to conveyance) under administration by the Secretary of the Interior (or, in the case of National Forest Lands, the Secretary of Agriculture). The authority to make contracts and grant leases, permits, rights-of-way, or easements is guaranteed.

(j) Grants authority to the Secretary of the Interior to take necessary action to implement the provisions of the act in areas for which protraction diagrams of the Bureau of Land Management or the State do not exist; which do not conform to the United States Land Survey System; or which have not been surveyed in an adequate manner to effect withdrawal and granting of lands.

(k) Sets forth conditions for granting land patents in national forests.

(l) Limits land selections in certain areas.

SECTION 23. Review by Congress.

Requires submission to the Congress by the Secretary of the Interior of annual reports on implementation of
this act until 1984.


Authorizes appropriations necessary to implementation of the act.

SECTION 25. Publications.

Authorizes the Secretary of the Interior to publish in the Federal Register such regulations as are necessary to implement the act.

SECTION 26. Saving Clause.

Gives precedence to provisions of this act in cases where there is conflict with other Federal laws applicable in Alaska.

SECTION 27. Separability.

Should any provision of this act be held invalid, the remainder of the act is not affected thereby.

The Road from ANCSA

Appendix II: District Organic Act
(An act providing for a civil government for Alaska)

23 Stat. 24 - May 17, 1884

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the territory ceded to the United States by Russia by the treaty of March thirtieth, eighteen hundred and sixty-seven and known as Alaska, shall constitute a civil and judicial district, the government of which shall be organized and administered as hereinafter provided. The temporary seat of government of said district is hereby established at Sitka.

**Authority and duties of governor**
SEC. 2. That there shall be appointed for the said district a governor, who shall reside therein during his term of office and be charged with the interests of the United States Government that may arise within said district. To the end aforesaid he shall have authority to see that the laws enacted for said district are enforced, and to require the faithful discharge of their duties by the officials appointed to administer the same. He may also grant reprieves for offences committed against the laws of the district or of the United States until the decision of the President thereon shall be made known. He shall be ex-officio commander-in-chief of the militia of said district, and shall have the power to call out the same when necessary to the due execution of the laws and to preserve the peace and to cause all able-bodied citizens of the United States in said district to enroll and serve as such when the public exigency demands; and he shall perform generally in and over said district such acts as pertain to the office of governor of a territory, so far as the same may be made or become applicable thereto. He shall make an annual report, on the first ady of October in each year, to the
President of the United States, of his official acts and doings, and of the condition of said district, with refer-
ence to its resources, industries, population, and the administration of the civil government thereof. And the
President of the United States shall have the power to review and to confirm or annul any reprieves granted
or other acts done by him.

_Establishment of district court_

SEC. 3. That there shall be, and here is, established a district court for said district, with the civil and
criminal jurisdiction of district courts of the United States, and the civil and criminal jurisdiction of district
courts of the United States exercising the jurisdiction of circuit courts, and such other jurisdiction, not in-
consistent with this act, as may be established by law; and a district judge shall be appointed for said district,
who shall during his term of office reside therein and hold at least two terms of said court therein in each
year, one at Sitka, beginning on the first Monday in May, and the other at Wrangel, beginning on the first
Monday in November. He is also authorized and directed to hold such special sessions as may be necessary
for the dispatch of the business of said court, at such times and places in said district as he may deem expe-
dient, and may adjourn such special session to any other time previous to a regular session. He shall have
the authority to employ interpreters, and to make allowances for the necessary expenses of his court.

_Clerk of court_

SEC. 4. That a clerk shall be appointed for said court, who shall be ex-officio secretary and treasurer of
said district, a district attorney, and a marshal, all of whom shall during their terms of office reside therein.
The clerk shall record and preserve copies of all the laws, proceedings, and official acts applicable to said
district. He shall also receive all moneys collected from fines, forfeitures, or in any other manner except from
violations of the customs laws, and shall apply the same to the incidental expenses of the said district court
and the allowances thereof, as directed by the judge of said court, and shall account for the same in detail,
and for any balances on account thereof, quarterly, to and under the direction of the Secretary of the Trea-
sury. He shall be ex-officio recorder of deeds and mortgages and certificates of location of mining claims and other contracts relating to real estate and register of wills for said district, and shall establish secure offices in the towns of Sitka and Wrangel, in said district, for the safekeeping of all his official records, and of records concerning the reformation and establishment of the present status of titles to lands, as hereinafter directed: 

Provided, That the district court hereby created may direct, if it shall deem it expedient, the establishment of separate offices at the settlements of Wrangel, Oonalashka, and Juneau City, respectively, for the recording of such instruments as may pertain to the several natural divisions of said district most convenient to said settlements, the limits of which shall, in the event of such direction, be defined by said court; and said offices shall be in charge of the commissioners respectively as hereinafter provided.

Authority and duties of commissioners

SEC. 5. There shall be appointed by the President four commissioners in and for the said district who shall have the jurisdiction and powers of commissioners of the United States circuit courts in any part of said district, but who shall reside, one at Sitka, one at Wrangel, one at Oonalashka, and one at Juneau City. Such commissioners shall exercise all the duties and powers, civil and criminal, now conferred on justices of the peace under the general laws of the State of Oregon, so far as the same may be applicable in said district, and may not be in conflict with this act or the laws of the United States. They shall also have jurisdiction, subject to the supervision of the district judge, in all testamentary and probate matters, and for this purpose their courts shall be opened at stated terms and be courts of record, and be provided with a seal for the authentication of their official acts. They shall also have power to grant writs of habeas corpus for the purpose of inquiring into the cause of restraint of liberty, which writs shall be made returnable before the said district judge for said district; and like proceedings shall be had thereon as if the same had been granted by said judge under the general laws of the United States in such cases. Said commissioners shall also have the powers of notaries public, and shall keep a record of all deeds and other instruments of writing acknowledged
before them and relating to the title to or transfer of property within said district, which record shall be subject to public inspection. Said commissioners shall also keep a record of all fines and forfeitures received by them, and shall pay over the same quarterly to the clerk of said district court. The governor appointed under the provisions of this act shall, from time to time, inquire into the operations of the Alaska Seal and Fur Company, and shall annually report to Congress the result of such inquiries and any and all violations by said company of the agreement existing between the United States and said company.

**Authority of marshal**

SEC. 6. That the marshal for said district shall have the general authority and powers of the United States marshals of the States and Territories. He shall be the executive officer of said court, and charged with the execution of all process of said court and with the transportation and custody of prisoners, and he shall be ex-officio keeper of the jail or penitentiary of said district. He shall appoint four deputies, who shall reside severally at the towns of Sitka, Wrangel, Oonalashka, and Juneau City, and they shall respectively be ex-officio constables and executive officers of the commissioners’ courts herein provided, and shall have the powers and discharge the duties of United States deputy marshals, and those of constables under the laws of the State of Oregon now in force.

**General laws of Oregon made applicable**

SEC. 7. That the general laws of the State of Oregon now in force are hereby declared to be the law in said district, so far as the same may be applicable and not in conflict with the provisions of this act or the laws of the United States; and the sentence of imprisonment in any criminal case shall be carried out by confinement in the jail or penitentiary hereinafter provided for. But the said district district court shall have exclusive jurisdiction in all cases in equity or those involving a question of title to land, or mining rights, or the constitutionality of a law, and in all criminal offenses which are capital. In all civil cases, at common law, any issue of fact shall be determined by a jury, at the instance of either party; and an appeal shall lie in any case,
civil or criminal, from the judgement of said commissioners to the said district court where the amount involved in any civil case is two hundred dollars or more, and in any criminal case where a fine of more than one hundred dollars or imprisonment is imposed, upon the filing of a sufficient appeal bond by the party appealing, to be approved by the court or commissioner. Writs of error in criminal cases shall issue to the said district court from the United States circuit court for the district of Oregon in the cases provided in chapter one hundred and seventy-six of the laws of eighteen hundred and seventy-nine; and the jurisdiction thereby conferred upon circuit courts is hereby given to the circuit court of Oregon. And the final judgements or decrees of said district court may be reviewed by the Supreme Court of the United States as in other cases.

**Creation of land district**

SEC. 8. That the said district of Alaska is hereby created a land district, and a United States land-office for said district is hereby located at Sitka. The commissioner provided for by this act to reside at Sitka shall be ex-officio register of said land-office, and the clerk provided for by this act shall be ex-officio receiver of public moneys and the marshal provided for by this act shall be ex-officio surveyor-general of said district and the laws of the United States relating to mining claims, and the rights incident thereto, shall, from and after the passage of this act, be in full force and effect in said district, under the administration thereof herein provided for, subject to such regulations as may be made by the Secretary of the Interior, approved by the President: Provided, That the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupation or now claimed by them but the terms under which such persons may acquire title to such lands is reserved for future legislation by Congress: And provided further, That parties who have located mines or mineral privileges therein under the laws of the United States applicable to the public domain, or who have occupied or exercised acts of ownership over such claims, shall not be disturbed therein, but shall be allowed to perfect their title to such claims by payment as aforesaid: And provided also, That the land not exceeding six hundred and forty acres at any station now occupied as
missionary stations among the Indian tribes in said section, with the improvements thereon erected by or for such societies, shall be continued in the occupancy of the several religious societies to which said missionary stations respectively belong until action by Congress. But nothing contained in this act shall be construed to put in force in said district the general land laws of the United States.

Appointment of governor, etc.

SEC. 9. That the governor, attorney, judge, marshal, clerk, and commissioners provided for in this act shall be appointed by the President of the United States, by and with the advice and consent of the Senate, and shall hold their respective offices for the term of four years, and until their successors are appointed and qualified. They shall severally receive the fees of office established by law for the several offices the duties of which have been hereby conferred upon them, as the same are determined and allowed in respect of similar offices under the laws of the United States, which fees shall be reported to the Attorney-General and paid into the Treasury of the United States. They shall receive respectively the following annual salaries. The governor, the sum of three thousand dollars; the attorney, the sum of two thousand five hundred dollars; the marshal, the sum of two thousand five hundred dollars; the judge, the sum of three thousand dollars; and the clerk, the sum of two thousand five hundred dollars, payable to them quarterly from the Treasury of the United States. The District Judge, Marshal, and District Attorney shall be paid their actual, necessary expenses when traveling in the discharge of their official duties. A detailed account shall be rendered of such expenses under oath and as to the marshal and district attorney such account shall be approved by the judge, and as to his expenses by the Attorney General. The commissioners shall receive the usual fees of United States commissioners and of justices of the peace for Oregon, and such fees for recording instruments as are allowed by the laws of Oregon for similar services, and in addition a salary of one thousand dollars each. The deputy marshals, in addition to the usual fees of constables in Oregon, shall receive each a salary of seven hundred and fifty dollars, which salaries shall also be payable quarterly out of the Treasury of
the United States. Each of said officials shall, before entering on the duties of his office, take and subscribe an oath that he will faithfully execute the same, which said oath may be taken before the judge of said district or any United States district or circuit judge. That all officers appointed for said district, before entering upon the duties of their offices, shall take the oaths required by law and the laws of the United States, not locally inapplicable to said district and not inconsistent with the provisions of this act are hereby extended thereto; but there shall be no legislative assembly in said district, nor shall any Delegate be sent to Congress therefrom. And the said clerk shall execute a bond, with sufficient sureties, in the penalty of ten thousand dollars, for the faithful performance of his duties, and file the same with the Secretary of the Treasury before entering on the duties of his office; and the commissioners shall each execute a bond, with sufficient sureties, in the penalty of three thousand dollars, for the faithful performance of their duties, and file the same with the clerk before entering on the duties of their office.

Public buildings
SEC. 10. That any of the public buildings in said district not required for the customs service or military purposes shall be used for court-rooms and offices of the civil government; and the Secretary of the Treasury is hereby directed to instruct and authorize the custodian of said buildings forthwith to make such repairs to the jail in the town of Sitka, in said district, as will render it suitable for a jail and penitentiary for the purposes of civil government hereby provided, and to surrender to the marshal the custody of said jail and the other public buildings, or such parts of said buildings as may be selected for court-rooms, offices, and officials.

Printing of general laws
SEC. 11. The Attorney-General is directed forthwith to compile and cause to be printed, in the English language, in pamphlet form, so much of the general laws of the United States as is applicable to the duties of the governor, attorney, judge, clerk, marshals, and commissioners appointed for said district, and shall
furnish for the use of the officers of said Territory so many copies as may be needed of the laws of Oregon applicable to said district.

**Commission to examine and report on condition of Indians**

SEC. 12. That the Secretary of the Interior shall select two of the officers to be appointed under this act, who, together with the governor, shall constitute a commission to examine into and report upon the condition of the Indians residing in said Territory, what lands, if any, should be reserved for their use, what provision shall be made for their education, what rights by occupation of settlers should be recognized, and all other facts that may be necessary to enable Congress to determine what limitations or conditions should be imposed when the land laws of the United States shall be extended to said district; and to defray the expenses of said commission the sum of two thousand dollars is hereby appropriated out of any moneys in the Treasury not otherwise appropriated.

**Education of children**

SEC. 13. That the Secretary of the Interior shall make needful and proper provision for the education of the children of school age in the Territory of Alaska, without reference to race, until such time as permanent provision shall be made for the same, and the sum of twenty-five thousand dollars, or so much thereof as may be necessary is hereby appropriated for this purpose.

**Intoxicating liquors**

SEC. 14. That the provisions of chapter three, title twenty-three, of the Revised Statutes of the United States, relating to the unorganized Territory of Alaska, shall remain in full force, except as herein specially otherwise provided; and the importation, manufacture and sale of intoxicating liquors in said district except for medicinal, mechanical and scientific purposes is hereby prohibited under the penalties which are provided in section nineteen hundred and fifty-five of the Revised Statutes for the wrongful importation of distilled
spirits. And the President of the United States shall make such regulations as are necessary to carry out the provisions of this section.

Approved, May 17, 1884

**The Road from ANCSA**

**Appendix III: Indian Citizenship Act**

By the act of June 2, 1924 (43 Stat. 253, ante, 420), Congress conferred citizenship upon all noncitizen Indians born within the territorial limits of the United States. The text of the act follows:

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That all noncitizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: *Provided,* That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.

Indians who are otherwise eligible to vote may not be denied that right because of their race. Their right in this respect is protected by the fifteenth amendment to the Constitution of the United States, which says:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

In order to exercise the right of suffrage, Indians must of course comply with the conditions equally required of other voters, and may be denied the privilege of voting if they fail to comply with the requirements of the law as to registration, payment of poll tax, or do not meet the educational or other qualifications for electors, etc., as provided by the State laws.

It will be observed that the act provides that the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property. Therefore, the restrictions upon the trust property—real or personal—of Indians are not removed by the passage of this act. Questions relative to
the control or management of trust property are, therefore, not changed by the act but are to be handled on
their own merits as heretofore.

Prior to the passage of the act of June 2, 1924, about two-thirds of the Indians of the United States were al-
ready citizens. There were a number of different provisions of law by which or under which Indians became
citizens previous to June 2, 1924. Some of the most important ways of their attaining citizenship were as
follows:

1. Treaty Provision.—In some of the treaties or agreements with certain tribes of Indians provision was made
whereby Indians desiring to become citizens might become such by complying with certain prescribed for-
malities somewhat similar to those required of aliens. For example, see Articles 13, 17, and 28 of the Treaty
of February 23, 1867, with various bands or tribes of Indians. (15 Stat. 513, vol. 2, 960.)

2. Allotment under the Act of February 8, 1887.—In the act of February 8, 1887 (24 Stat. 388, vol. 1, 33-38),
Congress provided for the allotment of land to the Indians in severalty and in section 6 thereof declared that
Indians so allotted should become citizens of the United States and of the State in which they reside. (See the
language of the Act.)

the Act of February 8, 1887, so as to postpone citizenship of Indians thereafter allotted until after a patent in
fee simple had been issued to said Indians. Provision was also made whereby patent in fee might be issued
by the Secretary of the Interior to competent Indians before the expiration of the twenty-five-year trust pe-
riod. Therefore Indians whose trust patents are dated subsequent to May 8, 1906, and who have also received
their patents in fee simple have become citizens under said act of May 8, 1906.
4. Adopting Habits of Civilized Life.—Section 6 of the Act of February 8, 1887, both before and after its amendment of May 8, 1906, provided:

That every Indian born within the territorial limits of the United States who has voluntarily taken up within said limits his residence, separate and apart from any tribe of Indians therein, and has adopted the habits of civilized life is hereby declared to be a citizen of the United States, and is entitled to all the rights, privileges, and immunities of such citizens, whether said Indian has been or not, by birth or otherwise, a member of any tribe of Indians within the territorial limits of the United States, without in any manner impairing or otherwise affecting the rights of any such Indian to tribal or other property.

5. Minor Children.—The Solicitor of the Interior Department has held that where Indian parents became citizens upon allotment, their minor children became citizens with them, and that children born subsequent thereto were born to citizenship.

6. Citizenship by Birth.—(a) An Indian child born in the United States of citizen Indian parents is born to citizenship. (b) Legitimate children born of an Indian woman and a white citizen father are born to citizenship.

7. Soldiers and Sailors.—Congress in the act of November 6, 1919, ante 232, provided that Indian soldiers and sailors who served in the recent World War and who have been honorably discharged might be granted citizenship by courts of competent jurisdiction. (Indian Office Circulars, Nos. 1587 and 1618.)

8. Marriage.—The act of August 9, 1888 (25 Stat. 392, vol. 1, 38), provided that Indian women who married citizens of the United States thereby became citizens of the United States. This provision is apparently inconsistent with the act of September 22, 1922 (42 Stat. 1020), and would probably be held to have been repealed.
by the latter act, though not specifically mentioned therein. Marriages corning within the act of August 9, 1888, and consummated before the passage of the act of September 22, 1922, would not of course be affected by the later act.

9. Special Act of Congress.—Sometimes Congress makes provision for a particular tribe of Indians or a particular group of Indians to become citizens. For instance:

(a) In the act of March 3, 1901 (31 Stat. 1447, vol. 1, 114), provision was made for the extension of citizenship to the Indians in the “Indian Territory” by amending section 6 of the act of February 8, 1887 (24 Stat. 388, vol. 1, 33). It should be observed, however, that in the act of May 8, 1906 (34 Stat. 182, vol. 3, 181), amending said section 6, the language, “and every Indian in the Indian Territory,” was not included.

(b) In the act of March 3, 1921 (41 Stat. 1249-50, ante, 317), citizenship was extended to all members of the Osage tribe of Indians.

The above is not intended to be a complete list of the acts of Congress involving the citizenship of Indians, as there are a number of other laws including those affecting particular tribes, but it is believed the foregoing list or statement is sufficient to give a general idea of the main principles or rules that were involved in the determination of whether or not a particular Indian was a citizen prior to the act of June 2, 1924, supra.

The Road from ANCSA

Appendix IV: Alaska Statehood Act

Section 1

AN ACT
To provide for the admission of the State of Alaska into the Union

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That, subject to the provisions of this act, and upon issuance of the proclamation required by section 8(c) of this Act, the State of Alaska is hereby declared to be a State of the United States of America, is declared admitted into the Union on an equal footing with the other States in all respects whatever, and the constitution formed pursuant to the provisions of the Act of the Territorial Legislature of Alaska entitled, “An Act to provide for the holding of a constitutional convention to prepare a constitution for the State of Alaska; to submit the constitution to the people for adoption or rejection; to prepare for the admission of Alaska as a State; to make an appropriation; and setting an effective date”, approved March 19, 1955 (Chapter 46, Session Laws of Alaska, 1955), and adopted by a vote of the people of Alaska in the election held an April 24, 1956, is hereby found to be republican in form and in conformity with the Constitution of the United States and the principles of the Declaration of Independence, and is hereby accepted, ratified, and confirmed.

Section 2

The State of Alaska shall consist of all the territory, together with the territorial waters appurtenant
thereto, now included in the Territory of Alaska.

Section 3

The constitution of the State of Alaska shall always be republican in form and shall not be repugnant to the Constitution of the United States and the principles of the Declaration of Independence.

Section 4

As a compact with the United States said State and its people do agree and declare that they forever disclaim all right and title to any lands or other property not granted or confirmed to the State or its political subdivisions by or under the authority of this Act, the right or title to which is held by the United States or is subject to disposition by the United States, and to any lands or other property, (including fishing rights), the right or title to which may be held by any Indians, Eskimos, or Aleuts (hereinafter called natives) or is held by the United States in trust for said natives; that all such lands or other property, belonging to the United States or which may belong to said natives, shall be and remain under the absolute jurisdiction and control of the United States until disposed of under its authority, except to such extent as the Congress has prescribed or may hereafter prescribe, and except when held by individual natives in fee without restrictions on alienation: Provided, That nothing contained in this act shall recognize, deny, enlarge, impair, or otherwise affect any claim against the United States, and any such claim shall be governed by the laws of the United States applicable thereto; and nothing in this Act is intended or shall be construed as a finding, interpretation, or construction by the Congress that any law applicable thereto authorizes, establishes, recognizes, or confirms the validity or invalidity of any such claim, and the determination of the applicability or effect of any law to any such claim shall be unaffected by anything in this Act: And provided further, That no taxes shall be imposed by said State upon any lands or other property now owned or hereafter acquired by the
United States or which, as hereinabove set forth, may belong to said natives, except to such extent as the Congress has prescribed or may hereafter prescribe, and except when held by individual natives in fee without restrictions on alienation.

Section 5

The State of Alaska and its political subdivisions, respectively, shall have and retain title to all property, real and personal, title to which is in the Territory of Alaska or any of the subdivisions. Except as provided in section 6 hereof, the United States shall retain title to all property, real and personal, to which it has title, including public lands.

Section 6

(a) For the purposes of furthering the development of and expansion of communities, the State of Alaska is hereby granted and shall be entitled to select, within twenty-five years after the date of the admission of the State of Alaska into the Union, from lands within national forests in Alaska which are vacant and unappropriated at the time of their selection not to exceed four hundred thousand acres of land, and from the other public lands of the United States in Alaska which are vacant, unappropriated, and unreserved at the time of their selection not to exceed another four hundred thousand acres of land, all of which shall be adjacent to established communities or suitable for prospective community centers and recreational areas. Such lands shall be selected by the State of Alaska with the approval of the Secretary of Agriculture as to national forest lands and with the approval of the Secretary of the Interior as to other public lands: Provided, That nothing herein contained shall affect any valid existing claim, location, or entry under the laws of the United States, whether for homestead, mineral, right-of-way, or other purpose whatsoever, or shall affect the rights of any such owner, claimant, locator, or entryman to the full use and enjoyment of the land so occu-
(b) The State of Alaska, in addition to any other grants made in this section, is hereby granted and shall be entitled to select, within twenty-five years after the admission of Alaska into the Union, not to exceed one hundred and two million five hundred and fifty thousand acres from the public lands of the United States in Alaska which are vacant, unappropriated, and unreserved at the time of their selection: Provided, That nothing herein contained shall affect any valid existing claim, location, or entry under the laws of the United States, whether for homestead, mineral, right-of-way, or other purpose whatsoever, or shall affect the rights of any such owner, claimant, locator, or entryman to the full use and enjoyment of the lands so occupied: And provided further, That no selection hereunder shall be made in the area north and west of the line described in section 10 without approval of the President or his designated representative.

(c) Block 32, and the structures and improvements thereon, in the city of Juneau are granted to the State of Alaska for any or all of the following purposes or a combination thereof: A residence for the Governor, a State museum, or park and recreational use.

(d) Block 19, and the structures and improvements thereon, and the interests of the United States in blocks C and 7, and the structures and improvements thereon, in the city of Juneau, are hereby granted to the State of Alaska.

(e) All real and personal property of the United States situated in the Territory of Alaska which is specifically used for the sole purpose of conservation and protection of the fisheries and wildlife of Alaska, under the provisions of the Alaska game law of July 1, 1943 (57 Stat. 301; 48 U.S.C., sections 192-211), as amended, and under the provisions of the Alaska commercial fisheries laws of June 26, 1906 (34 Stat. 478; 48 U.S.C., sections 230-239 and 241-242), and June 6, 1924 (43 Stat. 465; 48 U.S.C., sections 221-228), as
supplemented and amended, shall be transferred and conveyed to the State of Alaska by the appropriate Federal agency: Provided, That the administration and management of the fish and wildlife resources of Alaska shall be retained by the Federal Government under existing laws until the first day of the first calendar year following the expiration of ninety legislative days after the Secretary of the Interior certifies to the Congress that the Alaska State Legislature has made adequate provision for the administration, management, and conservation of said resources in the broad national interest: Provided, That such transfer shall not include lands withdrawn or otherwise set apart as refuges or reservations for the protection of wildlife nor facilities utilized in connection therewith, or in connection with general research activities relating to fisheries or wildlife. Sums of money that are available for apportionment or which the Secretary of the Interior shall have apportioned, as of the date the State of Alaska shall be deemed to be admitted into the Union, for wildlife restoration in the Territory of Alaska, pursuant to section 8 (a) of the Act of September 2, 1937, as amended (16 U.S.C., section 669g-1), and for fish restoration and management in the Territory of Alaska, pursuant to section 12 of the Act of August 9, 1950 (16 U.S.C., section 777k), shall continue to be available for the period, and under the terms and conditions in effect at the time, the apportionments are made. Commencing with the year during which Alaska is admitted into the Union, the Secretary of the Treasury, at the close of each fiscal year, shall pay to the State of Alaska 70 per centum of the net proceeds, as determined by the Secretary of the Interior, derived during such fiscal year from all sales of sealskins or sea otter skins made in accordance with the provisions of the Act of February 26, 1944 (58 Stat. 100; 16 U.S.C., sections 631a-631q), as supplemented and amended. In arriving at the net proceeds, there shall be deducted from the receipts from all sales all costs to the United States in carrying out the provisions of the Act of February 26, 1944, as supplemented and amended, including, but not limited to, the costs of handling and dressing the skins, the costs of making the sales, and all expenses incurred in the administration of the Pribilof Islands. Nothing in this Act shall be construed as affecting the rights of the United States under the provisions of the Act of February 26, 1944, as supplemented and amended, and the Act of June 28, 1937 (50 Stat. 325), as
amended (16 U.S.C., section 772 et seq.).

(f) Five per centum of the proceeds of sale of public lands lying within said State which shall be sold by the United States subsequent to the admission of said State into the Union, after deducting all the expenses incident to such sales, shall be paid to said State to be used for the support of the public schools within said State.

(g) Except as provided in subsection (a), all lands granted in quantity to and authorized to be selected by the State of Alaska by this Act shall be selected in such manner as the laws of the State may provide, and in conformity with such regulations as the Secretary of the Interior may prescribe. All selections shall be made in reasonably compact tracts, taking into account the situation and potential uses of the lands involved, and each tract selected shall contain at least five thousand seven hundred and sixty acres unless isolated from other tracts open to selection. The authority to make selections shall never be alienated or bargained away, in whole or in part, by the State. Upon the revocation of any order of withdrawal in Alaska, the order of revocation shall provide for a period of not less than ninety days before the date on which it otherwise becomes effective, if subsequent to the admission of Alaska into the Union, during which period the State of Alaska shall have a preferred right of selection, subject to the requirements of this Act, except as against prior existing valid rights or as against equitable claims subject to allowance and confirmation. Such preferred right of selection shall have precedence over the preferred right of application created by section 4 of the Act of September 27, 1944 (58 Stat. 748; 43 U. S. C., section 282), as now or hereafter amended, but not over other preference rights now conferred by law. Where any lands desired by the State are unsurveyed at the time of their selection, the Secretary of the Interior shall survey the exterior boundaries of the area requested without any interior subdivision thereof and shall issue a patent for such selected area in terms of the exterior boundary survey; where any lands desired by the State are surveyed at the time of their selection, the boundaries of the area requested shall conform to the public land subdivisions established by the
approval of the survey. All lands duly selected by the State of Alaska pursuant to this Act shall be patented to the State by the Secretary of the Interior. Following the selection of lands by the State and the tentative approval of such selection by the Secretary of the Interior or his designee, but prior to the issuance of final patent, the State is hereby authorized to execute conditional leases and to make conditional sales of such selected lands. As used in this subsection, the words «equitable claims subject to allowance and confirmation» include, without limitation, claims of holders of permits issued by the Department of Agriculture on lands eliminated from national forests, whose permits have been terminated only because of such elimination and who own valuable improvements on such lands.

(h) Any lease, permit, license, or contract issued under the Mineral Leasing Act of February 25, 1920 (41 Stat. 437; 30 U.S.C., section 181 and following), as amended, or under the Alaska Coal Leasing Act of October 20, 1914 (38 Stat. 741; 30 U. S. C., section 432 and following), as amended, shall have the effect of withdrawing the lands subject thereto from selection by the State of Alaska under this Act, unless such lease, permit, license, or contract is in effect on the date of approval of this Act, and unless an application to select such lands is filed with the Secretary of the Interior within a period of five years after the date of the admission of Alaska into the Union. Such selections shall be made only from lands that are otherwise open to selection under this Act, and shall include the entire area that is subject to each lease, permit, license, or contract involved in the selections. Any patent for lands so selected shall vest in the State of Alaska all right, title, and interest of the United States in and to any such lease, permit, license, or contract that remains outstanding on the effective date of the patent, including the right to all rentals, royalties, and other payments accruing after that date under such lease, permit, license, or contract, and including any authority that may have been retained by the United States to modify the terms and conditions of such lease, permit, license, or contract: Provided, That nothing herein contained shall affect the continued validity of any such lease, permit, license, or contract or any rights arising thereunder.
(i) All grants made or confirmed under this Act shall include mineral deposits. The grants of mineral lands to the State of Alaska under subsections (a) and (b) of this section are made upon the express condition that all sales, grants, deeds, or patents for any of the mineral lands so granted shall be subject to and contain reservation to the State of all of the minerals in the lands so sold, granted, deeded, or patented, together with the right to prospect for, mine, and remove the same. Mineral deposits in such lands shall be subject to lease by the State as the State legislature may direct: Provided, That any lands or minerals hereafter disposed of contrary to the provisions of this section shall be forfeited to the United States by appropriate proceedings instituted by the Attorney General for that purpose in the United States District Court for the District of Alaska.

(j) The schools and colleges provided for in this Act shall forever remain under the exclusive control of the State, or its governmental subdivisions, and no part of the proceeds arising from the sale or disposal of any lands granted herein for educational purposes shall be used for the support of any sectarian or denominational school, college, or university.

(k) Grants previously made to the Territory of Alaska are hereby confirmed and transferred to the State of Alaska upon its admission. Effective upon the admission of the State of Alaska into the Union, section 1 of the Act of March 4, 1915 (38 Stat. 1214; 48 U.S.C., section 353), as amended, and the last sentence of section 35 of the Act of February 25, 1920 (41 Stat. 450; 30 U. section C, section 191), as amended, are repealed and all lands therein reserved under the provisions of section 1 as of the date of this Act shall, upon the admission of said State into the Union, be granted to said State for the purposes for which they were reserved; but such repeal shall not affect any outstanding lease, permit, license, or contract issued under said section 1, as amended, or any rights or powers with respect to such lease, permit, license, or contract, and shall not affect the disposition of the proceeds or income derived prior to such repeal from any lands reserved under said section 1, as amended, or derived thereafter from any disposition of the reserved lands or
an interest therein made prior to such repeal.

(l) The grants provided for in this Act shall be in lieu of the grant of land for purposes of internal improvements made to new States by section 8 of the Act of September 4, 1841 (5 Stat. 455), and sections 2378 and 2379 of the Revised Statutes (43 U.S.C., section 857), and in lieu of the swampland grant made by the Act of September 28, 1850 (9 Stat. 520), and section 2479 of the Revised Statutes (43 U.S.C., section 982), and in lieu of the grant of thirty thousand acres for each Senator and Representative in Congress made by the Act of July 2, 1862, as amended (12 Stat. 503; 7 U.S.C., sections 301-308), which grants are hereby declared not to extend to the State of Alaska.

(m) The Submerged Lands Act of 1953 (Public Law 31, Eighty-third Congress, first session; 67 Stat. 29) shall be applicable to the State of Alaska and the said State shall have the same rights as do existing States thereunder.

(n) The minimum tract selection size is waived with respect to a selection made by the State of Alaska under subsection (a) for the following selections:

<table>
<thead>
<tr>
<th>National Forest Community Grant Application Number</th>
<th>Area Name</th>
<th>Est. Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>209</td>
<td>Yakutat Airport Addition</td>
<td>111</td>
</tr>
<tr>
<td>264</td>
<td>Bear Valley (Portage)</td>
<td>120</td>
</tr>
<tr>
<td>284</td>
<td>Hyder-Fish Creek</td>
<td>61</td>
</tr>
<tr>
<td>310</td>
<td>Elfin Cove</td>
<td>37</td>
</tr>
<tr>
<td>384</td>
<td>Edna Bay Admin Site</td>
<td>37</td>
</tr>
<tr>
<td>390</td>
<td>Point Hilda</td>
<td>29</td>
</tr>
</tbody>
</table>
(o)(1) The State of Alaska may elect to convert a selection filed under subsection (b) to a selection under subsection (a) by notifying the Secretary of the Interior in writing.

(2) If the State of Alaska makes an election under paragraph (1), the entire selection shall be converted to a selection under subsection (a).

(3) The Secretary of the Interior shall not convey a total of more than 400,000 acres of public domain land selected under subsection (a) or converted under paragraph (1) to a public domain selection under subsection (a).

(4) Conversion of a selection under paragraph (1) shall not increase the survey obligation of the United States with respect to the land converted.

(p) All selection applications of the State of Alaska that are on file with the Secretary of the Interior under the public domain provisions of subsection (a) on the date of enactment of this subsection [December 10, 2004] and any selection applications that are converted to a subsection (a) selection under subsection (o)(1) are approved as suitable for community or recreational purposes.

Section 7

Upon enactment of this Act, it shall be the duty of the President of the United States, not later than July 3, 1958, to certify such fact to the Governor of Alaska. Thereupon the Governor, on or after July 3, 1958, and not later than August 1, 1958, shall issue his proclamation for the elections, as hereinafter provided, for officers of all elective offices and in the manner provided for by the constitution of the proposed State of Alaska, but the officers so elected shall in any event include two Senators and one Representative in Congress.
Section 8

(a) The proclamation of the Governor of Alaska required by section 7 shall provide for holding of a primary election and a general election on dates to be fixed by the Governor of Alaska: Provided, That the general election shall not be held later than December 1, 1958, and at such elections the officers required to be elected as provided in section 7 shall be, and officers for other elective offices provided for in the constitution of the proposed State of Alaska may be, chosen by the people. Such elections shall be held, and the qualifications of voters thereat shall be, as prescribed by the constitution of the proposed State of Alaska for the election of members of the proposed State legislature. The returns thereof shall be made and certified in such manner as the constitution of the proposed State of Alaska may prescribe. The Governor of Alaska shall certify the results of said elections to the President of the United States.

(b) At an election designated by proclamation of the Governor of Alaska, which may be the general election held pursuant to subsection (a) of this section, or a Territorial general election, or a special election, there shall be submitted to the electors qualified to vote in said election, for adoption or rejection, by separate ballot on each, the following propositions:

“(1) Shall Alaska immediately be admitted into the Union as a State?

“(2) The boundaries of the State of Alaska shall be as prescribed in the Act of Congress approved (date of approval of this Act) and all claims of this State to any areas of land or sea outside the boundaries so prescribed are hereby irrevocably relinquished to the United States.

“(3) All provisions of the Act of Congress approved (date of approval of this Act) reserving rights or powers to the United States, as well as those prescribing the terms or conditions of the grants of lands or
other property therein made to the State of Alaska, are consented to fully by said State and its people.”

In the event each of the foregoing propositions is adopted at said election by a majority of the legal votes cast on said submission, the proposed constitution of the proposed State of Alaska, ratified by the people at the election held on April 24, 1956, shall be deemed amended accordingly. In the event any one of the foregoing propositions is not adopted at said election by a majority of the legal votes cast on said submission, the provisions of this Act shall thereupon cease to be effective.

The Governor of Alaska is hereby authorized and directed to take such action as may be necessary or appropriate to insure the submission of said propositions to the people. The return of the votes cast on said propositions shall be made by the election officers directly to the Secretary of Alaska, who shall certify the results of the submission to the Governor. The Governor shall certify the results of said submission, as so ascertained, to the President of the United States.

(c) If the President shall find that the propositions set forth in the preceding subsection have been duly adopted by the people of Alaska, the President, upon certification of the returns of the election of the officers required to be elected as provided in section 7 of this Act, shall thereupon issue his proclamation announcing the results of said election as so ascertained. Upon the issuance of said proclamation by the President, the State of Alaska shall be deemed admitted into the Union as provided in section 1 of this Act.

Until the said State is so admitted into the Union, all of the officers of said Territory, including the Delegate in Congress from said Territory, shall continue to discharge the duties of their respective offices. Upon the issuance of said proclamation by the President of the United States and the admission of the State of Alaska into the Union, the officers elected at said election, and qualified under the provisions of the constitution and laws of said State, shall proceed to exercise all the functions pertaining to their offices in or
under or by authority of the government of said State, and officers not required to be elected at said initial election shall be selected or continued in office as provided by the constitution and laws of said State. The Governor of said State shall certify the election of the Senators and Representative in the manner required by law, and the said Senators and Representative shall be entitled to be admitted to seats in Congress and to all the rights and privileges of Senators and Representatives of other States in the Congress of the United States.

(d) Upon admission of the State of Alaska into the Union as herein provided, all of the Territorial laws then in force in the Territory of Alaska shall be and continue in full force and effect throughout said State except as modified or changed by this Act, or by the constitution of the State, or as thereafter modified or changed by the legislature of the State. All of the laws of the United States shall have the same force and effect within said State as elsewhere within the United States. As used in this paragraph, the term “Territorial laws” includes (in addition to laws enacted by the Territorial Legislature of Alaska) all laws or parts thereof enacted by the Congress the validity of which is dependent solely upon the authority of the Congress to provide for the government of Alaska prior to the admission of the State of Alaska into the Union, and the term “laws of the United States” includes all laws or parts thereof enacted by the Congress that (1) apply to or within Alaska at the time of the admission of the State of Alaska into the Union, (2) are not “Territorial laws” as defined in this paragraph, and (3) are not in conflict with any other provisions of this Act.

Section 9

The State of Alaska upon its admission into the Union shall be entitled to one Representative until the taking effect of the next reapportionment, and such Representative shall be in addition to the membership of the House of Representatives as now prescribed by law: Provided, That such temporary increase in the membership shall not operate to either increase or decrease the permanent membership of the House
of Representatives as prescribed in the Act of August 8, 1911 (37 Stat. 13) nor shall such temporary increase affect the basis of apportionment established by the Act of November 15, 1941 (55 Stat. 761; 2 U.S.C., section 2a), for the Eighty-third Congress and each Congress thereafter.

Section 10

(a) The President of the United States is hereby authorized to establish, by Executive order or proclamation, one or more special national defense withdrawals within the exterior boundaries of Alaska, which withdrawal or withdrawals may thereafter be terminated in whole or in part by the President.

(b) Special national defense withdrawals established under subsection (a) of this section shall be confined to those portions of Alaska that are situated to the north or west of the following line: Beginning at the point where the Porcupine River crosses the international boundary between Alaska and Canada; thence along a line parallel to, and five miles from, the right bank of the main channel of the Porcupine River to its confluence with the Yukon River; thence along a line parallel to, and five miles from, the right bank of the main channel of the Yukon River to its most southerly point of intersection with the meridian of longitude 160 degrees west of Greenwich; thence south to the intersection of said meridian with the Kuskokwim River; thence along a line parallel to, and five miles from the right bank of the Kuskokwim River to the mouth of said river; thence along the shoreline of Kuskokwim Bay to its intersection with the meridian of longitude 162 degrees 30 minutes west of Greenwich; thence south to the intersection of said meridian with the parallel of latitude 57 degrees 30 minutes north; thence east to the intersection of said parallel with the meridian of longitude 156 degrees west of Greenwich; thence south to the intersection of said meridian with the parallel of latitude 50 degrees north.

(c) Effective upon the issuance of such Executive order or proclamation, exclusive jurisdiction over all
special national defense withdrawals established under this section is hereby reserved to the United States, which shall have sole legislative, judicial, and executive power within such withdrawals, except as provided hereinafter. The exclusive jurisdiction so established shall extend to all lands within the exterior boundaries of each such withdrawal, and shall remain in effect with respect to any particular tract or parcel of land only so long as such tract or parcel remains within the exterior boundaries of such a withdrawal. The laws of the State of Alaska shall not apply to areas within any special national defense withdrawal established under this section while such areas remain subject to the exclusive jurisdiction hereby authorized: Provided, however, That such exclusive jurisdiction shall not prevent the execution of any process, civil or criminal, of the State of Alaska, upon any person found within said withdrawals: And provided further, That such exclusive jurisdiction shall not prohibit the State of Alaska from enacting and enforcing all laws necessary to establish voting districts, and the qualification and procedures for voting in all elections.

(d) During the continuance in effect of any special national defense withdrawal established under this section, or until the Congress otherwise provides, such exclusive jurisdiction shall be exercised within each such withdrawal in accordance with the following provisions of law:

(1) All laws enacted by the Congress that are of general application to areas under the exclusive jurisdiction of the United States, including, but without limiting the generality of the foregoing, those provisions of title 18, United States Code, that are applicable within the special maritime and territorial jurisdiction of the United States as defined in section 7 of said title, shall apply to all areas within such withdrawals.

(2) In addition, any areas within the withdrawals that are reserved by Act of Congress or by Executive action for a particular military or civilian use of the United States shall be subject to all laws enacted by the Congress that have application to lands withdrawn for that particular use, and any other areas within the withdrawals shall be subject to all laws enacted by the Congress that are of general application to lands
withdrawn for defense purposes of the United States.

(3) To the extent consistent with the laws described in paragraphs (1) and (2) of this subsection and with regulations made or other actions taken under their authority, all laws in force within such withdrawals immediately prior to the creation thereof by Executive order or proclamation shall apply within the withdrawals and, for this purpose, are adopted as laws of the United States: Provided, however, That the laws of the State or Territory relating to the organization or powers of municipalities or local political subdivisions, and the laws or ordinances of such municipalities or political subdivisions shall not be adopted as laws of the United States.

(4) All functions vested in the United States commissioners by the laws described in this subsection shall continue to be performed within the withdrawals by such commissioners.

(5) All functions vested in any municipal corporation, school district, or other local political subdivision by the laws described in this subsection shall continue to be performed within the withdrawals by such corporation, district, or other subdivision, and the laws of the State or the laws or ordinances of such municipalities or local political subdivision shall remain in full force and effect notwithstanding any withdrawal made under this section.

(6) All other functions vested in the government of Alaska or in any officer or agency thereof, except judicial functions over which the United States District Court for the District of Alaska is given jurisdiction by this act or other provisions of law, shall be performed within the withdrawals by such civilian individuals or civilian agencies and in such manner as the President shall from time to time, by Executive order, direct or authorize.
(7) The United States District Court for the District of Alaska shall have original jurisdiction, without regard to the sum or value of any matter in controversy, over all civil actions arising within such withdrawals under the laws made applicable thereto by this subsection, as well as over all offenses committed within the withdrawals.

(e) Nothing contained in subsection (d) of this section shall be construed as limiting the exclusive jurisdiction established in the United States by subsection (c) of this section or the authority of the Congress to implement such exclusive jurisdiction by appropriate legislation, or as denying to persons now or hereafter residing within any portion of the areas described in subsection (b) of this section the right to vote at all elections held within the political subdivisions as prescribed by the State of Alaska where they respectively reside, or as limiting the jurisdiction conferred on the United States District Court for the District of Alaska by any other provision of law, or as continuing in effect laws relating to the Legislature of the Territory of Alaska. Nothing contained in this section shall be construed as limiting any authority otherwise vested in the Congress or the President.

**Section 11**

(a) Nothing in this Act shall affect the establishment, or the right, ownership, and authority of the United States in Mount McKinley National Park, as now or hereafter constituted; but exclusive jurisdiction, in all cases, shall be exercised by the United States for the national park, as now or hereafter constituted; saving, however, to the State of Alaska the right to serve civil or criminal process within the limits of the aforesaid park in suits or prosecutions for or on account of rights acquired, obligations incurred, or crimes committed in said State, but outside of said park; and saving further to the said State the right to tax persons and corporations, their franchises and property on the lands included in said park; and saving also to the persons residing now or hereafter in such area the right to vote at all elections held within the respective
political subdivisions of their residence in which the park is situated.

(b) Notwithstanding the admission of the State of Alaska into the Union, authority is reserved in the United States, subject to the proviso hereinafter set forth, for the exercise by the Congress of the United States of the power of exclusive legislation, as provided by article 1, section 8, clause 17, of the Constitution of the United States, in all cases whatsoever over such tracts or parcels of land as, immediately prior to the admission of said State, are owned by the United States and held for military, naval, Air Force, or Coast Guard purposes, including naval petroleum reserve numbered 4, whether such lands were acquired by cession and transfer to the United States by Russia and set aside by Act of Congress or by Executive order or proclamation of the President or the Governor of Alaska for the use of the United States, or were acquired by the United States by purchase, condemnation, donation, exchange, or otherwise: Provided, (i) That the State of Alaska shall always have the right to serve civil or criminal process within the said tracts or parcels of land in suits or prosecutions for or on account of rights acquired, obligations incurred, or crimes committed within the said State but outside of the said tracts or parcels of land; (ii) that the reservation of authority in the United States for the exercise by the Congress of the United States of the power of exclusive legislation over the lands aforesaid shall not operate to prevent such lands from being a part of the State of Alaska, or to prevent the said State from exercising over or upon such lands, concurrently with the United States, any jurisdiction whatsoever which it would have in the absence of such reservation of authority and which is consistent with the laws hereafter enacted by the Congress pursuant to such reservation of authority; and (iii) that such power of exclusive legislation shall rest and remain in the United States only so long as the particular tract or parcel of land involved is owned by the United States and used for military, naval, Air Force, or Coast Guard purposes. The provisions of this subsection shall not apply to lands within such special national defense withdrawal or withdrawals as may be established pursuant to section 10 of this Act until such lands cease to be subject to the exclusive jurisdiction reserved to the United States by that sec-
Section 12

Effective upon the admission of Alaska into the Union

(a) The analysis of chapter 5 of title 28, United States Code, immediately preceding section 81 of such title, is amended by inserting immediately after and underneath item 81 of such analysis, a new item to be designated as item 81A and to read as follows: “81A Alaska”;

(b) Title 28, United States Code, is amended by inserting immediately after section 81 thereof a new section, to be designated as section 81A, and to read as follows:

«(section) 81A. Alaska
Alaska constitutes one judicial district.
Court shall be held at Anchorage, Fairbanks, Juneau, and Nome.»;

(c) Section 133 of title 28, United States Code, is amended by inserting in the table of districts and judges in such section immediately above the item: "Arizona * * * 2", a new item as follows: "Alaska * * * 1”;

(d) The first paragraph of section 373 of title 28, United States Code, as heretofore amended, is further amended by striking out the words: “the District Court for the Territory of Alaska.”: Provided, That the amendment made by this subsection shall not affect the rights of any judge who may have retired before it takes effect;

(e) The words “the District Court for the Territory of Alaska,” are stricken out wherever they appear in
sections 333, 460, 610, 753, 1252, 1291, 1292, and 1346 of title 28, United States Code;

(f) The first paragraph of section 1252 of title 28, United States Code, is further amended by striking out the word “Alaska,” from the clause relating to courts of record;

(g) Subsection (2) of section 1294 of title 28, United States Code, is repealed and the later subsections of such section are renumbered accordingly;

(h) Subsection (a) of section 2410 of title 28, United States Code, is amended by striking out the words: “including the District Court for the Territory of Alaska,”;

(i) Section 3241 of title 18, United States Code, is amended by striking out the words: “District Court for the Territory of Alaska, the”; 

(j) Subsection (e) of section 3401 of title 18, United States Code, is amended by striking out the words: “for Alaska or”;

(k) Section 3771 of title 18, United States Code, as heretofore amended, is further amended by striking out from the first paragraph of such section the words: “the Territory of Alaska,”;

(l) Section 3772 of title 18, United States Code, as heretofore amended, is further amended by striking out from the first paragraph of such section the words: “the Territory of Alaska,”;

(m) Section 2072 of title 28, United States Code, as heretofore amended, is further amended by striking out from the first paragraph of such section the words: “and of the District Court for the Territory of Alaska”;
(n) Subsection (q) of section 376 of title 28, United States Code, is amended by striking out the words: “the District Court for the Territory of Alaska;”: Provided, That the amendment made by this subsection shall not affect the rights under such section 376 of any present or former judge of the District Court for the Territory of Alaska or his survivors;

(o) The last paragraph of section 1963 of title 28, United States Code, is repealed;

(p) Section 2201 of title 28, United States Code, is amended by striking out the words: “and the District Court for the Territory of Alaska”; and

(q) Section 4 of the Act of July 28, 1950 (64 Stat. 380; 5 U.S.C., section 341b) is amended by striking out the word: «Alaska.»

Section 13

No writ, action, indictment, cause, or proceeding pending in the District Court for the Territory of Alaska on the date when said Territory shall become a State, and no case pending in an appellate court upon appeal from the District Court for the Territory of Alaska at the time said Territory shall become a State, shall abate by the admission of the State of Alaska into the Union, but the same shall be transferred and proceeded with as hereinafter provided.

All civil causes of action and all criminal offenses which shall have arisen or been committed prior to the admission of said State, but as to which no suit, action, or prosecution shall be pending at the date of such admission, shall be subject to prosecution in the appropriate State courts or in the United States District Court for the District of Alaska in like manner, to the same extent, and with like right of appellate review, as if said State had been created and said courts had been established prior to the accrual of said
causes of action or the commission of such offenses; and such of said criminal offenses as shall have been committed against the laws of the Territory shall be tried and punished by the appropriate courts of said State, and such as shall have been committed against the laws of the United States shall be tried and punished in the United States District Court for the District of Alaska.

Section 14

All appeals taken from the District Court for the Territory of Alaska to the Supreme Court of the United States or the United States Court of Appeals for the Ninth Circuit, previous to the admission of Alaska as a State, shall be prosecuted to final determination as though this act had not been passed. All cases in which final judgment has been rendered in such district court, and in which appeals might be had except for the admission of such State, may still be sued out, taken, and prosecuted to the Supreme Court of the United States or the United States Court of Appeals for the Ninth Circuit under the provisions of then existing law, and there held and determined in like manner; and in either case, the Supreme Court of the United States, or the United States Court of Appeals, in the event of reversal, shall remand the said cause to either the State supreme court or other final appellate court of said State, or the United States district court for said district, as the case may require: Provided, That the time allowed by existing law for appeals from the district court for said Territory shall not be enlarged thereby.

Section 15

All causes pending or determined in the District Court for the Territory of Alaska at the time of the admission of Alaska as a State which are of such nature as to be within the jurisdiction of a district court of the United States shall be transferred to the United States District Court for the District of Alaska for final disposition and enforcement in the same manner as is now provided by law with reference to the judgments
and decrees in existing United States district courts. All other causes pending or determined in the District Court for the Territory of Alaska at the time of the admission of Alaska as a State shall be transferred to the appropriate State court of Alaska. All final judgments and decrees rendered upon such transferred cases in the United States District Court for the District of Alaska may be reviewed by the Supreme Court of the United States or by the United States Court of Appeals for the Ninth Circuit in the same manner as is now provided by law with reference to the judgments and decrees in existing United States district courts.

Section 16

Jurisdiction of all cases pending or determined in the District Court for the Territory of Alaska not transferred to the United States District Court for the District of Alaska shall devolve upon and be exercised by the courts of original jurisdiction created by said State, which shall be deemed to be the successor of the District Court for the Territory of Alaska with respect to cases not so transferred and, as such, shall take and retain custody of all records, docket, journals, and files of such court pertaining to such cases. The files and papers in all cases so transferred to the United States district court, together with a transcript of all book entries to complete the record in such particular cases so transferred, shall be in like manner transferred to said district court.

Section 17

All cases pending in the District Court for the Territory of Alaska at the time said Territory becomes a State not transferred to the United States District Court for the District of Alaska shall be proceeded with and determined by the courts created by said State with the right to prosecute appeals to the appellate courts created by said State, and also with the same right to prosecute appeals or writs of certiorari from the final determination in said causes made by the court of last resort created by such State to the Supreme Court of
the United States, as now provided by law for appeals and writs of certiorari from the court of last resort of a State to the Supreme Court of the United States.

Section 18

The provisions of the preceding sections with respect to the termination of the Jurisdiction of the District Court for the Territory of Alaska, the continuation of suits, the succession of courts, and the satisfaction of rights of litigants in suits before such courts, shall not be effective until three years after the effective date of this Act, unless the President, by Executive order, shall sooner proclaim that the United States District Court for the District of Alaska, established in accordance with the provisions of this Act, is prepared to assume the functions imposed upon it. During such period of three years or until such Executive order is issued, the United States District Court for the Territory of Alaska shall continue to function as heretofore. The tenure of the judges, the United States attorneys, marshals, and other officers of the United States District Court for the Territory of Alaska shall terminate at such time as that court shall cease to function as provided in this section.

Section 19

The first paragraph of section 2 of the Federal Reserve Act (38 Stat. 251) is amended by striking out the last sentence thereof and inserting in lieu of such sentence the following: "When the State of Alaska is hereafter admitted to the Union the Federal Reserve districts shall be readjusted by the Board of Governors of the Federal Reserve System in such manner as to include such State. Every national bank in any State shall, upon commencing business or within ninety days after admission into the Union of the State in which it is located, become a member bank of the Federal Reserve System by subscribing and paying for stock in the Federal Reserve bank of its district in accordance with the provisions of this Act and shall thereupon be
an insured bank under the Federal Deposit Insurance Act, and failure to do so shall subject such bank to the penalty provided by the sixth paragraph of this section.”

Section 20

Section 2 of the Act of October 20, 1914 (38 Stat. 742; 48 U.S.C. section 433), is hereby repealed.

Section 21

Nothing contained in this Act shall operate to confer United States nationality, nor to terminate nationality heretofore lawfully acquired, nor restore nationality heretofore lost under any law of the United States or under any treaty to which the United States may have been a party.

Section 22 - 26


Section 23. The first sentence of section 212(d)(7) of the Immigration and Nationality Act (66 Stat. 188, 8 U.S.C. section 1182(d)(7)) is amended by deleting the word “Alaska.”

Section 24. Nothing contained in this Act shall be held to repeal, amend, or modify the provisions of section 304 of the Immigration and Nationality Act (66 Stat. 237, 8 U.S.C. section 1404).

Section 25. The first sentence of section 310(a) of the Immigration and Nationality Act (66 Stat. 239, 8 U.S.C. section 1421(a)) is amended by deleting the words “District Courts of the United States for the Terri-
tories of Hawaii and Alaska” and substituting therefor the words “District Court of the United States for the Territory of Hawaii.”

Section 26. Section 344(d) of the Immigration and Nationality Act. (66 Stat. 265, 8 U.S.C. section 1455(d)) is amended by deleting the words “in Alaska and.”

Section 27

(a) The third proviso in section 27 of the Merchant Marine Act, 1920, as amended (46 U.S.C. section 883), is further amended by striking out the word “excluding” and inserting in lieu thereof the word “including.”

(b) Nothing contained in this or any other Act shall be construed as depriving the Federal Maritime Board of the exclusive jurisdiction heretofore conferred on it over common carriers engaged in transportation by water between any port in the State of Alaska and other ports in the United States, its Territories or possessions, or as conferring upon the Interstate Commerce Commission jurisdiction over transportation by water between any such ports.

Section 28

(a) The last sentence of section 9 of the Act entitled “An Act to provide for the leasing of coal lands in the Territory of Alaska, and for other purposes”, approved October 20, 1914 (48 U.S.C. 439), is hereby amended to read as follows: “All net profits from operation of Government mines, and all bonuses, royalties, and rentals under leases as herein provided and all other payments received under this Act shall be distributed as follows as soon as practicable after December 31 and June 30 of each year: (1) 90 per centum thereof shall be paid by the Secretary of the Treasury to the State of Alaska for disposition by the legislature thereof;
and (2) 10 per centum shall be deposited in the Treasury of the United States to the credit of miscellaneous receipts.”

(b) Section 35 of the Act entitled “An Act to promote the mining of coal, phosphate, oil, oil shale, gas, and sodium on the public domain”, approved February 25, 1920, as amended (30 U.S.C. 191), is hereby amended by inserting immediately before the colon preceding the first proviso thereof the following: “, and of those from Alaska 52 1/2 per centum thereof shall be paid to the State of Alaska for disposition by the legislature thereof.”

Section 29

If any provision of this Act, or any section, subsection, sentence, clause, phrase, or individual word, or the application thereof to any person or circumstance is held invalid, the validity of the remainder of the Act and of the application of any such provision, section, subsection, sentence, clause, phrase, or individual word to other persons and circumstances shall not be affected thereby.

Section 30

All Acts or parts of Acts in conflict with the provisions of this Act, whether passed by the legislature of said Territory or by Congress, are hereby repealed.

http://www.lbblawyers.com/statetoc.htm
The Road from ANCSA

Appendix V: ALLOTMENT ACT OF 1891

An act to amend and further extend the benefits of the act approved February eighth, eighteen hundred and eighty-seven, entitled “An act to provide for the allotment of land in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States over the Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section one of the act entitled “An act to provide for the allotment of lands in severally to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes,” approved February eighth, eighteen hundred and eighty-seven, be, and the same is hereby, amended so as to read as follows:

Sec. 1.
That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an Act of Congress or Executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation, or any part thereof, of such Indians is advantageous for agricultural or grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed, if necessary, and to allot to each Indian located thereon one-eighth of a section of land:

Provided, That in case there is not sufficient land in any of said reservations to allot lands to each individual in quantity as above provided the land in such reservation or reservations shall be allotted to each individual
pro rata, as near as may be, according to legal subdivisions:

Provided further, That where the treaty or act of Congress setting apart such reservation provides for the allotment of lands in severalty to certain classes in quantity in excess of that herein provided the President, in making allotments upon such reservation, shall allot the land to each individual Indian of said classes belonging thereon in quantity as specified in such treaty or act, and to other Indians belonging thereon in quantity as herein provided:

Provided further, That where existing agreements or laws provide for allotments in accordance with the provisions of said act of February eighth, eighteen hundred and eighty-seven, or in quantities substantially as therein provided, allotments may be made in quantity as specified in this act, with the consent of the Indians, expressed in such manner as the President, in his discretion, may require:

And provided further, That when the lands allotted, or any legal subdivision thereof, are only valuable for grazing purposes, such lands shall be allotted in double quantities.”

Sec. 2.
That where allotments have been made in whole or in part upon any reservation under the provisions of said act of February eighth, eighteen hundred and eighty-seven, and the quantity of land in such reservation is sufficient to give each member of the tribe eighty acres, such allotments shall be revised and equalized under the provisions of this act:

Provided, That no allotment heretofore approved by the Secretary of the Interior shall be reduced in quantity.
Sec. 3.
That whenever it shall be made to appear to the Secretary of the Interior that, by reason of age or other disability, any allottee under the provisions of said act, or any other act or treaty can not personally and with benefit to himself occupy or improve his allotment or any part thereof the same may be leased upon such terms, regulations and conditions as shall be prescribed by such Secretary, for a term not exceeding three years for farming or grazing, or ten years for mining purposes:

Provided, That where lands are occupied by Indians who have bought and paid for the same, and which lands are not needed for farming or agricultural purposes, and are not desired for individual allotments, the same may be leased by authority of the Council speaking for such Indians, for a period not to exceed five years for grazing, or ten years for mining purposes in such quantities and upon such terms and conditions as the agent in charge of such reservation may recommend, subject to the approval of the Secretary of the Interior.

Sec. 4.
That where any Indian entitled to allotment under existing laws shall make settlement upon any surveyed or unsurveyed lands of the United States not otherwise appropriated, he or she shall be entitled, upon application to the local land office for the district in which the lands are located, to have the same allotted to him or her and to his or her children, in quantities and manner as provided in the foregoing section of this amending act for Indians residing upon reservations; and when such settlement is made upon unsurveyed lands the grant to such Indians shall be adjusted upon the survey of the lands so as to conform thereto; and patents shall be issued to them for such lands in the manner and with the restrictions provided in the act to which this is an amendment. And the fees to which the officers of such local land office would have been entitled had such lands been entered under the general laws for the disposition of the public lands shall be paid to them from any moneys in the Treasury of the United States not otherwise appropriated, upon a statement
of an account in their behalf for such fees by the Commissioner of the General Land Office, and a certifica-
tion of such account to the Secretary of the Treasury by the Secretary of the Interior.

Sec. 5. That for any purpose of determining the descent of land to the heirs of any deceased Indian under
the provisions of the fifth section of said act, whenever any male and female Indian shall have cohabited
together as husband and wife according to the custom and manner of Indian life the issue of such cohabita-
tion shall be, for the purpose aforesaid, taken and deemed to be the legitimate issue of the Indians so living
together, and every Indian child, otherwise illegitimate, shall for such purpose be taken and deemed to be
the legitimate issue of the father of such child:

Provided, That the provisions of this act shall not be held or construed as to apply to the lands commonly
called and known as the “Cherokee Outlet”:

And provided further, That no allotment of lands shall be made or annuities of money paid to any of the Sac
and Fox of the Missouri Indians who were not enrolled as members of said tribe on January first, eighteen
hundred and ninety; but this shall not be held to impair or otherwise affect the rights or equities of any per-
son whose claim to membership in said tribe is now pending and being investigated.

Approved, February 28, 1891.

http://academic.udayton.edu/race/02rights/native08.htm
The Road from ANCSA

Appendix VI: Project Chariot

The first organized efforts of the 1960’s to preserve ancient land rights had their beginnings in the proposed use of atomic-age technology. These efforts began in northern Alaska.

When Inupiat Eskimo artist Howard Rock traveled from Seattle to visit his birthplace at the village of Point Hope in 1961, he learned that the U.S. Atomic Energy Commission was planning to set off a nuclear device at nearby Cape Thompson. The experiment, which was called Project Chariot, had brought scientists and engineers into the region to plan for the use of the atomic explosive to create a harbor where none had existed before. The facility was expected to be used eventually for shipment of minerals and other resources from the northwest coast.

Residents of Point Hope, Kivalina, and Noatak worried about the potential danger of radioactive contamination to themselves and to the animals which they hunted for their livelihood. Rock, who soon found himself the spokesman for Point Hope, expressed concern over the failure of the commission to think of the safety and welfare of the people of the Cape Thompson area. “They did not even make a tiny effort,” he said, “to consult the Natives who lived close by and who have always used Cape Thompson as a hunting and egging area.”

Despite assurances from the federal agency that Project Chariot would be beneficial to the Eskimos of the region and to all of mankind; northwest villagers remained strongly opposed to it.

http://www.alaskool.org/projects/landclaims/LandClaims_Unit4_Ch14.htm
The Road from ANCSA

Appendix VII: “A Close Look at the ANB”


Dear Editor:

In your Dec. 4 issue appeared an article regarding the functions of the Alaska Native Brotherhood (ANB). This organization was referred to as a social organization. I don't like having to correct reporters, however, facts are facts and with this thought in mind I have decided to write this letter.

The Alaska Native Brotherhood is the oldest Indian organization in all of the United States. This organization was formed in 1912 by a group of dedicated, religious men who received training at Sheldon Jackson Training School, now referred to as the Sheldon Jackson Junior College. This organization has met each year since then and during these conventions endeavored to reach a solution to correct injustices imposed upon our Indian people.

While the activity of this organization was confined more or less to Southeast Alaska, the fact remains that when an issue came up before the territorial legislature or the Congress of the United States which would adversely affect our Indian rights this organization took it upon itself to fight and protect Indian rights and this included Eskimos, Aleuts, and Athabascans.

During all these years this organization never turned to anyone for financial support. These people were so dedicated that with the limited personal funds they had they carried on these battles. At times some of them had to borrow monies from others in order to meet expenses of carrying on the fight for various rights.

Without getting into all of the many wonderful things this organization has done, I shall list a few which will
enlighten you and perhaps the public, who may be believing the ANB is really just a social organization:

In the early 1920s, this organization fought for the Native people of Alaska to be recognized as citizens, not only of the territory but the United States of America. This, of course, was realized in 1924 when Congress passed an act making all Indians citizens. This also included the right to vote. In this instance the Alaska Native Brotherhood financed a lawsuit when an Indian woman was denied the right to vote. Fortunately, the courts were fair and we were upheld.

The ANB fought for the rights of our Indian children to attend public schools. In Juneau when 11 of our Indian children were dismissed from public school because of their Indian ancestry the Alaska Native Brotherhood went to court and forced the school system to admit Indians.

The organization was successful in having the workman's compensation law extended to all Natives in Alaska.

It fought for the right of Natives to receive the aid to dependent children.

The organization was successful in bringing about the extension of the old age pension to the Natives of Alaska.

It was successful in having the Indian Reorganization Act amended to include Alaska. This was done in 1936.

It was also successful in obtaining a large appropriation for Native hospitals in Alaska.

Through the efforts of this organization, Alaska now has one of the best anti-discrimination bills of any state. This organization fought for this over a period of years.
I believe the organization was successful because of the unselfishness of our ex-Senator Gruening who at the time was governor of Alaska. We owe a debt of gratitude to this fine, outstanding man for the manner in which he helped us in passing this much-needed legislation.

Signs were placed, prior to that time, on business establishments saying . . . “No Indians allowed” . . . or . . . “We cater to white trade only” . . . and some went so far as saying . . . “No Indians or dogs allowed here.”

There was also a segregated theatre system where one side was reserved for the so-called whites and the other for the Indians. One of our Natives in Nome tried to violate it by sitting on the white side and when she refused to move she was bodily removed from the theater. The equal rights bill or the anti-discrimination bill became a law in 1945 and since then all minority groups in Alaska are benefiting from this protective legislation.

Last but not least, the Alaska Native Brotherhood was the organization that initiated the land suit. They were instrumental in bringing about the filing of the claim for the Tlingit and Haidas in the Southeast. I may add here that during the middle 40s or late 40s when we had at least two Eskimo legislators we endeavored without success to get them to start land claims for the people in their vast country which is now in dispute. It appears that if this had been done in these early days, we perhaps could have avoided the verbal battles that are now going on with the recent land claims settlement.

During this period of time it was not popular to be an Indian because of the manner in which we were treated. I am glad a few people stuck by and I am also thankful that this old situation has changed for the better.

We do have our social hours like most other organizations, such as the state legislature. I don't think you would dare call the state legislature a social organization.
I trust you will publish the foregoing in order to correct the misinformation that was published in your article.

Roy Peratrovich
Member of the Executive Committee
Alaska Native Brotherhood

http://www.alaskool.org/projects/ANCSA/ARTICLES/ADN/Close_Look_at_ANB.htm
The Road from ANCSA

Appendix VIII: David Case

“Case wrote the book on Indian law” by Sheila Toomey

“In general, Indian law is not complicated. It’s just ambiguous.”

Only David Case, the Anchorage lawyer who literally wrote the book on Indian law in Alaska, could get away with such an assertion.

His “Alaska Natives and American Laws,” published in 1984, was the first comprehensive effort to explain the place of Alaska Natives in the unique, and quite complicated, relationship between the United States and indigenous Americans. It quickly became a how-to guide for lawyers and laypeople working in the field.

Indian law is not just Case’s speciality. It’s his passion.

“It connects on a lot of levels,” he said. “Intellectual is one. It connects with your heart on another. And, it’s right.”

Case came of age in the altruistic ‘60s. He collected a college degree in philosophy and joined the Peace Corps in 1966. After two years in rural India, he returned home to find himself at odds with the tempo of 1968 mainstream America.

“India was a country of villages. Things moved at a different pace, a more human pace,” he said. “I got off the plane at LaGuardia and went into (New York City) and things were moving at 80 miles an hour. The adjustment to America was more difficult than the adjustment to India had been.”
The next year he learned to be careful what he wished for. He found himself in another country of villages -- Vietnam. Through “dumb luck,” namely knowing how to type, draftee Case ended up “a protocol officer for a bunch of generals,” thus avoiding combat and perhaps death.

So there he was in 1971, a 27-year-old law student at the University of Washington, not far from the farmland where he grew up, helping to draft a tribal code for yet another group of villagers. Oddly enough, they were also called “Indians,” misnamed so by fans of Christopher Columbus.

They called themselves the Suquamish.

According to Case, that’s all it took. He was hooked for life on American Indian law. He headed for Fairbanks in 1974, right out of law school, to work as a Vista volunteer for Alaska Legal Services. In 1975-77 he directed a Native Bush justice project for the Alaska Federation of Natives, an examination of the delivery of courts, cops and corrections in Bush Alaska.

Now, 20 years later, he is a partner in an Anchorage law firm, the lawyer for about 20 rural villages and municipalities, a judge in the tax court of Venetie, a major player in the tribal sovereignty movement and widely regarded as the leading scholar on Indian law in Alaska.

You say you don’t get the whole idea of Indian law? Why don’t they have the same law as everyone else? Case has a 50-minute rap that makes the philosophy, if not the nuances, clear to anyone. It starts with the European legal principle, well established before settlement of the American colonies, that said land was “uninhabited,” no matter how many people lived on it, if all they did was hunt and fish.

That made it necessary for 17th and 18th century thinkers, many of whom Case considers profound and moral, to invent a legal concept that allowed the subsistence societies of the new world -- the ”uninhab-
itants” -- to keep possession of the land where they lived.

Over the centuries Indian law developed the way all law does -- case by case, abuse by abuse, remedy by remedy. A pope declared Indians human. A Supreme Court justice said they were nations -- not foreign nations but dependent nations subject to the oversight of the federal government.

Case's exposition is passionate, sprinkled with readings from historical documents, his intensity still apparent after all these years.

"The law that we have evolved relating to Native Americans is unique," he said, "different than that which relates to any non-Native Americans. ... It really is striking, and people almost gasp when they read the words that the early courts and lawmakers wrestled with.

"I don't buy that the interest of the Native people and the interests of the state have to be at odds," he said. "It doesn't have to be antagonistic. ... Usually after 20 years of litigation in the Lower 48, it becomes cooperative. You just hope we don't have to go through that."

http://www.adn.com/adn/features/indian_country/02a8.html
Willie Hensley is Manager of Federal Government Relations for Alyeska Pipeline Service Company, the organization that operates and maintains the 800-mile Trans-Alaska Pipeline System (TAPS). He has been with Alyeska for almost four years. He was appointed to head the Washington, D.C. office of Alyeska in August 1998.

Willie was born in Kotzebue, a small community in Northwest Alaska about 40 miles above the Arctic Circle. His family lived on the Noatak River delta and lived by hunting, fishing and trapping.

Prior to his employment with Alyeska, Hensley was appointed Commissioner of Commerce and Economic Development by Governor Tony Knowles. As Commerce Commissioner, Hensley was responsible for state involvement in tourism and seafood marketing, international trade, insurance, banking and securities as well as occupational licensing. He also served on the Oil and Gas Policy Council, the Board of Directors of the Alaska Permanent Fund Corporation, the Alaska Railroad Corporation and the Alaska Industrial Development Authority.

Hensley was a founder of NANA Regional Corporation, served as a director for 20 years and concluded his career there as President. While at NANA, he directed its involvement in the oilfield services area, most specifically in the environmental services and drilling ventures. He was also active in the development of the world’s largest lead and zinc mine, Red Dog. He was a founder of Maniilaq, the regional non-profit representing the tribes in the Kotzebue region, and was involved in the formation of the Alaska Federation of
Natives and served as executive director, President and Co-Chairman.

Hensley wrote a paper in a constitutional law course at the University of Alaska in 1966 titled “What Rights to Land have the Alaska Natives: The Primary Issue” which encapsulated the land claims issue and provided the background that many Native Alaskans needed to take action to begin the land claims process.

Hensley graduated from George Washington University in Washington, D. C. with a bachelor’s degree in Political Science and a minor in Economics. Following graduation, Hensley was elected to the Alaska State House of Representatives where he served four years and was elected to the Senate for a four-year term. He was appointed by Governor Steve Cowper to the Senate again in 1987. Hensley also served as Chairman of the Capitol Site Selection Committee under Governor Jay Hammond, Chairman of the Land Claims Task Force under Governor Walter Hickel.

He is currently a member of the Board of Directors for Koahnic Broadcasting, a member of the Board of Trustees of Charter College and a member of the Board of Trustees of the First Alaskans Foundation.

http://www.alaskool.org/projects/biography/WHensley-bio.htm
The Road from ANCSA

Appendix X: Charlie Johnson

“Nome Native leader Charlie Johnson dies of heart failure”

Inupiat scientist and activist connected with people across the Bering Strait.

by Mike Dunham, Anchorage Daily News

Published: April 17th, 2012

Charlie Johnson, a former chairman of the Alaska Federation of Natives and a longtime Native leader from Nome, died Thursday in Anchorage of heart failure. He was 72.

Johnson, an Inupiat, was born Dec. 9, 1939, in White Mountain. He received degrees in math and business administration from the University of Oregon in 1966. A born scientist, he worked with numerous agencies gathering and evaluating data relating to Arctic wildlife and environmental issues.

Among the many science-related posts he held during the course of his career: adviser to the Marine Mammal Commission; commissioner on the United States Arctic Research Commission; Circumpolar Arctic Research chair of the Alaska Native Science Commission; appointments to the Alaska Science Review Group, National Marine Fisheries Service, U.S. Delegation Arctic Council and CAFF Working Group of the International Arctic Social Science Committee; executive director of the Eskimo Walrus Commission; and, most recently, executive director of the Nanuuq Commission, representing Alaska villages on matters regarding polar bears.

He was also involved in political activities, serving as the president of Kawerak Inc. from 1976-1983, president of Bering Straits Native Corp. from 1983-1988, and AFN chairman from 1981-1983.
Among his accomplishments was helping establish visa-free travel between Russia and Alaska for Native Alaskans and their relatives in Chukotka, long separated by the Cold War.

Alaska Lt. Gov. Mead Treadwell first met Johnson in 1987 when the two helped set up the historic 1988 “Friendship Flight” that marked the opening of the border between Russia and Alaska. They worked together on various other issues, including wildlife preservation and management, over the years.

In a press release, Treadwell recalled, “No meeting with Charlie ever happened without a good laugh and a real sense of purpose. Charlie accomplished a great deal for Alaska.”

He was also well regarded on the other side of the Bering Sea. Leonid Gorenshteyn, chief commissioner of Russia’s Bering Straits Regional Commission, remembered “working with Charlie Johnson for many years. We highly appreciated this wise and cheerful person. We realize it is not only we, but every person who has ever been acquainted with him will miss him.”

In a letter of condolence to Johnson’s widow, Brenda, the governor of Russia’s Chukotka Autonomous Region, called Johnson “a person who made a great contribution to development of the people of the North. (The) good works of your husband will always stay in the hearts of the peoples of Alaska and Chukotka.”

“He loved to read and he loved opera,” said Brenda Johnson, his wife of 43 years. “He was a very refined person.”

Johnson was preceded in death by his son Truman. He is survived by his son Frank “Boogles” Johnson of Nome and daughter Nicole Johnston of Eagle River. Services are planned in Anchorage on May 6 and Nome on May 12.

http://www.adn.com/2012/04/16/2425899/nome-native-leader-charlie-johnson.html#storylink=cpy
Alaska has lost one of its most influential teachers and thinkers. Angayuqaq Oscar Kawagley died in Fairbanks on Sunday of renal cancer. He was 76.

Over the course of a prolific career, he explored how the Yup’ik concepts he learned as a boy on the tundra could work in concert with western education and he became a pioneer in the field of indigenous knowledge, not just in Alaska but in the academic world at large.

Kawagley was born in Bethel to David Kawagley of Akiak and Amelia Oscar of Bethel on Nov. 8, 1934. His parents died when he was 2 years old, and he was raised by his grandmother, Matilda Oscar.

Matilda Oscar spoke only Yup’ik and trained him in traditional Native life ways as he grew up in the fish camps and villages of the lower Kuskokwim region. At the same time she insisted that he learn the western ideas taught in the government schools.

According to the obituary published in the Fairbanks Daily News-Miner, “Although this created conflicting values and caused confusion for him for many years, he sought to find ways in which his (Yup’ik) peoples’ language and culture could be used in the classroom to meld the contemporary ways to the (Yup’ik) thought world.”
Despite the difficulties, he did well in school. He is said to have been the first Yup'ik to graduate from high school in Bethel. In 1956 he became a research assistant at the Arctic Health Research Center. In 1958, before Alaska became a state, he earned his bachelor's degree in education at the University of Alaska Fairbanks.

For the next several years, which included a stint on active duty as a lieutenant in the U.S. Army Medical Services Corps, he taught elementary and high school in Tok, Glennallen and Anchorage. He received his master's degree in education at UAF in 1968 and superintendent certification in 1987.

From 1977 to 1981, he was the president of the Calista Corp. He also did some acting, with a major role in the independent movie “Salmonberries” with k.d. lang, an appearance on the television show, “Northern Exposure” and a voice in the Disney animated feature “Brother Bear.”

But education remained his life’s work. Among other positions, he was the director of the Indian Education Project for the Anchorage School District, the supervisor for the State of Alaska Boarding Home Project, and had a long association with the Rural Alaska Honors Institute.

In 1991, while working on a doctorate degree in social and educational studies at the University of British Columbia, he published a paper, “Yup’ik Ways of Knowing,” that set a new course in the study of indigenous knowledge systems. Expanding it into a book, “A Yupiaq Worldview: A pathway to ecology and spirit” (Waveland Press, 1995), he explained how western science could benefit from Native ways of understanding -- and vice versa.

In the process, he developed the concept of “indigenous methodology” a term not used in academe at the time. It is now.
Kawagley would continue exploring these ideas for the rest of his life, in publications, essays, speeches, participation at international conferences and, above all, as an associate professor of education at UAF. There, he taught an encyclopedic range of subject matter, from Yup’ik language to psychology to law.

His honors included serving on the executive committee of the Inuit Circumpolar Conference, receiving the Governor's Award for the Humanities and the Distinguished Service Award from the Alaska Federation of Natives.

Sean Topkok, who manages information systems for UAF’s Alaska Native Knowledge Network, has both worked with and been a student of Kawagley. The program is founded on Kawagley’s ideas, Topkok said.

Topkok recalled Kawagley’s cross-cultural course, in which he was a student. “He was really well aware of the topic and passionate about different aspects of indigenous knowledge. He was an excellent listener to the students, knowledgeable not only in learning but in expressing his ideas.”

As a teacher, Kawagley stressed giving Native and western knowledge equal weight, Topkok said. “Not one over the other, but at the same level.”

“He helped validate indigenous knowledge systems within academia,” said Topkok. “I think he inspired people worldwide. Today a lot of indigenous groups are trying to emulate what he did.”

His ashes will be scattered on the tundra in the lower Kuskokwim.

http://www.adn.com/2011/04/26/1829502/yupik-scholar-dies-at-76.html#storylink=cpy
The Road from ANCSA

Appendix XII: Albert Kookesh

Albert Kookesh, Angoon, AK (Board Chair)

“I have always been of the opinion that when our grandfathers spoke about this company and the land that it owns, they were speaking forever, they weren’t speaking for just one generation. I think it is our moral obligation to include all of our children and grandchildren.”

Albert Kookesh serves in the Alaska State Legislature as senator to District C, the largest senate district in the United States. He has a Bachelor of Arts in history from Alaska Methodist University and a Juris Doctorate from the University of Washington.

Albert joined the Sealaska Board of Directors in 1976 and currently serves as board chair. He is an ex-officio member of all board committees and serves on the Elders’ Settlement Trust Board of Trustees. He also serves as a director for Sealaska Timber Corporation and Klawock Island Dock Company, Inc. He is co-chair of the Alaska Federation of Natives (AFN), served as past secretary and grand president of the Alaska Native Brotherhood, and was special assistant to Alaska Governor Tony Knowles.

Albert lives in Angoon, where he spent most of his childhood and all of his adult life, with the exception of years away at high school and college. “One of the reasons that I moved back to Angoon was so my children could grow up here,” he said. Albert owns and operates the Kootznahoo Inlet Lodge with his wife, Sally, and worked as a commercial fisherman, gillnetting for salmon in the Lynn Canal area.

Albert is of the Tlingit Nation, Eagle Tribe, Teikweidí (Brown Bear) Clan, child of Leeneidi (Dog Salmon) Clan. His Tlingit names are KA ShAAN and YikdehHeiN.
“I like to think that I contribute to Sealaska as an overall company, and not just one that is dependent on timber. I’ve tried to make Sealaska a company that is part of everything, many businesses and industries, and maintains its cultural strength. It’s all part of the process of becoming a well-rounded corporation.”

http://www.sealaska.com/page/albert_kookesh
The Road from ANCSA

Appendix XIII: Byron Mallott

Byron I. Mallott was born and raised in Yakutat, Alaska, the ancestral home of his mother’s Tlingit Indian clan. Mr. Mallott has been active in both the public and private sectors in Alaska since 1965, when he was elected mayor of Yakutat at age 22. In various capacities, he has served every governor since statehood, including Governor William A. Egan, in whose cabinet he served as the first Commissioner of the Department of Community and Regional Affairs. Currently, Mr. Mallott is President and CEO of the First Alaskans Foundation.

Prior to his current post, Mr. Mallott served as Executive Director of the Alaska Permanent Fund Corporation from 1995 until January 2000. Additionally, he was appointed to the Fund’s Board of Trustees in 1982 by Governor Hammond, and served a total of eight years as a trustee under three successive governors. He chaired the corporation for three terms.

Over a 20-year period (1972 - 1992), Mr. Mallott was variously a director, chairman, and president and chief executive officer of Sealaska Corporation, the largest of the 12 land-based regional corporations formed under the Alaska Native Claims Settlement Act. During his tenure, Sealaska established a shareholders’ Permanent Fund and a corporate investment portfolio with total holdings in excess of $100 million. Mr. Mallott served as a director of the Seattle Branch Board of Directors of the Federal Reserve Bank of San Francisco for six years, and served in 1999 on the board of directors of the Federal Reserve Bank of San Francisco.

Mr. Mallott’s additional business experience, both in Alaska and nationally is extensive. He has been a director of five commercial banking institutions, and was a founding director of the Alaska Commercial Fisher-
ies and Agriculture Bank. Since 1982, he has served as a director of Alaska Air Group, parent company of Alaska and Horizon Airlines. From 1986 through 1988, Mr. Mallott served on the board of the National Alliance of Business.

His years of public service, in addition to those appointments previously listed, include his election as Mayor of the City and Borough of Juneau, a term of service as President of the Alaska Federation of Natives, and an appointment by Governor Knowles as Co-Chair of the Commission on Rural Governance and Empowerment.

Mr. Mallott is Clan Leader of the KwaashKiKwaan clan of the Raven tribe of Yakutat and serves on the board of directors of Sealaska Corporation. He is married to Toni Mallott who teaches elementary grades in the Juneau School District. Together they have raised five children, the youngest of whom attends Juneau High School.

http://www.alaskool.org/projects/biography/BMallott.htm
The Road from ANCSA

Appendix XIV: Richard Nixon

Nixon calls on Congress to approve Alaska pipeline, Nov. 16, 1973

by Andrew Glass

11/16/10

On this day in 1973, President Richard Nixon, declaring that America’s energy needs had outpaced its productive capacity, urged Congress to authorize construction of a pipeline to pump oil from Alaska’s North Slope. He called the project the “single largest endeavor ever undertaken by private enterprise.”

Nixon asserted that the nation’s “dangerous reliance” on foreign oil — increasingly controlled, he noted, by politically unstable oil-rich nations in the Middle East — posed a long-term threat to the U.S. economy. At the same time, he sought to assure an increasingly vocal environmental movement that the pipeline, as envisioned, would be built and operated “under the most rigid environmental safeguards ever devised.”

The United States had traditionally relied on cheap domestic oil for its energy requirements. By the 1970s, however, dwindling supplies raised the need to buy more oil on the international market. An Arab oil embargo in 1973, triggered by a war between Israel and several of its Arab neighbors, had aggravated matters. Conservation of existing domestic supplies, as Nixon saw it, would not solve the problem. It was necessary to tap into more energy resources on domestic soil.

The president projected that the pipeline would be completed in 1977 and would eventually carry 2 million barrels of oil a day to port facilities in Valdez, Alaska, where tankers would carry it to the lower 48 states.

Environmental interests wanted Congress to empower federal and state entities to regulate the project. But
Nixon called on lawmakers to spurn attempts to involve the Environmental Protection Agency, as well as Alaska's Department of Natural Resources and Department of Fish and Game.

Oil began flowing on June 20, 1977. Though the pipeline increased domestic oil supplies, Americans have continued to rely primarily on exports from the Middle East.

http://www.politico.com/news/stories/1110/45149.html#ixzz1sKjyHUKb
The entire Sealaska family is saddened at the passing of long-time board member, Native Elder and leader, Dr. Walter A. Soboleff on Sunday morning, May 22, 2011. He was 102 years old.

“The Native community is mourning the loss of our esteemed Elder and dear friend,” said Albert Kookesh, Sealaska board chair. “Walter touched the lives of so many people with his kindness and infinite wisdom. He served in so many capacities throughout his life and was active until his last day. I am saddened by his loss and will miss his warmth and sense of humor.”

“I know our tribal member shareholders will join us in extending our condolences to the Soboleff family. We are here to lift you up in this time of need.”

Dr. Soboleff was born on November 14, 1908, to a Russian father and Tlingit mother. He spent his early years in Killisnoo on Admiralty Island, speaking fluent Tlingit and English. At age 12, when his father died, his mother moved with him to Sitka, where he spent the remaining years of his childhood.

He graduated from Sheldon Jackson School in 1928. Determined to go to college, he eked out a living at a cold storage plant and finally won a full scholarship to the University of Dubuque in Iowa in 1933. He returned to Juneau in 1940 as an ordained Presbyterian minister, assigned to the Memorial Presbyterian Church, now the Northern Lights United Church.

“Dr. Soboleff witnessed so much progress for our people through the last 102 years,” said Chris E. McNeil,
Jr., Sealaska president and CEO. “Walter played an important role from the formative years of the Alaska Native Brotherhood through land claims. He has been an inspiration to us all, leading by example and I know his spirit will continue to live on as we carry the wisdom he bestowed on us forward.”

“He was part of each of our families through the Presbyterian Church and his personal guidance.”

Dr. Soboleff spent the rest of his life ministering to his parishioners and fighting for Native rights.

In 1940, anti-Native racism was prevalent and overt, mirroring what was happening across the country at the beginning of the struggle for civil rights. At the time, Memorial Presbyterian was a haven for Alaska Natives, who were unwelcome at other churches. Despite the hostile environment in Juneau at the time, Dr. Soboleff decided to open the church to all races. In a 2008 Juneau Empire article he was quoted as saying of this time, “It works both ways. We have to learn to live with each other. And the sooner we learn, the better the world will be.”

A Tlingit Elder, Dr. Soboleff was also the cultural and spiritual standard bearer for our people and for all Southeast Natives during his lifetime. His influence can be seen in the strength of our corporation and the resilience of our people. He was an early member of the Alaska Native Brotherhood (ANB), which was formed to advance Native civil and human rights. He was Grand Camp president seven times, a testament to his commitment to Native rights and the respect in which our people held him. Over the years, he also served as sergeant at arms, secretary and treasurer.

“When I heard the news our beloved Dr. Soboleff walked into the forest this morning my heart broke having lost my mentor and a teacher to all,” said Dr. Rosita Worl, Sealaska board vice chair and president of the Sealaska Heritage Institute. “He was a cultural treasure and working with him was always an awesome expe-
rience. His patience, wisdom and sense of humor put you at ease and his lessons were profound.”

As a voice for our people, Dr. Soboleff fought with passion along with other legendary leaders to secure passage of the Alaska Native Claims Settlement Act (ANCSA) in 1971, the seminal land rights bill which paved the way for the return of nearly 375,000 acres of land to Southeast Alaska Natives to address our spiritual, cultural and economic needs. During his time, he also fought for the Native right to vote and an end to school segregation. Every Native vote cast in Alaska today is the living embodiment of Dr. Soboleff’s determination and belief in a better way.

Dr. Soboleff was a Sealaska Corporation board member for nine years, helping to foster the success of the corporation and keeping the focus on what was good for tribal member shareholders. More recently he served as the long-time chair of the Sealaska Heritage Institute Board of Trustees and an active member of the Council of Traditional Scholars. He was also ANB Grand President Emeritus.

“Once in awhile someone comes along and makes a giant footprint on their people, their culture and their community,” said Sealaska Director Clarence Jackson, Sr. “We shed tears for the loss of our dear friend and leader but we celebrate the tremendous contribution he made. I will always remember his kind and gentle way, his laugh, his stories. He will be greatly missed.”

http://www.sealaska.com/object/io_1306196116828.html
This past weekend I learned that a great friend had passed away at the age of 90. After recovering from the sad but not unexpected news, I promptly remembered the last time I saw him in 2004 in Washington, D.C.

Bedecked in my sealskin vest, I had just walked into the Civil War-era Pension Building with its soaring Corinthian columns to help celebrate the opening of the Museum of the American Indian. The building was packed with a thousand chiefs, senators, congressmen, governors, Native Americans, ambassadors and bureaucrats, and the air was abuzz with chatter. The museum occupied the last open space on the Mall, and finally the United States had a monument to the indigenous people from whom the land had been wrested over the past 400 years.

My friend of almost 50 years, Tlingit Byron Mallott, of Yakutat, came dashing up to me and said, “A friend of yours wants to see you and insists you come with me.” We wended our way through the crowd and suddenly there stood a handsome white-haired gentleman with the face of a chief. It was Stewart Udall, Secretary of the Interior under President John F. Kennedy -- the president’s first and youngest pick for his new cabinet and someone I came to know during the most pressure-filled time I experienced in my young political career starting in 1966. His arms were outstretched, and we shook hands and hugged. I had not seen him since Nixon took over the presidency in 1969.

Stewart Udall had deep roots in the West and among the Indians of Arizona. His father was a Mormon
bishop and a self-taught lawyer. Udall followed in his father's footsteps as a lawyer after serving as a tailgunner during World War II. He was elected to Congress, and when he moved to the Cabinet, his brother Morris succeeded him in the family tradition of public service. Now his son Tom is the new U.S. senator from New Mexico.

In 1966, during a class in constitutional law taught by Justice Jay Rabinowitz in Fairbanks, I had researched the origins of Alaska Native land rights going back to the beginning of our country and the Treaty of Cession with Russia in 1867. I was convinced that our rights had survived the Statehood Act but unless the 104 million-acre conveyance was stopped, our claims were in jeopardy. Secretary Udall, as head of the Interior Department, was authorized by the Alaska Statehood Act to convey millions of acres to the new state -- land that Alaska Natives believed was theirs through 10,000 years of use and occupancy. Before his term as Interior Secretary was up, Udall was faced with Native claims covering the entire state of Alaska. The big question was -- will he tilt in favor of the new state and let it take the land, or will he carry out his role as trustee of Native American interests and protect Alaska Native land rights? He was on the horns of a monumental dilemma that would determine the future of Alaska and its Native people for all time to come.

Stewart Udall was reviled by those in Alaska who would have bulldozed away Native claims -- especially after billions of barrels of oil were found at Prudhoe Bay in 1968 on land that he had allowed the state to select. His instincts were to help Alaska Natives have their case brought before the United States Congress for resolution. I have a picture of the two of us -- he, with his buzz haircut and me with my new Fu Manchu mustache -- in his office just days before his term was up, reviewing his press release announcing the withdrawal of all of Alaska under the Taylor Grazing Act. Without that “super land freeze,” Alaska Native claims to ancestral land would have been dead in the water.

The beauty of America is that citizens have an opportunity to bring their issues to a forum for disposition.
Congress could have sidestepped Native claims, but it did not. Stewart Udall, with his sense of fairness, used his power to help establish the most generous land settlement in American history. It boosted free enterprise, discarded the overlordship of the Bureau of Indian Affairs, and provided 40 million acres of land and nearly a billion dollars for Native Alaskans to manage, invest and utilize for all time to come. His generosity of spirit, fair-mindedness and love for the land will never be forgotten.

http://www.alaskadispatch.com/article/stewart-udall-great-spirit?page=0,1
This past weekend I learned that a great friend had passed away at the age of 90. After recovering from the sad but not unexpected news, I promptly remembered the last time I saw him in 2004 in Washington, D.C.

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http://www.alaskadispatch.com/article/stewart-udall-great-spirit?page=0,1
The Road from ANCSA

Appendix XVII: Rosita Worl

Dr. Rosita Worl (Tlingit Names: Yeidikkats’okw and Kaa.hani)

Achievement in: Alaska Native Cultural Leadership

Dr. Rosita Kaahani Worl, whose Tlingit names are Yeidikkats’okw and Kaa.hani, is of the Ch’áak’ (Eagle moiety of the Shangukeidi (Thunderbird) Clan from the Kawdiyaayi Hit (House Lowered from the Sun) of Klukwan, and a Child of the Sockeye Clan. Worl is a self-proclaimed feminist who has made many contributions to increase awareness about Alaska Native cultures and subsistence economies. She has authored numerous publications on Alaska Native issues and cultural practices including subsistence lifestyles, Alaska Native women’s issues, Indian law and policy and southeast Alaska Native culture and history.

Born in a cabin on a beach without the benefit of a physician, Worl was raised in southeast Alaska by her grandmother, aunt and mother, and commercial fished with her uncle in Kake. “Females back then weren’t allowed to participate in fishing activities,” Wohl explained. At age six, Worl was taken to the Haines House to learn English and to be “civilized” and “Christianized.” She was there for three years before her mother was able to take her home to live with her 12 brothers and sisters. Looking back on the experience, “I learned how to interact with non-Natives,” Worl said, “but my mother always instilled in me that I had a responsibility to the people.”

At age 13 Worl was told she would be the bride in an arranged marriage but the family agreed she should first finish high school. After high school, Worl ran a program that recruited Alaska Natives for higher education and in essence, she said, “I recruited myself.” Worl started college by taking one class at a time. “School wasn’t easy because there were so many (English) words I didn’t know. I had to look them up and sometimes I had to read things three times before I understood what I was reading. I had a sociology instructor who mentored me, but I really had to work hard. I was already a mother of three and my kids and I
studied together.”

Worl received her bachelor’s degree from Alaska Methodist University and her master’s and doctorate’s degrees in Anthropology from Harvard University. In academia, she has served as the social scientific researcher at the University of Alaska Arctic Environmental Information and Data Center and is currently an assistant professor of anthropology at the University of Alaska Southeast. Worl has done extensive research throughout Alaska and the circumpolar Arctic. She conducted the first social scientific study projecting socio-cultural impacts of offshore oil development on the Inupiat and she has studied traditional aboriginal whaling, which gave her the privilege of being one of the first women allowed to go whaling. Worl also served as a scientific advisor to the U.S. Whaling Commission and has conducted research on seal hunting in Canada for the Royal Commission on Sealing. She served on the National Scientific Advisory Committee and the National Science Foundation Polar Programs Committee. Worl also served as special advisor to the Honorable Thomas Berger of the Alaska Native Review Commission and studied the impacts of ANCSA.

Currently, Worl is the president of the Sealaska Heritage Institute, which is dedicated to preserving and maintaining the Tlingit, Haida and Tsimshian cultures and languages; and a board member of Sealaska Corporation. Worl also serves on the Alaska Native Brotherhood Subsistence Committee and the Central Council of Tlingit and Haida Indians Economic Development Commission.

On a state and national level, Worl serves on the board of directors of the Alaska Federation of Natives and chairs the Subsistence Cultural Survival Committees, the National Museum of American Indians and the Native American Graves Protection and Repatriation Act National Committee. She was special staff assistant for Native Affairs to Alaska Gov. Steve Cowper and served as a member of President Bill Clinton’s Northwest Sustainability Commission. Worl was appointed to the National Census Board focusing on American Indian issues and is a founding member of the Smithsonian’s National Museum of the American Indian. She also
served as a member of the Smithsonian's National Museum of Natural History Arctic Committee.

In addition to her plethora of academic and professional accomplishments, Worl is the recipient of numerous honors, including a Ford Foundation Fellowship (1972-1977), International Women's Year Conference (1977), the Gloria Steinem Award for Empowerment (1989), Women of Hope (1997), Outstanding Contribution, Alaska Native Heritage Center (2000), Human Rights Award, Cultural Survival (2002), Women of Courage Award (NWPC (2003), Native People Award Enhancing the Native Alaskan Community, Wells Fargo (2004), National Museum of the Indian Smithsonian Institution Honor (2006), University of Alaska Southeast Commencement Speaker (2006), Distinguished Service to the Humanities Award (2008) Governor's Award for the Arts & Humanities, Solon T. Kimball Award for Public and Applied Anthropology, American Anthropological Association (2008), Lifetime Achievement Award, Central Council of the Tlingit and Haida Indian Tribes of Alaska (2011) and the Alaska Federation of Natives Citizen of the Year Award (2011). Worl is also one of 11 American Indian women activists represented in a national poster campaign called “Women of Hope,” which highlights their contributions to their people and society. Worl said, “I continue every morning to implore my ancestors to bestow on me the qualities of an Elder – to be kind, compassionate and to do the right thing.”

http://alaskawomenshalloffame.org/2012/02/04/rosita-worl/
The Road from ANCSA

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