TEACHER GUIDE

A MOMENT IN TIME - ANCSA: ALASKA NATIVE CLAIMS SETTLEMENT ACT

OVERVIEW

This resource examines objects and archival images from the Anchorage Museum's collection, Alaska State Library, Tuzzy Consortium Library. Students will examine archival images, newspapers, and primary sources to investigate the complexity around land claims, resource exploration, and the Alaska Native Claims Settlement Act. Activities will help students foster critical thinking skills and gain deeper understanding about Alaska's history.

CONTENT AREAS

English language arts, visual literacy, Alaska Native cultures, Alaska history

RECOMMENDED GRADE LEVELS

Grades 6-12

STUDENTS WILL

- Learn and practice close-looking strategies with primary sources
- Engage in discussion and writing about primary sources
- Think critically and support answers with evidence
- Investigate themes of land and land ownership, oil and resources, and policies in Alaska
- Communicate personal experiences with themes of land and land ownership

MATERIALS

Booklet (1 per student), writing utensil

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WHAT IS LAND ACKNOWLEDGEMENT?

This is Dena'ina ełnena. Anchorage is Dena'ina homeland. Land acknowledgement is a formal statement recognizing the Indigenous people of a place. It is a public gesture of appreciation for the past and present Indigenous stewardship of the lands that we now occupy. Land acknowledgment opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.

LEARN MORE: About Indigenous land and land acknowledgment

Watch: **Anchorage Museum SEED Lab production Ełnena**
Read: **Native Village of Eklutna and Anchorage Museum Anchorage is Dena'ina Ełnena**
Investigate: **Interactive map showcasing traditional homelands across North America**
Read: **Guide to crafting land acknowledgements from US Department of Arts and Culture**

OVERVIEW OF BOOKLET

A deep, symbiotic relationship with the land is essential to the lifeways of Alaska Native peoples and has been for thousands of years. Colonization dramatically impacted the sustainable relationship Indigenous peoples have with the lands of Alaska. Outsiders came to Alaska, forcing change and devasting Alaska Native communities by removing children and sending them to boarding schools, bringing western diseases, settling areas, building infrastructure, and removing and processing resources like fur, fish, gold, coal, and oil.

With colonization also came western systems of power, including capitalism and individual property rights. These significant changes profoundly influenced the relationship of Alaska Native peoples to the lands they had inhabited for thousands of years as individuals, companies, and national powers sought to claim ownership to lands.

Alaska Native peoples made numerous attempts to reclaim their traditions lands and lifeways. In 1929, the Central Council of Lingít and Haida Indian Tribes filed to sue the United States in the Federal Court of Claims for land claims in present day Tongass National Forest and Glacier Bay National Park. However, it was not until after Alaska's statehood in 1959 and the selection by the state of its lands and several large federal mega projects (e.g. the Rampart Dam and Project Chariot) that Alaskan Natives across the state started to galvanize and lobby for land claims. With the discovery of oil at Prudhoe Bay, Native land claims took center stage in state and national debates and news. All designation of state, public, and federal lands, and private leasing of land was suspended until Alaska Native land claims could be resolved.

The passage of the Alaska Native Claims Settlement Act (ANCSA) on December 18th, 1971 significantly impacted the past and present lives of all Alaskans. ANCSA was an experiment in social capitalism and created a corporation model rather than a reservation system. ANCSA uses regional and village corporations as a method for Alaska Natives to manage their land and resources without having to get permission from the Bureau of Indian Affairs and the Department of the Interior. Today, ANCSA and its corporations remain at the forefront of Alaska's political discourse.

HOW TO USE THE ANCSA BOOKLET AND TEACHER RESOURCE PACKET

Examine: Challenge students to be curious when observing the objects, artworks and information presented throughout the guide. Support students to do their own research and delve deeply. The information is intended not only to educate but to spark interest in students and encourage further examination on these topics. Slow down and look closely, each object has a story to tell.

Investigate: Encourage students to look beyond the artworks that they see and investigate the details they notice in the booklet or in the artworks. As you move through this resource, share the additional knowledge and information presented in this packet to allow students to develop a deeper understanding of female activism and leadership in Alaska, Alaska Native lifestyles, and cultures. Make this journal yours. Use the pages to draw, write, and note in your own way.

Ask questions: Build an inquiry-driven experience for the students. Ask students to share what they observe and/or what they may already know. As you introduce background knowledge and object information, encourage students to ask questions about what more they want to know and what they do not understand. Be curious about the details.

Connect: Encourage students to reflect on their own life and experiences. Invite students to consider their own personal connections to what they have learned. The activities of this guide foster opportunities for such personal reflection. Ask students to share with each other what connections they have found. Share with a friend, a family member, or mentor about your experience.

INQUIRY BASED METHODS AT THE ANCHORAGE MUSEUM

The Anchorage Museum uses an expanded inquiry-based approach based in constructivism (constructivist learning theory). Through facilitated conversations which may begin much like Visual Thinking Strategies (VTS), students are encouraged to bring their knowledge to look closely at an object or image. In addition to the VTS methodology, educators at the Anchorage Museum provide context and content. This may include information about an object's artist or maker, examination of materials, processes, or uses of an object as well as relevant cultural or historical information. Examinations of objects create an open-ended dialogue. In dialogue, learner-driven questions and observations, and facilitator provided content drive the process of meaning making between all participants.

CONSTRUCIVISM

Constructivism is a learning theory referring to the idea that knowledge is individually and socially constructed by the learners themselves. The learner actively constructs meaning using sensory input rather than passively accept knowledge.

VISUAL THINKING STRATEGIES

Visual Thinking Strategies, or VTS, is an approach to teaching from visual materials, typically paintings, drawings and photographs. Developed by museum educators Philip Yenawine and Abigail Housen, this approach to teaching and learning is a learner-centered methodology that seeks to support close looking and communication skills.

The VTS teaching methodology centers around three questions:

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Educators use these open-ended questions to engage students in examination of images. Content or 'answers' are not provided, rather learners construct meaning individually and together. Educators reflect back what students respond and help facilitate the conversation moving forward.
VTS has been applied across disciplines. Extensive research on the strategy has demonstrated that students participating in multi-visit programs to museums using VTS techniques generated significantly

more instances of critical thinking skills, said more, and were more likely to provide evidence for their thinking.

LEARN MORE at **vtshome.org**

WHAT IS VISUAL LITERACY

We live in an increasingly visual world and fostering skills to decode today's visual world is more critical than ever. By looking closely at visual sources and works of art, students develop visual literacy, critical thinking, and communication skills.

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.

—Association of College and Research Libraries

KEY TERMS

Alaska Native Corporation: thirteen regional and over 180 village corporations established under the passage of the Alaska Native Claims Settlement Act; shares in these corporations are not publicly available on the stock market, instead Alaska Native shareholders are either enrolled at birth or inherit shares from an original shareholder depending on the corporation

Colonization: the process of one culture forcibly assimilating an Indigenous culture upon arrival to their lands; includes imposing language, clothing, social and legal structures, and other lifeways by means of settlement

Corporation: a business entity owned by its shareholders, who elect a board of directors to oversee the organization's activities; shareholders partake in the profits and losses generated through the corporation's operation

Harvest: use of wild, renewable resources from the land by individuals, families and communities for food, shelter, fuel and other essential needs that are fundamental to a way of life

Land Claims: legal declaration of the settlement and title of the land, water, and resources within a region determining who owns the title and how one can use it

Land Freeze: a time designated during which individuals and businesses are legally unable to sell or transfer the land; this includes ceasing the extraction of resources on the land until the land freeze is lifted

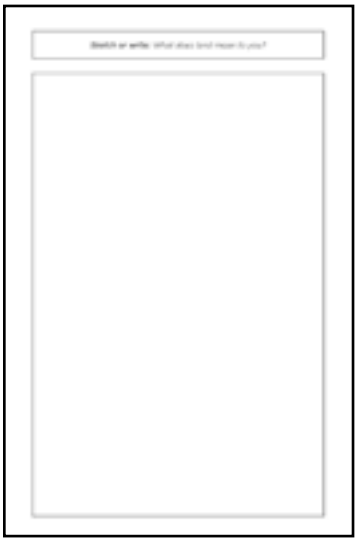
Protest: expressions of disagreement or disapproval toward an idea or action

Shareholder: a person who owns stock or 'shares' in a corporation; shareholders vote to elect a board of directors to oversee corporation activities and share in the profits and losses generated through operation

LEARN MORE: resources for teaching complex topics and using primary sources

Read: ***Getting Started with primary sources*** **from the Library of Congress**
Train: **Library of Congress free primary source-based professional development**
Read: **National Museum of American History** ***Engaging Students with Primary Sources***
Read: **University of Alaska Anchorage's Difficult Dialogues series**

PART I: LAND AND LAND OWNERSHIP



ACTIVITY 1: WHAT DOES LAND MEAN TO YOU?

This activity introduces the theme *land and land ownership*. The activity encourages students to think about all the ways people interact with Alaska's lands. It lays the foundation to introduce the history of land ownership in Alaska.

Brainstorm: Encourage each student to compile a list of the ways they interact with Alaskan lands when they hear the question: *what does land mean to you?* Invite each student to add an idea to your classroom list and encourage them to expand on their ideas and the ideas of others.

Sketch or write: Invite your students to choose one example of land interaction from the list the class created. Give them a set amount of time to sketch or write a response to the prompt in their booklet.

Share and discuss: Invite students to share their responses in small groups or in front of the entire class. Encourage students to come to a class consensus: *how might interacting with the land change over time? How might interactions change with changes in land ownership? How might interactions have changed with colonization of Alaska?*

ALASKA'S LANDS

From booklet: The unique beauty of Alaska's landscapes fueled settlers and nation-states to explore the land for natural resources. Exploration efforts aimed at finding marine-rich waters, lush forests, minerals, and oil traversed the entirety of the state and its surroundings, disregarding Alaska Native peoples' relationship to the lands in the process.

In 1867, the United States purchased Russia's interest in Alaska with the Treaty of Cession for $7.2 million dollars without Alaska Native peoples' consent or acknowledgement. As Alaska became a territory of the United States, new laws and acts did not settle land claims. The First Organic Act, which made Alaska a civil and judicial district of the United States, mandated that Alaska Natives' use and occupation of the land should not be disturbed. However, it reserved the right for Congress to set the terms to grant title to the land with future legislation. The Second Organic Act made Alaska a territory of the United States in 1912, and excluded new language regarding Alaska Native land claims, once again land claims for Congress to settle in the future.

These continuing issues of land ownership had taken center stage by the time Alaska was admitted as the 49th state on January 3, 1959. With statehood, the question of who controlled what land quickly grew more complex. Under the Statehood Act, the State of Alaska was granted the right to select 103 million acres of land "vacant, unappropriated, and unreserved." In addition, the federal government was due to select lands for their usage and control. The same lands the state and federal governments were attempting to claim were lands which Alaska Native peoples had utilized for thousands of years as part of their cultures and lifeways. Without regard for or consultation with Alaska Native communities, the state began selecting lands and justifying their actions using this definition.

Alaska Native leaders and communities disagreed with the State of Alaska's claims that the lands they had occupied for thousands of years were "vacant, unappropriated, and unreserved" and therefore eligible to be claimed. These growing threats to Alaska Native land claims galvanized Alaska Native communities into contesting both the State of Alaska and the federal government's land selections. Alaska Native peoples actively sought to claim legal title to lands being claimed by the state and federal governments through land claims filed in the United States court system. Some of these claims predated the Statehood Act, while others were filed as a response to State of Alaska and federal government land selection. By 1967, Alaska Native communities had filed land claims covering 290 million of Alaska's 375 million acres of land, hoping to claim control of the lands their ancestors had hunted, harvested, and stewarded for thousands of years.

LEARN MORE: Russian Colonization, Alaska statehood, and land rights

Read: **Alaska Statehood Act**
Read: Library of Congress **Treaty with Russia for Purchase of Alaska**
Read: Anchorage Museum **Dena'ina Way of Living: Dena'ina timeline**
Read: Alaskool **ANCSA: New Threats to Land Rights**
Read: Bureau of Land Management **ALASKA NATIVE ALLOTMENT ACT ENTITLEMENTS**
Read: Dwight D. Eisenhower Presidential Library **Alaska Statehood**
Read: State of Alaska **Alaska Constitution**
Watch: University of Alaska Anchorage **60 Years Later: The Alaska Constitution, History in Context**
Investigate: University of Alaska Fairbanks **Guide to Statehood**
Look: Alaska's Digital Archives **We're In**

From booklet: Some of these claims predated the Statehood Act, while others were filed as a response to State of Alaska and federal government land selection. By 1967, Alaska Native communities had filed land claims covering 290 million of Alaska's 375 million acres of land, hoping to claim control of the lands their ancestors had hunted, harvested, and stewarded for thousands of years.

Alaska Native peoples, leaders, and organizations protested the State's land selection and sale of oil leases to land that was already claimed by Alaska Natives. The growing pressure from the Alaska Native communities, the upcoming federal election, at which time a new Secretary of Interior would be appointed, and the State's land selection — 5.2 million acres already approved and 17.8 million acres pending approval from the Bureau of Land Management—led Secretary of Interior Stewart Udall to take action in 1966.

Hoping to promote a quick and just land settlement between the state of Alaska, federal government, and Alaska Native peoples, Stewart Udall declared a land freeze. Udall's land freeze effectively barred the state from further selecting lands they wished to manage until the outstanding Alaska Native land claims were resolved. However, despite this additional motivation, Alaska Native land claims were not settled until the discovery of oil increased the pressure upon land usage.

LEARN MORE: Stewart Udall and the 1966 land freeze

Read: CIRI **Alaska Native land claims defender passes**
Read and Listen: CIRI **CIRI's Land Story**
Read: Anchorage Daily News **Stewart Udall, a Great Spirit**
Read: University of Alaska Fairbanks **ANCSA Course Unit 3 Alaska Land Freeze**

From booklet: While the freeze halted the transfer of lands by the state and new leases of oil and gas, existing oil and gas leases and commercial oil exploration continued across the state of Alaska. The federal government had previously given leases to 12 million acres of land for the purpose of oil exploration, including Prudhoe Bay. Much attention and effort was directed into oil exploration on the North Slope; however, oil companies were faced with years of fruitless production. As Atlantic Richfield Company (ARCO) and Humble Oil and Refining Company were on the verge of leaving the North Slope, they struck oil and natural gas. Keeping the discovery quiet for several months, ARCO and Humble Oil needed to be certain large quantities of oil could be extracted. If massive oil deposits existed, this find would forever change the Alaskan economy and landscape

In March of the 1968, ARCO and Humble Oil officially announce the discovery of oil on the North Slope of Alaska at Prudhoe Bay, making it the largest oil field in North America. The state and the oil companies found it in their best interest to pursue this prosperous economic opportunity. The construction of the pipeline and subsequent oil production at Prudhoe Bay would create thousands of jobs for Alaskans and lay the foundation of Alaska's economy. Immediately, oil companies turned their efforts into creating a Trans-Alaska Pipeline for oil transportation.

This pipeline would not only need to cross multiple physical barriers—mountain ranges, rivers, trees—without thawing permafrost, but also navigate political barriers such as the competing unsettled land claims belonging to Alaska Native peoples, the State of Alaska, and the federal government. Driven by monetary values, the state and federal governments began turning their attention towards addressing the outstanding Alaska Native land claims

LEARN MORE: the discovery of oil and the trans-Alaska pipeline

Listen: NPR **Alaska's 40 Years of Oil Riches Almost Never Was**
Read: Alyeska Pipeline **Trans-Alaska Pipeline Facts**
Read: Alyeska Pipeline **About the Trans-Alaska Pipeline**
Read: Alaska Humanities Forum **Oil Discovery and Development in Alaska**

PART II: OIL AND RESOURCES IN ALASKA

ACTIVITY TWO: RESOURCES IN ALASKA AND THE PIPELINE

This activity introduces the theme *oil and resources in Alaska*. The activity encourages students to think about all of the resources found across Alaska, and then more specifically about oil and the pipeline.

Brainstorm: Encourage each student to compile a list of the various resources found across Alaska. Invite each student to add an idea to your classroom list or expand on their ideas and the ideas of others. Ask students to think of both natural resources that are not lucrative in modern capitalist society and resources that are used for profit.

Sketch or write: Invite your students to record these ideas in their booklet and add the ideas of other students to the list they compiled.

Brainstorm: Invite students to share their experiences and prior knowledge of the trans-Alaska Pipeline. Ask: *what do you know about the environment the pipeline crosses? What do you know about the construction process? Have you seen any point of the pipeline? How would you describe the pipline to a classmate?*

Sketch or write: Invite students to record their experiences and knowledge about the pipeline in their booklet. They may wish to include previous personal experience, knowledge gained from the class discussion, or current events related to the pipeline or oil fields.

Share and discuss: Invite students to share their responses in small groups or in front of the entire class.

Extension activity: Ask students to choose a news article about Alaska's oil industry, the trans-Alaska pipeline, or related topics in other parts of the world. Invite students to share their article with the class. Discuss as a class trends identified in the articles, complexities of the oil industry, lingering questions students have, and anything that students found meaningful.

PIPELINE QUICK FACTS

From booklet:

Constructed	March 27th, 1975-May 31st, 1977
Number of workers	28,000
Cost	$7.7 billion
Length	800.302 miles
Endpoints	Prudhoe Bay, Alaska — Valdez, Alaska
Daily oil flow	2018 - 509,315 barrels of oil 1980 - 2.1 million barrels of oil (peak flow)
Oil travel time	12.9 days in 2008
Crosses	3 mountain ranges (Brooks Range, Alaska Range, and Chugach Range), and 30 major rivers and streams.

LEARN MORE: trans-Alaska pipeline

Read: Trans-Alaska Pipeline System: The Facts
Read: Alaska Public Lands Information Centers: The Trans-Alaska Pipeline
Watch: Pipeline! The story of the building of the Trans-Alaska Pipeline

ACTIVITY THREE: SKETCH THE TRANS-ALASKA PIPELINE

Brainstorm: Encourage students to look at the map of Alaska showing the endpoints of the trans-Alaska pipeline. Invite students to share what they know of the geographies, environments, and features located along the pipeline route.

Research: Invite students to research Alaska's different environments. Encourage students to write down the differences and similarities of resources, animals, waters, plants, and geographical features found across the state. If time allows, divide the class into groups have students compare and contrast different regions in Alaska (e.g. compare and contrast Southeast and Southwest Alaska or the Arctic [far north] to the Interior of Alaska).

Share and discuss: Students can share images or create sketches of the different environments across Alaska. Invite students to discuss any challenges they might forsee in the construction of the pipeline.

Sketch: Invite students to use their new knowledge of the geographies and environments of Alaska to fill in their map of the state and the trans-Alaska pipeline route.

PART III: HOWARD ROCK AND THE *TUNDRA TIMES*

HOWARD ROCK

From booklet: After serving in World War II, Iñupiaq artist Howard Rock returned home to Point Hope, Alaska. Rock's homecoming coincided with Project Chariot, a plan by the United States Atomic Energy Commission (AEC) to construct a harbor near Cape Thompson. The AEC proposed to detonate a series of atomic blasts in order to create the harbor 30 miles from Rock's village of Tikiġaq (Point Hope). The detonation of these atomic bombs would greatly impact the lands and waters that the people of Point Hope and surrounding communities depended on for survival.

Howard Rock relentlessly wrote informational letters of protest, uniting his people and others throughout Alaska and the United States against Project Chariot. Due to the strong opposition by Alaska Native communities, the AEC placed Project Chariot on hold, though the project has never formally been cancelled. Rock's strong activism and instrumental role in the opposition caught the attention of many Alaska Natives. The Arctic Slope Native Association and Rock's community encouraged Rock to create a newspaper to help streamline communication between all levels of government and Alaska Natives. In October of 1962, with the help of Fairbanks Daily News-Miner journalist Tom Snapp, Howard Rock founded the Tundra Times

LEARN MORE: Howard Rock

Read: Tuzzy Consortium Library: Biography of Howard Rock
Read: Howard Rock's 1969 public hearing statement prior to passage of ANCSA
Read: University of Alaska Anchorage: Howard Rock and the Tundra Times
Book: *Art and Eskimo Power: The LIfe and Times of Howard Rock* by Lael Morgan
Investigate: Letters to Howard: An Interpretation of the Alaska Native Land Claims
Look: University of Alaska Fairbanks: Howard Rock, Theodore Hetzel, and Tom Snapp photo
Look: Anchorage Museum Archives: Howard Rock painting
Watch: Story Time with Aunt Phil: Howard Rock
Watch: Objects Tell Stories in the Alaska Exhibition: Howard Rock's Typewriter
Read: Tuzzy Constortium Library: ANCSA and Land Claims 1961-1971

THE *TUNDRA TIMES* AND THE ALASKA FEDERATION OF NATIVES

From booklet: The *Tundra Times* was a bi-weekly, non-partisan newspaper with the goal to establish consistent communication and serve as a source of information focusing on issues relating to Alaska and Alaska Natives until it folded in 1997. Howard Rock went back and forth on a name for the newspaper until he decided on Tundra—the basic ground covering all of Alaska. Within the *Tundra Times*, Rock strived to include letters, writings, poems, artwork, and questions by Alaska Native people, making it inclusive for all Alaska Native Cultures. Rock's journalistic approach sought to bring attention to all Alaskans.

With the *Tundra Times*, Rock was able to report on Alaska Native land claims and the emergence of the Alaska Federation of Natives (AFN). AFN formed in 1966—with funding from the Native village of Tyonek, who had recently discovered oil on their reservation—to collectively bring Alaska Native communities together to rally for social and economic justice for Alaska Natives and land claims. AFN firmly believed there is great strength and power in numbers and that gathering to voice the concerns of Alaska Natives would force the state and federal government to acknowledge and address outstanding land claims. The *Tundra Times* thoroughly followed and transcribed the first-ever AFN meeting and the development of the Alaska Native Claims Settlement Act. Ultimately, the *Tundra Times* provided a medium through which Alaska Native thoughts and concerns were voiced on state and nationwide platforms

LEARN MORE: *Tundra Times*

Investigate: **Letters to Howard: An Interpretation of the Alaska Native Land Claims**
Investigate: **Tuzzy Consortium Library and Ukpeagvik Inupiat Corporation: Tundra Times archives**
Investigate: **Tuzzy Consortium Library and Ukpeagvik Inupiat Corporation: Photo archives**

LEARN MORE: Alaska Federation of Natives (AFN)

Watch: **Joseph Upicksoun at AFN 1971**
Visit: **Alaska Federation of Natives website**
Watch: **AFN vimeo**
Read: **Perspectives from AFN**
Read: **The History of AFN**

ACTIVITY FOUR: WRITING AS AN ADVOCAT

This activity encourages students to write a letter or letters about a topic or current issue that is important to them.

Research: Invite students to research a topic or current issue that is important to them. Encourage students to research how activists use letter campaigns to help a movement or cause. Afterwards, students may share their findings in groups or with another student and discuss how the letter(s) was impactful, informative, and what stood out to them.

Brainstorm: Invite students to make a list of current issues that are important to them. Ask them to consider: *why is this important to you? What do you want to change? How does this impact your local community? What do you want to see change? How does this topic or current issue been addressed in another community? Is there data or anecdotes to support your position or add to your letter?*

Draft: Invite students to draft a letter about a current issue. If students choose multiple topics, encourage students to write separate letters for each topic. Students may want to include data and anecdotes to strengthen their position. Consider encouraging multiple drafts of the letter using a peer review process to help strengthen arguments and refine the narrative.

Share and discuss: Invite students to share final letters with the class. Discuss similar themes and current issues addressed in student letters.

Send: Invite students to address and mail letters to local representatives. Addresses for local, state, and federal elected representatives can be found at **https://www.usa.gov/elected-officials**

LEARN MORE: Alaskan activism

Investigate: Anchorage Museum **Extra Tough: Leadership and Activism by Women of the North**
Investigate: Anchorage Museum **Extra Tough: Reclaiming Identity through Art**

TUNDRA TIMES EXCERPT

From booklet: Excerpted from the *Tundra Times*, October 1, 1962
By Howard Rock
First Editorial

There are two main reasons for the appearance of the *Tundra Times*.

First: It will be the medium to air the views of the Native organizations. It will reflect their policies and purposes as they work for the betterment of the Native peoples of Alaska. It will also reflect their aims… their hopes. It will strive to aid them in their struggles for just determination and settlement of their enormous problems.

Second: It will strive to keep informed on matters of interest all Natives of Alaska, whether they be Eskimos of the Arctic, the Athabascans of the Interior, and other Indians and Aleuts of the Aleutian Islands.[1]

We have also realized that an unbiased presentation of issues that directly concern the Natives is needed. In presenting those things that most affect Natives, we will make every effort to be truthful and objective.

[1]**A NOTE ABOUT TERMINOLOGY**
The Anchorage Museum refrains from using the terms Eskimo, Indian and Aleut and instead uses language identified by the Alaska Native language groups. Due to these words' complicated history, the Anchorage Museum does not use these terms. However, it is important to note that Indigenous communities and individuals may have different relationships to this term in their own processes of healing and self-identification.

LEARN MORE: *Tundra Times*

Investigate: **Tuzzy Consortium Library and Ukpeagvik Inupiat Corporation: *Tundra Times* archives**
Investigate: **Tuzzy Consortium Library and Ukpeagvik Inupiat Corporation: Photo archives**

ACTIVITY FIVE: NEWSPAPER CREATION

Brainstorm: Invite students to brainstorm a list of current political issues relevant to them, their school, or Alaska. Ask students to share their ideas with the class to create a class brainstorm.

Research: Invite students to research current political issues about which they are passionate. Encourage students to look at historical news papers and current news media to investigate various styles of journalism. Encourage students to take note of techniques that stand out to them as they look at different news sources (ie. headlines, images, quotes, layout, etc.).

Create: Invite students to design a newspaper layout that highlights their choice of current event. Consider how font, style, color, images, headlines, advertising, and content all interact to create an experience for the reader and convey meaning. Students may need to create several drafts of the article content and the layout to ensure they fit on the page.

Share and discuss: Invite students to share their newspapers with the class. Ask: *what did you find challenging while creating your newspaper? What led you to make the design choices you made? What was the audience you had in mind as you created your newspaper? Did you have any surprises while creating your newspaper? Why did you choose this topic as the focus for your newspaper? How does this topic effect you personally?*

LEARN MORE: journalism in the classroom

Investigate: **Teaching and Learning with the New York Times**
Investigate: **Teaching Writing with the Times**
Investigate: **San Jose State University: Introduction to Newspaper Design**

PART IV: THE PASSAGE OF ANCSA


Tundra Times

NIXON PENS BILL INTO LAW

TUNDRA TIMES COVERAGE OF ANCSA

From booklet: Excerpt from Tundra Times:

"The 104-year-old Alaska Native land claims issue is apparently on the way to being settled by the government of our nation. Not everyone is pleased with the measure as it came out of the conference committee. Not all the Alaska Natives are happy. And great many of the general population of the state are not happy. At any rate, significant history is being made, and it is in the process of being made. The important ingredients of this historic event is going to be the exemplary efforts of the Alaska Native leaders under the co-leadership of the Alaska Native Federation of Natives' Presidents Emil Notti and Donald R. Wright."

LEARN MORE: *Tundra Times* covers the passage of ANCSA

Read: ***Tundra Times* Vol. 9 No. 15, December 22, 1971**

Read: ***Nixon Pens Bill Into Law*, *Tundra Times*, Vol. 9 No. 15, December 22, 1971**

OVERVIEW OF ANCSA

From booklet: After several frustrating attempts to secure land claims, Alaska Native peoples negotiated with Congress the largest land settlement in United States history. On December 18th, 1971, President Richard Nixon signed the Alaska Native Claims Settlement (ANCSA) into law. With the passage of ANCSA, individual Alaska Natives did not receive any land titles. Instead, lands—where a village was located, within regional boundaries, and not already claimed by the state and federal government—were allocated to 12 regional corporations and over 200 village corporations to be selected by each.

Under ANCSA, the 12 regional and over 200 village corporation were legally entitled to receive 44 million acres of land and $962.5 million dollars in compensation in exchange for legally extinguishing all other claims in Alaska—with the exception of the Tsimshian community of Metlakatla, who opted to keep their reservation rather than enroll in ANCSA. By 1973, the 12 regional corporations had to select which lands of the 44 million acres of public lands they would manage and control on behalf of their shareholders. Regional corporations own and control subsurface rights to 22 million acres of land. Village corporations own and control surface rights to 22 million acres where the village resides.

Shareholders in other corporations typically purchase stocks in order to become a shareholder. However, becoming a shareholder in Alaska Native Corporations is a different process. With ANCSA, Alaska Natives with at least one-quarter Alaska Native blood, citizenship of the United States, and who were born on or before December 18th, 1971 were allowed to enroll and receive 100 shares to their regional corporation. Alaska Natives residing in villages received an additional 100 shares into their village corporation. Initially, 80,000 Alaska Natives were enrolled as shareholders. However, Alaska Native peoples born after ANCSA was signed on December 18, 1971 were not eligible to enroll in regional or village corporations.

By December of 1975, a 13th regional corporation was incorporated to represent Alaska Natives living outside the state. The 13th regional corporation only received monetary compensation and did not hold any land titles. Today, 12 of the 13 regional corporations are still operational, the 13th corporation ceased operations.

LEARN MORE: about ANCSA

Read: CIRI **Public Law 92-203: ANCSA**

Read: ANCSA Regional Association **About the Alaska Native Claims Settlement Act**

Read: Anchorage Daily News **The 13th Regional, Alaska's 'ghost corporation'**

Read: Institute of Social, Economic and Government Research **Native Land Claims**

Read: University of Alaska Fairbanks **Federal Indian Law for Alaska Tribes: ANCSA 1971**

Investigate: Sealaska Heritage Institute **The Road from ANCSA grade 8**

EVOLUTION OF ANCSA

From booklet: Alaska Native corporations differ greatly from other corporations in the United States. ANCSA corporations are private, for-profit businesses established to protect traditional Alaska Native lands on behalf of the people. Alaska Native values and beliefs are foundational to Alaska Native regional and village corporations. Alaska Native corporations strive to balance economic prosperity and preservation of their lands while working to uplift their communities. In effort to combat economic challenges such as the uncertainty of oil flow or fish market in a particular year, a revenue-sharing provision, section 7(i), was instated in 1982. Section 7(i) states that 70% of all regional corporations' resource profits—mineral, oil, logging, etc.—must be divided proportionately among all 12 regional corporations based off the number of shareholders in each regional corporation. This provision was implemented with the intent to help sustain corporations and shareholders.

Since the passage of ANCSA, revisions and amendments continue. Alaska Natives started to question the future of their corporations. If only Alaska Natives born on or before December 18, 1971 could be enrolled as shareholders, then what stake did future generations of Alaska Native peoples have in helping the corporations to prosper? If the corporation shares would enter the open market in 1991, then were they truly guarding Alaska Native lands and interests? To address growing concerns, Native leaders lobbied Congress to pass amendments known as the 1991 Amendments, which allow for regional and village corporations to vote to enroll new shareholders born after December 18th, 1971. The 1991 Amendments also barred the sale of shares in Alaska Native Corporations on the open stock market, without a vote of a supermajority of the outstanding shares, requiring the approval of two thirds of shareholders.

Today, about half of regional corporations and some of the village corporations have voted to continue the enrollment of shareholders, though the new shareholders are subjected to different terms than the original 1971 shareholders. The terms, benefits, and enrollment process for new shareholders varies for each corporation

LEARN MORE: ANCSA over time

Read: McClanahan, A. L. (2006). Sakuuktugut 'we are working incredibly hard': The land, the money, the history of the Alaska Claims Settlement Act of 1971 and how Alaskan Native people are writing an epic story in cultural and economic development. CIRI Foundation.

Read: Roderick, L. (ed.) (2010). Alaska Native Cultures and Issues: Responses to Frequently Asked Questions. University of Alaska Press.

Watch: University of Alaska Anchorage **Adapting for the Next Generation: ANCSA at 45**

Read: University of Alaska Fairbanks **ANCSA Course Unit 11 Corporate Mergers**

Read: ANCSA Regional Association **The Twelve Regions**

Read: Alaskool **House Passes 1991 Amendments**

Read: Koniag **ANCSA 7(i) Revenue Sharing Provisions Explained**

Read: Doyon Limited **Stock Classes Explained**

ANCSA QUICK FACTS

From booklet:

Land freeze	in 1966, U.S. Secretary of the Interior Stewart L. Udall imposed a freeze on the transfer or sell of the land until Alaska Native land claims were resolved, preventing the state of Alaska from choosing which lands they would control
December 18, 1971	the date President Richard Nixon signed ANCSA into law; Alaska Natives born after this date were not initially eligible for enrollment as shareholders
Size of settlement	44 million acres of land and 926.5 million dollars
Initial shareholder enrollment	approximately 80,000 Alaska Natives
Regional corporations	13 private regional corporations were created under the passage of ANCSA; 12 Regional Corporations own and control subsurface rights to their designated land, while the 13th does not own land and is no longer active
Village corporations	over 220 village corporations were created under the passage of ANCSA; Village Corporations were established as profit or nonprofit corporations to hold, invest, manage and/or distribute lands, property, funds, and other rights and assets for and on behalf of a Native Village
Life estate stock	stocks which a shareholder gains upon enrollment and hols for the duration of their lifetime; these stocks cannot be inherited or gifted
1991 Ammendments	amendments made to ANCSA in the late 1980's allowing regional corporations to vote on policy changes for continuing enrollment of shareholders born after December 18, 1971; these amendments also prohibited the sale of shares in Alaska Native Corporations on the stock market

ACTIVITY SIX: TIMELINE

This activity asks students to place relevant events to the passage of ANCSA on a chronological timeline to better view how one event may have affected another and how these events continue to shape Alaska today.

Brainstorm: Invite students to share historical events that are linked to the passage of ANCSA. Encourage students to consider the events outlined in this booklet as well as other historical events.

Research: Invite students to take their time researching events they want to include on their timeline. Encourage students to critically consider how events were connected and analyze how historical events led up to the development of ANCSA and continue to effect Alaska today. Afterwards, students can share their findings in groups and discuss how these events are impactful and informative in understanding the climate in which ANCSA was developed. Ask students: *what did you learn? What was something you were unaware of? How do these events shape Alaska today? What stood out to you as you learned more about these events?*

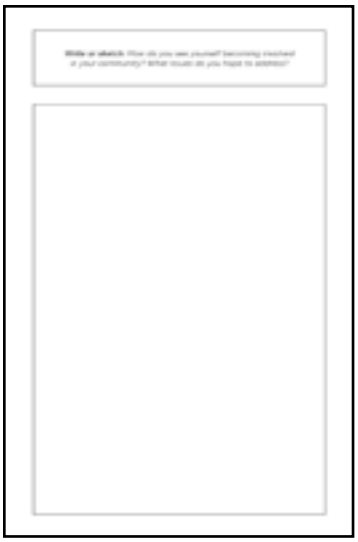
Create: Invite students to create a timeline including pertinent information related to each event such as date, persons involved, and a brief description.

Share and discuss: Invite students to share their final timelines with the class. Ask: *what did you learn about the history of ANCSA? Did any of the historical events connect to current events in surprising ways? Why did you choose to include or exclude certain events from your timeline? How did these events play a role in the formation of ANCSA as we know it today? What event do you want to learn more about in the future?*

Extension activity: Invite students to research and extend their timelines to today. Discuss how current events are linked to the issues surrounding the development of ANCSA and land claims.

LEARN MORE: Indigenous histories in Alaska

Read: Alaskool **ANCSA: New Threats to Land Rights**
Investigate: Anchorage Museum **Extra Tough: Leadership and Activism by Women of the North**
Watch: Uncivilized Productions **The History of the Inupiat: The Duck-In**
Watch: Uncivilized Productions **The History of the Inupiat: Project Chariot**
Read: Boochever, A., & Peratrovich Jr, R. (2019). Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich. University of Alaska Press.



ACTIVITY SEVEN: ACTIVISM IN YOUR COMMUNITY

Brainstorm: Invite students to create a list of current issues in the community. Give each student sticky notes and invite them to write one issue on each sticky note and place them in the designated area. Once students have had a chance to place their sticky notes, read them out to the class. Discuss any common themes you may notice and group the sticky notes according to these themes.

Digging deeper: Invite students to reflect and respond to the question *how do you see yourself becoming involved in your community? What issues do you hope to address?* Encourage students to share responses with small groups or with the whole class to refine their thinking.

Putting it all together: Now that students have had a chance to identify some personal causes and passions, have students put themselves in the role of activist. Invite them to respond to the prompt in their booklet. Give ample time for them to sketch or write their responses.

Share and discuss: Invite students to share their responses. You can place students in small groups that share similar passions and causes to discuss further how they can be activist leaders within the school and community.

LAND OWNERSHIP IN ALASKA

From booklet:

LEARN MORE: Land ownership in Alaska

Investigate: Alaska Department of Natural Resources **Who Owns/Manages Alaska? Map**
Watch: Bureau of Land Management **Alaska Land Transfer Program**
Investigate: BallotPedia **Federal Land Policy in Alaska**

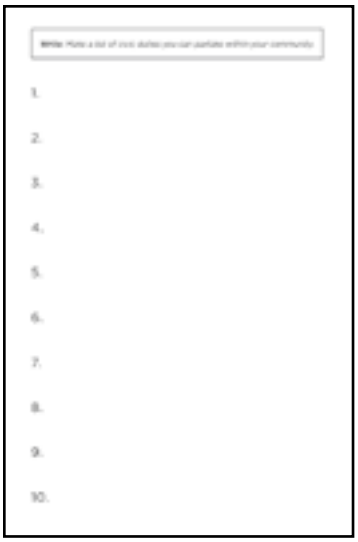
ACTIVITY EIGHT: FUTURE LAND USE IN ALASKA

From booklet: ANCSA Regional Corporations strive "to promote and foster the continued growth and economic strength of the Alaska Native Regional Corporations on behalf of their shareholders." Whether or not ANCSA achieves these aims is a matter of debate. What is clear is that it has provided educational benefits and social services to shareholders and descendants not available before the creation of the Act.

Brainstorm: Invite students to brainstorm ways that people use the land. Encourage students to think broadly, including recreational land use, harvesting plants and animals from the land, and utilizing natural resources. Ask: *how has the way people interact with the land changed in the past? How has it stayed the same? What factors change how we interact with the land? How might interactions with the land change in the future?*

Sketch or write: Invite students to choose a land interaction that is meaningful to them and envision it 100 years in the future. Encourage them to record their thoughts in the form of sketches or writing.

Share and discuss: Invite students to share their work. Ask: *why did you envision this future of land use? Why are you looking forward to this future or concerned about this future of land usage? Do you notice any themes appearing in your classmates' work? Are there visions of the future you agree or disagree with? What can you do to help ensure your vision comes to life or to avoid that future?*



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ACTIVITY NINE: CIVIC DUTIES

Brainstorm: Invite students to write a few examples of civic duties they can participate in within the community on a scrap piece of paper. Instruct students to ball up their ideas and toss them into a single container. Students will choose a paper from the container and read off the ideas of another student. Create a class list of ideas.

Share and discuss: Invite students to discuss the idea of civic duty as a class. Ask: *where are these activities conducted? Are civic duties also examples of community leadership? What civic duties are you already committed to and which civic duties do you want to commit to in the future?*

ALASKA NATIVE CORPORATIONS AND LANGUAGE MAPS

Close look: Invite students to look closely at the map depicting the outline of the 12 Alaska Native regional corporations and share their first impressions. Then, invite students to do the same with the Indigenous Peoples and Languages of Alaska map. Ask: *what do you notice about these maps? What stands out when you view them together? What questions occur to you about land in Alaska when you view these maps?*

Digging deeper: Invite students to reflect on how these maps may compare to the broader idea of land ownership and management in Alaska. Invite students to view the **Who Owns/Manages Alaska?** map from the Department of Natural Resources and share their impressions comparing these three maps. You may wish to have students do further research into the Alaska National Interest Lands Conservation Act (ANILCA) and how the passage of ANILCA in 1980 affected land ownership in Alaska.

Share and discuss: Now that students have had a chance to view the maps, discuss their impressions further. Ask: *how does the Department of Natural Resources map showing land ownership in Alaska compare to the other maps? What impressions stick with you as you compare these maps?*

LEARN MORE: Maps of Alaskan land ownership

Investigate: Alaska Department of Natural Resources **Who Owns/Manages Alaska? Map**
Watch: Bureau of Land Management **Alaska Land Transfer Program**