

The History of the Alaska Native Brotherhood & Sisterhood: Alaska Native Civil Rights Organizations

Grade Levels: 7, 8

Unit Overview

This is a Social Studies unit that focuses on the history of the Alaska Native Brotherhood and Sisterhood in Southeast Alaska. The unit covers why these organizations were created, who their main political & cultural leaders have been, their role in the Alaska Native culture of Southeast and the civil rights issues that have been affected by them.

This unit is split up into seven lessons with a pre and post-assessment, educational standards addressed and resource materials. The lessons cover early Alaska history, the Alaska Territory, the beginning of ANB & ANS, ANB & ANS civil rights and political leaders, ANCSA & ANILCA and ANB & ANS today. Each lesson is laid out using the 5E learning cycle model and includes content for students to engage, explore, explain, elaborate and evaluate the information covered.

The purpose of this unit is to explain an important aspect of local history here in Southeast Alaska and to provide a place based education for students that focuses on the indigenous Alaska Native population. A focus on culturally responsive curriculum allows all students to relate to the place they live in in an effective way. This unit also allows local Alaska Native community members to interact and share their great wealth of knowledge with students, sharing with them not only their own personal experiences in our community but also their knowledge of Alaska Native culture and history.

This unit is designed mainly for a classroom setting but does also include opportunities for students to interact with family and community members outside of the classroom, go on fieldtrips to places in the community that are culturally relevant and have discussions with their peers about important topics regarding the community around them.

An integration of both History and English content areas is used in this unit to engage students in reading, writing, critical and analytical thinking, discussion and presentation skills. Activities used include interactive notebooks, fast-writes, fiction and non-fiction reading activities, graphic organizers, small group discussion, note-taking, research reading and writing and informal presentations. The total time for this unit is about 4 weeks with 1 day for the pre-assessment, 2 days for each lesson, 3 days for the final summative project and 1 day for the post-assessment.

Lesson Overview:

In the Pre-Assessment students will complete a short brainstorm writing exercise and discussion on what they already know about ANB & ANS. From the writing and discussion the teacher will be able to determine how much information students already know about these organizations and their role in Alaska history. Students will also do a “Why is history important?” activity and prepare their interactive notebooks for this unit’s notes and written assignments.

In Lesson 1 (*Early Alaska History*) students will learn about the early history of Alaska (before 1900) including the geography of Alaska, the first inhabitants, Russian and European influence and early Alaska Native societies.

In Lesson 2 (*The Alaska Territory*) students will learn how Alaska was purchased by the U.S. from Russia, how this affected the tribal governments of Alaska Natives and how this led to civil rights issues between Alaska Native groups and government officials.

In Lesson 3 (*The Creation of ANB & ANS*) students will learn the origins of the ANB & ANS organizations in Southeast Alaska in 1912, including why Alaska Natives felt the need to organize politically, who the original leaders were and what the group’s original mission was.

In Lesson 4 (*ANB & ANS Civil Rights & Political Leaders*) students will learn who the most influential and well known ANB & ANS leaders were, what strengths they brought to the organizations and their legacy as Alaska Native leaders.

In Lesson 5 (*ANCSA & ANILCA*) students will learn the significance of ANCSA & ANILCA to Alaska Natives including the rights of Alaska Native groups to their aboriginal lands, how and why Alaska Native corporations were created and how ANB & ANS helped contribute to their creation.

In Lesson 6 (*ANB & ANS Today*) students will learn what the ANB and ANS organizations are like today including their social and political mission, community involvement and education and preserving the legacy of Alaska Native culture.

In the Post-Assessment students will work on a Bloom Ball project that will incorporate all of the information they’ve learned in the unit. They will use their notes, class discussions and class activities to analyze and synthesize the information from the unit as they create their Bloom Balls and they will also practice good writing and presentation skills. The culmination of the project will be a class potluck in which students will bring food to share and put their Bloom Balls on display for everyone to see. Family and community members will also be invited to the event. Students will also complete a final brainstorm writing assignment that will target what they’ve learned over the course of the unit.

**Alaska State Standards,
National Education Standards and Targeted Gaps:**

One goal of this unit is to meet the academic needs of Juneau’s students through pairing world class, standards-based curricula with proven effective instruction methods. Therefore, unit design will include Alaska State Standards, National Education Standards, Cultural Standards and Juneau School District’s Power Standards. In addition, the most current standardized test data trends for Juneau’s students were analyzed to locate instructional gaps. In this way, the unit design will meet the specific learning needs of Juneau’s students.

Targeted Instruction Gaps	Reading	Writing
Lesson 1	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Restating and summarizing information - Forming a General understanding 	<ul style="list-style-type: none"> - Write different types of compositions (stories, personal letters, etc)
Lesson 2	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Restating and summarizing information - Understanding main idea - Following written directions - Forming a General understanding 	<ul style="list-style-type: none"> - Write different types of compositions (stories, personal letters, etc)
Lesson 3	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Following written directions - Forming a General understanding 	<ul style="list-style-type: none"> - Write different types of compositions (stories, personal letters, etc) - Edit sentences using the spelling, punctuation and capitalization conventions of Standard English
Lesson 4	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Restating and summarizing 	<ul style="list-style-type: none"> - Write using paragraphs that maintain focus - Write different types of compositions (stories, personal letters, etc)

	<p>information</p> <ul style="list-style-type: none"> - Understanding main idea - Following written directions - Forming a General understanding 	<ul style="list-style-type: none"> - Edit sentences using the spelling, punctuation and capitalization conventions of Standard English
Lesson 5	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Understanding main idea - Forming a General understanding 	<ul style="list-style-type: none"> - Write using paragraphs that maintain focus - Write different types of compositions (stories, personal letters, etc) - Edit sentences using the spelling, punctuation and capitalization conventions of Standard English
Lesson 6	<ul style="list-style-type: none"> - Word Identification Skills - Comprehending the meaning of words in texts - Following written directions - Forming a General understanding 	<ul style="list-style-type: none"> - Write different types of compositions (stories, personal letters, etc) - Revise writing by rearranging and/or adding details to writing - Write Using a Variety of forms - Structures and Conventions - Revision

State Standards	Social Studies JSD Standards
Lesson 1	<ul style="list-style-type: none"> - Identify groups, their traditions and the changes that have occurred over time (from each region). - Identify the basic belief systems that may dictate cultural behavior (i.e. foods, gender roles, political beliefs regard for environment, religion, class systems) of individuals and groups within our region and other Pacific Rim countries. - Explore how the environment and geography affect societies, i.e. lifestyles, population centers and migration.
Lesson 2	<ul style="list-style-type: none"> - Examine the changes that have occurred from purchase to territory to state in Alaska. - Examine the effects of outside cultures and authority on indigenous people.
Lesson 3	<ul style="list-style-type: none"> - Explore the legislation process (focus on rights). - Examine the effects of outside cultures and authority on indigenous people.
Lesson 4	<ul style="list-style-type: none"> - Explore the legislation process (focus on rights).

	- Examine the effects of outside cultures and authority on indigenous people.
Lesson 5	- Examine the main principles of ANCSA and ANILCA and their impacts upon the state. Emphasis on Tlingit, Haida and Tsimshian cultures.
Lesson 6	- Examine the changes that have occurred from purchase to territory to state in Alaska.

State Cultural Standards	JSD Culturally Responsive Schools Standards
Lesson 1	Students: <ul style="list-style-type: none"> - assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member. - recount their own genealogy and family history. - acquire insights from other cultures without diminishing the integrity of their own. - make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live. - identify and appreciate who they are and their place in the world.
Lesson 2	Students: <ul style="list-style-type: none"> - determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems. - anticipate the changes that occur when different cultural systems come in contact with one another
Lesson 3	Students: <ul style="list-style-type: none"> - determine the place of their cultural community in the regional, state, national and international political and economic systems.
Lesson 4	Students: <ul style="list-style-type: none"> - identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. - recognize how and why cultures change over time. - determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.
Lesson 5	Students: <ul style="list-style-type: none"> - acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders. - interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-

	bearers and educators in the community.
Lesson 6	<p>Students:</p> <ul style="list-style-type: none"> - reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them. - demonstrate an understanding of the relationship between worldview and the way knowledge is formed and used.

Tlingit Educational Significance

This topic is important to the Tlingit people because it focuses on an organization that strives to promote Alaska Native civil rights, supports Native culture for future generations and educates the community on Native issues. It covers a significant portion of Alaska history as well, especially Southeast Alaska and explains why Alaska Natives came together as a group to fight for their civil rights and to continue the preservation of their Native culture and traditions in the local community.

Tlingit Elder/Cultural Specialist Role

This unit will be enriched by the presence of a Tlingit elder because hearing the personal stories and experiences of ANB & ANS members is crucial to students understanding the great importance of these organizations to Alaska Natives. Elders will be able to give their first hand knowledge of the mission of their ANB or ANS camp, what they do in their meetings, what they do for our community and what their goals are within the organization. They can also answer questions that students might have about ANB & ANS, Tlingit culture and Tlingit language.

Family/Home/Community Connections

- ✓ **Pre-Event:** Students will have a letter to take home explaining what this unit is about and asking parents if they would like to come in to share their own knowledge about Alaska history or the history of ANB & ANS in our community.
- ✓ **Home Connections:** Students will take home an interview questionnaire about their own families' cultural heritage. They will have to interview one of their family members about their family history and culture and be able to share that with the class.
- ✓ **Culminating Event:** Students will plan and put together a classroom potluck for the end of the unit. Families and community members will be invited to come, students will bring in food to share with everyone and they will present and display their Bloom Ball projects for everyone to see.

Unit Assessment

Pre-Assessment

- In the Pre-Assessment students will complete a short brainstorm writing exercise and discussion on what they already know about ANB & ANS. From the discussion and writing the teacher will be able to determine how much

information students already know about these organizations in Alaska history. Students will also do a “Why is history important” activity and prepare their interactive notebooks for this unit’s notes and written assignments.

Post-Assessment

- In the Post-Assessment students will work on a Bloom Ball project that will incorporate the important information they’ve learned in the unit. They will use their notes, class discussions and class activities to analyze and synthesize the information from the unit as they create their Bloom Balls and they will also practice good writing and presentation skills. The culmination of the project will be a class potluck in which students will bring food to share and will put their Bloom Balls on display for everyone to see. Family and community members will also be invited to the event.

Unit Vocabulary

- **Aboriginal Lands** – Land claims made by the indigenous people of an area.
- **Indigenous People** - The people group that was the very first to live on a specific area of land.
- **Treaty** – A formal agreement between the U.S. government and ratified by Congress.
- **Assimilation** – The merging of the native population into the non-natives resulting in a loss of cultural identity.
- **Discrimination** - The unjust or prejudicial treatment of different categories of people or things, especially because of race, age or sex.
- **Territory** - An area of land under the jurisdiction of a ruler or state government.
- **Food Sovereignty** – the ability to have access to native foods which are healthy, local and culturally appropriate.
- **ANB (Alaska Native Brotherhood)** – The Alaska Native Brotherhood was originally formed to promote the assimilation of Alaska Natives and the work of Christian missions. However, they became key organizations in promoting the rights of Alaska Natives, especially in Southeast. They advocated for citizenship and fought against discrimination. The organization continues to be active today.
- **ANS (Alaska Native Sisterhood)** – The Alaska Native Sisterhood was originally formed to promote the assimilation of Alaska Natives and the work of Christian missions. However, they became key organizations in promoting the rights of Alaska Natives, especially in Southeast. They advocated for citizenship and fought against discrimination. The organization continues to be active today.
- **Tribal Governments** – There are over two hundred federally recognized tribal governments in Alaska. Tribal government powers include the rights to provide for the welfare of the children of the tribe, to pursue contracts with the federal government, to provide services for the tribal members and to form and administer tribal courts.
- **The Alaska Federation of Natives** - The Alaska Federation of Natives was formed in October 1966 in Anchorage. AFN was the first broad, state-wide organization

of Alaska Natives. It was a key to organization in the pursuit of a state-wide Native land claims settlement. It hosts the largest annual meeting of Alaska Natives, typically in October of every year.

- **ANILCA (The Alaska National Interest Lands Conservation Act)** – The Alaska National Interest Lands Conservation Act of 1980 was signed into law by President Carter and created over 100 million acres of parks, preserves, wildlife refuges and monuments and wild and scenic rivers. This Act more than doubled the protected lands in the United States. It included a key provision on subsistence, i.e., traditional and customary use. The impact of this provision continues to impact state and federal public policy today.
- **Regional Corporations** - Regional Corporations were created under the Alaska Native Claims Settlement Act of 1971. Based on the land loss formula and the number of enrolled shareholders, each of the twelve in-state corporations received a portion of the \$962.5 million settlement and a portion of the 40+ million acre promise of title for remaining Native lands. Corporations were to use these assets to promote the economic and social interests of Alaska Native shareholders and their descendents. Currently the corporations make up a growing part of the Alaskan economy. They invest billions of dollars in subsidiaries, investments and real estate and are a significant force in the Alaskan economy.
- **William Paul (1885-1977)** - An attorney, legislator and political activist from the Tlingit nation of Southeastern Alaska. He was known as a great political leader in the Alaska Native Brotherhood.
- **Elizabeth Peratrovich (1911-1958)** - Elizabeth Peratrovich was a prominent member of the Alaska Native Sisterhood who argued for the passage of the Anti-Discrimination Bill in the Territory of Alaska. In 1988 the Alaska Legislature established February 16th as "Elizabeth Peratrovich Day" to commemorate the anniversary of the signing of the Anti-Discrimination Act in 1945.
- **Dr. Walter Soboleff (1908-2011)** - An American Tlingit scholar, elder and religious leader. Dr. Soboleff was the first Alaska Native to become an ordained Presbyterian minister.
- **ANCSA** - The Alaska Native Claims Settlement Act of 1971 was an attempt by Congress to settle Native land claims in order to clear the way for the Alaska pipeline. Under the terms of this Act Congress paid \$962.5 million for the taking of more than 300 million acres of Native land title. Alaska Natives were promised clear title to over 40 million acres of their remaining land. Congress largely avoided the issue of Alaska's tribal governments by creating regional and village corporations.

Teacher Preparation for this Unit

Before you begin:

- ✓ Read the entire unit.
- ✓ Read through the Teacher Resource Materials & review the Powerpoint presentations included.
- ✓ Meet with a Tlingit Elder or Tlingit Culture Specialist to plan how they will be involved in the unit.
- ✓ Plan the culminating event potluck and how it will be organized.
- ✓ Make sure students each have a spiral notebook and classroom folder just for this class, to use for class notes and written assignments.
- ✓ Make sure you have a computer and projector available for every class.
- ✓ Make sure you have scissors, glue and markers/colored pencils available for students to use during each class period.

Prior to the Pre-Assessment:

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #1” and think of follow-up/additional questions for students.
- ✓ Read over the “Anticipation Guide” Worksheet and “Why Study History Powerpoint”.
- ✓ Copy the “Anticipation Guide”.
- ✓ Copy and preview the “ANB ANS Unit Parent Intro Letter”.
- ✓ Preview the vocabulary words and definitions.

Prior to lesson 1

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #2” and think of follow-up/additional questions for students to discuss.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.
- ✓ Copy and preview the “SE Alaska Native Groups Reading” handout.
- ✓ Copy and preview the “Traditional Peoples Notes” worksheet.
- ✓ Copy and preview the “Eastern & Western Beliefs” handout.
- ✓ Copy and preview the “Cultural Heritage Questionnaire” worksheet.
- ✓ Copy and preview the “SE Alaska Native Stories” handout & note worksheet.
- ✓ Copy and preview the “Story Map” worksheet handout.

Prior to lesson 2

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #3” and think of follow-up/additional questions for students.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.

- ✓ Copy and preview the “Alaska Geography Lesson” packet.
- ✓ Copy and preview the “Alaska Map Activity” including the “Alaska Map Questions” and “Blank Alaska Map”.
- ✓ Copy and preview the “Alaska History Timeline” handout.
- ✓ Copy and preview the “Alaska Purchase Lesson” worksheets.
- ✓ Copy and preview the “Traditional Societies” reading handout.
- ✓ Copy and preview the “Cause & Effect Notes” worksheet.
- ✓ Copy and preview the “Alaska’s Flag Song” handout.

Prior to lesson 3

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #4” and think of follow-up/additional questions for students.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.
- ✓ Obtain and preview a copy of the “For the Rights of All: Ending Jim Crow in Alaska” DVD.
- ✓ Copy and preview the “For the Rights of All” Movie Study Guide worksheet.
- ✓ Copy and preview the “ANB ANS Constitution Activity” worksheet.
- ✓ Copy and preview the “Tlingit Values Poster” handout.
- ✓ Copy and preview the “Values List” handout.

Prior to lesson 4

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #5” and think of follow-up/additional questions for students.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.
- ✓ Copy and preview the “The Story of Your Name Activity” handout.
- ✓ Copy and preview the “Elizabeth Peratrovich Article” handout.
- ✓ Copy and preview the “ANS News Article” handout.
- ✓ Copy and preview the “Current Events Assignment” worksheet.
- ✓ Copy and preview the “Elizabeth Peratrovich Day Foldable Book” handout.

Prior to lesson 5

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #6” and think of follow-up/additional questions for students.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.
- ✓ Copy and preview the “Subsistence Summary” handout.
- ✓ Copy and preview the “ANCSA Summary” handout.
- ✓ Copy and preview the “ANILCA Summary” handout.
- ✓ Copy and preview the “ANB AFN Venn Diagram Notes” worksheet.

Prior to lesson 6

- ✓ Make sure students have a spiral notebook and classroom folder just for this class.
- ✓ Read over the “ANB ANS Brainstormer Powerpoint #7” and think of follow-up/additional questions for students.
- ✓ Copy the “Word Map” worksheet for each vocabulary word in the lesson.

LESSON PLANS

Pre-Assessment

To begin the pre-assessment, give students the “Anticipation Guide”, read over the directions and give them 5-10 minutes to complete it. Remind them that these are their own personal responses to the statements so there is no right or wrong answers. When they are finished have them pair share their responses with a partner and discuss why they agree or disagree with the statements.

Before beginning the unit, explain to students that it's first important to understand why we study the subjects that we do in school. Ask them to write down at least 2 reasons they think it's important to study history in their notebooks and have volunteers share their answers with the class. Then, show them the “Why Study History” Powerpoint and go over the main reasons the study of history is important in our lives, not just in school. As you go through the Powerpoint have students think of examples, besides the ones given, that help show why history is relevant to things that are happening in our world today. When the Powerpoint is over, explain that the unit you will be beginning is important for all of the reasons listed, but that it is even more important because it's about the place that we live in, Alaska and the history of all of the people that live in our area of Alaska, Southeast.

Next, put up the “ANB ANS Brainstormer #1” on the projector. Explain to students that you will be asking them to respond to these Brainstormers each time you start a new lesson to get them thinking about their own background knowledge or what they already know about the topic of each lesson. For this first Brainstormer students should answer the questions in a fast-write format in their spiral notebooks. For each Brainstormer have them put a label and date at the top of the page. Give students 5-10 minutes to respond to the questions in writing and let them know that you're only grading them on participation, not on how much information they already know.

Once students are finished with the Brainstormer, go over the questions one by one, calling on volunteers to share what they wrote. Explain to the class that these Brainstormers are just to get their brains thinking about what they're going to be learning and that they will be learning more about the topic throughout the lesson.

Collect the “Anticipation Guide” and “Brainstormer #1” responses to assess students’ previous knowledge of the subject of this unit. The class discussion throughout the pre-assessment will also be helpful in assessing how much students already know about Alaska history, ANB & ANS and Alaska Native culture.

Lesson 1

(Early Alaska History)

Objectives

- Students will analyze and discuss the differences between Eastern and Western belief systems.
- Students will read about and take notes on the different cultures of Alaska Native groups in Southeast Alaska.
- Students will evaluate and analyze the importance of indigenous people groups in this area and the significance of their social and cultural traditions.

Time Needed

Session 1 (Engage, Explore and Explain 60 minutes)

Session 2 (Elaborate and Evaluate 60 minutes)

Materials

- ✂ Computer Projector
- ✂ ANB ANS Brainstormers PowerPoint
- ✂ Student Spiral Notebooks & Class Folders (1 per student)
- ✂ Scissors, glue/tape for each student

Student Pages

- Word Map Worksheet
- SE Alaska Native Groups Reading Handout
- Traditional Peoples Note Worksheet
- Eastern & Western Beliefs Handout
- Stories From the Northwest Coast Handout & Worksheet
- Cultural Heritage Questionnaire
- SE Alaska Native Stories Handout
- Story Map Worksheet

Vocabulary

- **Indigenous People** – The people group that was the very first to live in a specific area of land.

ENGAGE

Have students respond to the ANB ANS Brainstormer #2 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share

with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

EXPLORE

Pass out the “Eastern & Western Beliefs” handout to students and read over it with them, asking students to read aloud as you go through. When you’ve finished going over the handout have students put a check mark next to the statement on each side that best describes their own worldview or belief system. Have them count up which side has more check marks and then divide the class into two Eastern and Western groups. Discuss as a whole what might be some of the consequences, good and bad, when these two different belief systems have to meet and work together. Lead them into the idea that these two systems have clashed many times throughout history and one of those was when Europeans/non-Natives first came to Alaska and encountered the indigenous Alaska Native peoples here.

EXPLAIN

Pass out the “Word Map Worksheet” for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Pass out the “SE Alaska Native Groups Reading” handout and notes and, as a class, read through the handout. Call on students to read sections as well and have students fill in their note sheets along with you as you read. Use a projector to model your notes for students. When the notes are filled in discuss with students the similarities and differences between the four main Alaska Native groups in Southeast. Have them think about how geography, resources and climate affected how these groups lived and how these things still affect all of the people that live in Southeast today, including themselves. These notes should go into students’ classroom folders.

ELABORATE

Divide students into 6 groups and give each group copies of one of the 6 “SE Alaska Native Stories” handout. Also, pass out the “SE Alaska Native Stories” to every student for their notes. In their groups, have students read through the story they have been given and fill in the note sheet for it. Each group member should fill in their own notes. Once all of the groups are finished, come together as a class and have each group report back on the notes that they took. As each group reports back have all students fill in their note sheets for every story. You can model this on the projector while students fill in their own notes. These notes should go into students’ classroom folders.

If available, have a guest Native storyteller/Elder come in to tell the stories to the class and then fill in the notes with students when the presentation is over.

EVALUATE

To evaluate what they've learned, have students write their own short story (at least 1 page) using the "Story Map" worksheet about some aspect of the place they live in. These stories can be about anything they want, but must be set here in Southeast, Alaska. This assignment could be homework if students don't have enough class time to finish it.

Lesson 2 **(The Alaska Territory)**

Objectives

- Students will learn the important geographical features of Alaska, including cities, landforms, and bodies of water and climate regions.
- Students will identify and describe important events in Alaska history.
- Students will compare and contrast European and Alaska Native influences on Alaska history.
- Students will analyze the affects of European influence on Alaska Native culture and society.

Time Needed

Session 1 **(Engage, Explore and Explain 60 minutes)**

Session 2 **(Elaborate and Evaluate 60 minutes)**

Materials

- ✂ ANB ANS Brainstormers Powerpoint
- ✂ ANB ANS Powerpoint
- ✂ Computer Projector
- ✂ Student Spiral Notebooks & Class Folders (1 per student)
- ✂ Scissors, glue/tape, markers/crayons/colored pencils for all students

Student Pages

- Word Map Worksheet
- Alaska Geography Lesson Reading Packet
- Alaska Map Activity
- Alaska Map Questions
- Blank Alaska Map
- Alaska History Timeline Handout
- Alaska Purchase Lesson Worksheet
- Traditional Societies Reading
- Cause & Effect Notes Worksheet
- Alaska's Flag Song Handout

Vocabulary

- **Treaty** – A formal agreement between the U.S. government and ratified by Congress.
- **Territory** - An area of land under the jurisdiction of a ruler or state government.

ENGAGE

Have students respond to the ANB ANS Brainstormer #3 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

EXPLORE

Pass out the “Alaska Geography Lesson Reading Packet”, “Alaska Map Activity” and “Alaska Map Questions” to students. Have them cut and glue/tape the second two into their notebooks. Read through the reading packet with students, stopping after each region section to point out specific areas on their Alaska map. When you are finished reading through the packet have students color in their map using a key with different colors representing cities, landforms, bodies of water and climate regions. Show them Slide #2 of the “ANB ANS Powerpoint” to help them also. Then have students answer the map questions sheet using the map they’ve just completed. Go over the question answers as a class when everyone is finished.

Next, pass out the “Blank Alaska Map” and, using the reading packet information, have students use a color key for the 6 major Alaska Native groups: Inupiaq, Yupik, Aleut, Athabascan, Eyak, and Tlingit/Haida/Tsimshian. They should use a different color to fill in the area each group is found in Alaska and create a key showing which color represents which group. Show them Slide #3 of the “ANB ANS Powerpoint” to help them as they work. When students are finished, review with them from the reading the similarities and differences between the Native groups within Alaska.

Pass out the “Alaska History Timeline” handout and read through the directions with students. Have them cut out the different events, glue them in order into their notebooks (leaving room for a picture and notes underneath each strip) and then draw a picture/visual/symbol that will help them remember that event. Once they have that done, go through the timeline with them giving a little more explanation for each event. The notes they write should help them remember why that event is significant in Alaska history.

EXPLAIN

Pass out the “Word Map Worksheet” for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Present to students the “ANB ANS Powerpoint Slide 8” on Alaska Territory & Statehood. Show the video links on the Powerpoint and give students a copy of the “Alaska’s Flag Song” handout before showing the video about it.

Next, pass out the handouts and worksheets for the “Alaska Purchase Lesson” and go through the lesson with students. This lesson includes a worksheet on how the U.S. acquired territories & states, the pro and con debate over the U.S. buying Alaska from Russia and a note-taking sheet for students to review the historical debate. These notes should go in students’ classroom folders when they’re done.

ELABORATE

Pass out the “Traditional Societies Reading” handout and read through it with students, calling on volunteers to read aloud. Discuss the importance of tribal governments in Alaska Native culture and how that structure helped the society live in the way that it wanted to. Have students think about how these societies were changed when other governments (Russian, U.S.) were forced upon them.

EVALUATE

Pass out the “Cause & Effect Notes” worksheet and review what students have just read about the importance of tribal governments in Alaska Native society. Have students brainstorm with a partner possible effects of the causes listed on the worksheet, then have volunteers share their ideas with the class. Model your notes for students and elaborate on the causes/effects of outside influences on the traditional tribal government system.

Lesson 3

(The Beginning of ANB & ANS)

Objectives

- Students will identify the origins of the ANB & ANS organizations in Southeast Alaska and their original missions.
- Students will explain the causes of discrimination towards Alaska Natives and evaluate how they came about.
- Students will analyze Tlingit cultural values and assess their own personal values.

Time Needed

Session 1 (Engage, Explore and Explain 60 minutes)

Session 2 (Elaborate and Evaluate 60 minutes)

Materials

- ✂ ANB ANS Brainstormers Powerpoint
- ✂ ANB ANS Powerpoint
- ✂ Computer Projector

- ✂ Movie Projector
- ✂ “For the Rights of All: Ending Jim Crow in Alaska” DVD
- ✂ Student Spiral Notebooks & Class Folders (1 per student)
- ✂ Poster Paper, Markers/Colored Pencils/Crayons

Student Pages

- Word Map Worksheet
- “For the Rights of All” Movie Study Guide Worksheet
- ANB ANS Constitution Activity Worksheet
- Tlingit Values Poster Handout
- Values List Handout

Vocabulary

- **Assimilation** – The merging of the native population into the non-natives resulting in a loss of cultural identity.
- **Discrimination** - The unjust or prejudicial treatment of different categories of people or things, especially because of race, age or sex.
- **ANB (Alaska Native Brotherhood)** – The Alaska Native Brotherhood was originally formed to promote the assimilation of Alaska Natives and the work of Christian missions. However, they became key organizations in promoting the rights of Alaska Natives, especially in Southeast. They advocated for citizenship and fought against discrimination. The organizations continue to be active today.
- **ANS (Alaska Native Sisterhood)** – The Alaska Native Sisterhood was originally formed to promote the assimilation of Alaska Natives and the work of Christian missions. However, they became key organizations in promoting the rights of Alaska Natives, especially in Southeast. They advocated for citizenship and fought against discrimination. The organizations continue to be active today.

ENGAGE

Have students respond to the ANB ANS Brainstormer #4 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

Present the “ANB ANS Powerpoint” slides 1, 2, 3 and 4 to students, along with the included links and videos. These slides explain the beginnings of ANB & ANS with information about the original founders, the original ANB hall in Sitka and the preamble to the ANB & ANS Constitution.

EXPLORE

Give students a copy of the “ANB ANS Constitution Activity” worksheet as they view slide 4 of the Powerpoint. Read over the preamble with them and then have them follow the directions at the bottom of the page.

*This would be a good time for a cultural specialist, elder or someone in the school who speaks Tlingit to come in and read the preamble for students in the Tlingit language and to give an introduction to the language itself.

After students have followed the directions at the bottom of the page have them make lists in their notebooks of the verbs, nouns and proper nouns in the preamble. Put the lists up on the projector and ask them if they see any similarities/patterns in the words. Ask them how the words help explain ANB & ANS's mission from the Preamble. Brainstorm ideas as a class.

EXPLAIN

Pass out the "Word Map Worksheet" for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Pass out the "For the Rights of All" Movie Study Guide to students and read the introduction to the movie. Explain to students that they will be taking notes on important ideas in the movie so they should review the sheet now to know what to look for as they watch. Play the movie for students, pausing after each section to go over the notes with students. Model your notes for them on the projector.

ELABORATE

Allow students to move into groups of 4 or 5 and give them 10-15 minutes to discuss the Small Group Discussion Questions at the end of the movie study guide. Remind them that their group will have to share some of what they discuss with the whole class so they should be ready to support their answers. When they are done discussing in their small group come back together as a class and discuss the questions as a whole. Ask for volunteers to share what their group talked about and remind them that participation in class discussions is always part of their individual grade.

EVALUATE

Pass out the "Tlingit Values Poster" handout and go over the values listed. Explain that this is a way for Tlingit people to share their belief system about the world with others and is used to support and remind themselves of their cultural values as a people.

Explain to students that they will be creating their own Personal Values Poster like the one they've just looked at. They should include 10 values that are important to them, along with a one sentence explanation of why they think it is important. They may use values already listed on the Tlingit Values Poster if those are also important to them or they can use examples from the "Values List" handout. They should use poster size paper for this and add color and at least 1 picture or symbol that represents something about them. This assignment could be finished for homework if students don't have

enough class time to finish it. When they are completed, have students share their posters with the class and display them somewhere prominent in the classroom.

Lesson 4

(ANB & ANS Civil Rights and Political Leaders)

Objectives

- Students will study important political and social leaders in ANB & ANS history.
- Students will analyze the impact that Elizabeth Peratrovich had on Alaska Native civil rights and compare her to other civil rights leaders.
- Students will examine a news article for content and formulate their own opinion of it.

Time Needed

Session 1 (Engage, Explore and Explain 60 minutes)

Session 2 (Elaborate and Evaluate 60 minutes)

Materials

- ✂ ANB ANS Brainstormers Powerpoint
- ✂ ANB ANS Powerpoint
- ✂ Computer Projector
- ✂ Student Spiral Notebooks & Class Folders (1 per student)
- ✂ Plain White Paper (2 pieces per student)

Student Pages

- Word Map Worksheet
- The Story of Your Name Activity Handout
- Elizabeth Peratrovich Article Handout
- ANS News Article Handout
- Current Events Assignment Worksheet
- Elizabeth Peratrovich Foldable Book Handout

Vocabulary

- **William Paul (1885-1977)** - An attorney, legislator and political activist from the Tlingit nation of Southeastern Alaska. He was known as a great political leader in the Alaska Native Brotherhood.
- **Elizabeth Peratrovich (1911-1958)** - An important Alaska civil rights activist, working on behalf of equality for Alaska Native peoples. She was the single driving force behind the passage of the state's Anti-Discrimination Act of 1945, the first anti-discrimination law in the United States.
- **Dr. Walter Soboleff (1908-2011)** - An American Tlingit scholar, elder and religious leader. Dr. Soboleff was the first Alaska Native to become an ordained Presbyterian minister.

ENGAGE

Have students respond to the ANB ANS Brainstormer #5 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

Have students complete “The Story of Your Name Activity” by sharing how they got their name with a partner in class.

*This would be a good time for a cultural specialist, elder or someone in the school who speaks Tlingit to come in and explain how people in the Tlingit culture introduce themselves. Also, if there are students in the class who know how to introduce themselves in Tlingit this would be a good opportunity for them to share their knowledge with the class.

EXPLORE

Present the “ANB ANS Powerpoint” slides 5 & 6 to students using the links and videos. Have them take notes in their notebooks on who William Paul, Elizabeth Peratrovich and Dr. Walter Soboleff were and then do a Think Pair Share on other civil rights leaders they can think of from history. Have volunteers share with the class.

EXPLAIN

Pass out the “Word Map Worksheet” for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Pass out the “Elizabeth Peratrovich Article” handout and “Current Events Assignment” worksheet to students. Have students choose one article from the handout to read and fill in the “Current Events Assignment” for. They should choose whichever article about Elizabeth Peratrovich that is most interesting to them. When they have finished, ask for volunteers to share with the class which article they chose and what it was about so that students can hear what all of the different articles were about.

ELABORATE

Give students the “ANS News Article” handout and read through it as a class. Discuss what it adds to what students have learned about Elizabeth Peratrovich and the mission of the Alaska Native Sisterhood.

EVALUATE

Explain to students that they will be creating a mini-book about Elizabeth Peratrovich’s life. They should create the book to explain to a 5th grader who Elizabeth Peratrovich was and why she is important in Alaskan history. The book should include at least 5 important facts about her life, what the Equal Rights Act of Alaska was and why

Elizabeth fought against discrimination. It should also include at least 1 picture of Elizabeth. Give students the “Elizabeth Peratrovich Day Foldable Mini-Book” handout that explains how to put the book together. This assignment could be finished for homework if students do not have enough time in class to finish it.

Lesson 5 (ANCSA & ANILCA)

Objectives

- Students will gain insight into the historical basis for land claims in Alaska.
- Students will analyze the implications of ANCSA & ANILCA as they relate to the native and non-native populations of Alaska.
- Students will assess the role that the ANB & ANS played in the passage of ANCSA & ANILCA.

Time Needed

Session 1 (Engage, Explore and Explain 60 minutes)
Session 2 (Elaborate and Evaluate 60 minutes)

Materials

- ✂ ANB ANS Brainstormers Powerpoint
- ✂ ANB ANS Powerpoint
- ✂ Computer Projector
- ✂ Student Spiral Notebooks & Class Folders (1 per student)

Student Pages

- Subsistence Summary Handout
- ANCSA Summary Handout
- ANILCA Summary Handout
- Word Map Worksheet
- ANB AFN Venn Diagram Notes Worksheet

Vocabulary

- **Aboriginal Lands** – Land claims made by the indigenous people of an area.
- **Food Sovereignty** – the ability to have access to native foods which are healthy, local and culturally appropriate.
- **Tribal Governments** – There are over two hundred federally recognized tribal governments in Alaska. Tribal government powers include the rights to provide for the welfare of the children of the tribe, to pursue contracts with the federal government, to provide services for the tribal members and to form and administer tribal courts.
- **The Alaska Federation of Natives** - The Alaska Federation of Natives was formed in October 1966 in Anchorage. AFN was the first broad, statewide organization of

Alaska Natives. It was a key to organization in the pursuit of a statewide Native land claims settlement. It hosts the largest annual meeting of Alaska Natives, typically in October, of every year.

- **ANCSA** - The Alaska Native Claims Settlement Act of 1971 was an attempt by Congress to settle Native land claims in order to clear the way for the Alaska pipeline. Under the terms of this Act Congress paid \$962.5 million for the taking of more than 300 million acres of Native land title. Alaska Natives were promised clear title to over 40 million acres of their remaining land. Congress largely sidestepped the issue of Alaska's tribal governments by creating regional and village corporations.
- **ANILCA (The Alaska National Interest Lands Conservation Act)** – The Alaska National Interest Lands Conservation Act of 1980 was signed into law by President Carter and created over 100 million acres of parks, preserves, wildlife refuges and monuments and wild and scenic rivers. This Act more than doubled the protected lands in the United States. It included a key provision on subsistence, i.e., traditional and customary use. The impact of this provision continues to impact state and federal public policy today.

ENGAGE

Have students respond to the ANB ANS Brainstormer #6 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

EXPLORE

Pass out the “Subsistence Summary” Handout and read through it with students. Explain that Subsistence (or Food Sovereignty) is a very important issue to ANB & ANS because it affects many Alaska Native people and is central to the land issues between Alaska Natives and the government.

Ask students to place themselves in this scenario and then have them write about what they would do in their notebooks: They are stranded on an island here in Southeast with only raingear, a pocket knife and one box of matches. How can they subsist off of the land in order to survive? What can they eat? What can they drink? What can they do for shelter? Have them fast-write for 5-10 minutes, pair share with a partner and then discuss as a class. Explain that subsistence is basically being able to live off of or be dependent on, what the land provides and that it has been the traditional way of living for indigenous people for thousands of years.

EXPLAIN

Pass out the “Word Map Worksheet” for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Pass out the “ANCSA Summary” Handout to students and read through it with them as a class. As you read, have them take notes on the main ideas and important points in the reading. When they are finished, go over the notes with them to see if they came up with the same main ideas and important points as the rest of the class. Model your notes for them as well.

ELABORATE

Give students the “ANILCA Summary” Handout and read through it with them as a class. When you’re finished reading, discuss the importance of Food Sovereignty in the “who owns Alaska’s land” debate and why it is so important to Alaska Natives.

EVALUATE

Present to students the “ANB ANS Powerpoint” Slide 7 along with the video link. Explain what the AFN is and how it relates to the ANB & ANS and to ANCSA.

Pass out the “ANB & AFN Venn Diagram Notes” Worksheet and have student’s list differences and similarities in the mission and goals of the ANB & AFN. When they are finished go over the lists as a class and model your own notes on the projector so students can add to theirs. These notes should go into their classroom folders.

Lesson 6

(ANB & ANS Today)

Objectives

- Students will study the role of the ANB & ANS today and examine its impact on modern Alaska Native culture in Southeast.
- Students will define the goals of ANB & ANS in recent years and determine whether the mission of this organization has changed over time.

Time Needed

Session 1 (Engage, Explore and Explain 60 minutes)

Session 2 (Elaborate and Evaluate 60 minutes)

Materials

- ✂ ANB ANS Brainstormers Powerpoint
- ✂ ANB ANS Powerpoint
- ✂ Computer Projector
- ✂ Student Spiral Notebooks & Class Folders (1 per student)

Student Pages

- Word Map Worksheet

Vocabulary

- **Regional Corporations** - Regional Corporations were created under the Alaska Native Claims Settlement Act of 1971. Based on the land loss formula and the number of enrolled shareholders, each of the twelve in-state corporations received a portion of the \$962.5 million settlement and a portion of the 40+ million acre promise of title for remaining Native lands. Corporations were to use these assets to promote the economic and social interests of Alaska Native shareholders and their descendents. Currently the corporations make up a growing part of the Alaskan economy. They invest billions of dollars in subsidiaries, investments and real estate and are a significant force in the Alaskan economy.

ENGAGE

Have students respond to the ANB ANS Brainstormer #7 prompts in their notebooks. Give them 5-10 minutes to write down their responses and then have them pair share with a partner for about 5 minutes. Ask for volunteers to respond to each question as a class and answer any further questions students might have about the prompts.

EXPLORE

Present the “ANB ANS Powerpoint” Slide 9 to students along with the video links that cover the cultural heritage mission of ANB & ANS. As you watch the videos with students ask them to share their own personal experiences with these cultural traditions, having seen or participated in them. Ask students to think about why experiencing Alaska Native culture is an important part of our local community, even for non-Natives.

EXPLAIN

Pass out the “Word Map Worksheet” for each of the lesson vocabulary words and fill them in with students. Have them cut out and glue each word into their notebooks as a reference for the rest of the unit.

Present the “ANB ANS Powerpoint” Slide 10 to students along with the video links to current ANB & ANS issues in our community. As they listen to the “Subsistence for Alaska Natives” podcast remind them of what they’ve already learned about subsistence and the important role that it plays in Alaska Native culture. As they watch the “Sitka Cultural Center Protest” video remind them of what they’ve learned about the mission of ANB & ANS to promote Alaska Native cultural heritage here in Southeast. And as they listen to “ANB ANS Conference & Constitution Changes” remind them that ANB & ANS are organizations that continue to grow and change as the world around us changes.

EVALUATE

Present to students the “ANB ANS Powerpoint” Slide 11 on the legacy of ANB & ANS and have students copy the list into their notebooks. Ask students if they can think of any

other legacies of ANB & ANS and what they think is the most important thing these organizations have accomplished for Alaska Natives.

Summative Assessment

Present to students the “ANB ANS Powerpoint” Slide 12 on the importance of Koo.eex (Potlatch) in Tlinglit culture and explain to students that they will be putting on a presentation and potluck for the class as a final part of the unit. They will each bring a food to share with the class and can invite their families to come as well. Make a list of what students are going to bring and give them the “Class Potlatch Invitation” slip to take home to their families.

Pass out the “ANB & ANS Bloom Ball Project” packet and go over the instructions with students. They may work individually or in groups for this project, depending on how you would like to structure it. Once students have heard the instructions for the project they may begin creating their Bloom Balls. They should first use the packet notes pages to write down all of their notes and then begin creating the 12 different sides of their Bloom Ball. This project should take 3-4 days to complete (using 60 minute class periods) so make sure students know that they will have to prioritize their time wisely. They should finish the note portion of the project by the end of the first day, have at least 6 sides of their Bloom Ball completed by the second day and have the entire Bloom Ball completed by the end of the third day.

The day after students have completed their Bloom Ball projects should be the Class Potluck celebration. Students should bring in food to share and families/community members can be invited. For the first half of the celebration students will complete the “ANB ANS Brainstormer” #8 in their notebooks and present their Bloom Ball projects to the class by sharing at least 2 new things they learned during the unit and putting their project on display for others to see. The second half of the celebration will be for the potluck and socializing.

Teacher Resources and Student Pages

*See attached resources and student pages.

*Internet Resources:

Alaska History and Cultural Studies

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

Alaska Native Knowledge Network

<http://ankn.uaf.edu/>

Alaskool

<http://www.alaskool.org/alaska.htm>

Alaska Civil Rights Forum

<http://www.alaskacivilrights.org/index.html>

History of Alaska

http://en.wikipedia.org/wiki/History_of_Alaska

ANB & ANS Grand Camp

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