

Why is ANCSA Significant to Our Culture, Our Land, and Our State?

American Government/Civics/Alaska History

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Introduction

The territory of Alaska remained mysterious and unknown until explorers began pursuing manifest destiny “rights”. Seal hunting, bootlegging alcohol, mining, and tourism were lucrative businesses in Alaska, which led to a population increase in our state, as well as an exhaustion of resources. That, in combination with the introduction of new germs and diseases depleted many Alaska Native populations. Those who survived would face cultural changes.

Alaska’s year-round population increased after the discovery of gold, as the federal government implemented the Homestead Act, which provided free land in exchange for pledging to live and work on it. Judge James W. Wickersham encouraged Alaska Natives to take advantage of the Homestead Act, or others would. However, Alaska Native tribes relied on the environment to provide them with food and shelter and most tribes believed they were, “stewards of the land” versus “owners of the land”. In addition, many of them used art and the spoken word as a form of expression and/or a way to maintain cultural traditions versus abiding by the written word. They were all affected by the settlement of whites, as their arrival introduced religion, boarding schools, disease, sickness, and the implementation of new ways that usually contradicted their original belief systems.

Soon afterwards, railroads were built to move salmon, copper, and coal and towns such as Anchorage popped up near these routes. The federal government bolstered Alaska’s economy by funding Anchorage with utilities, fire protection, a hospital, schools, and city management. Alaska’s proximity to Russia gave it strategic value to the United States during the Cold War and after the Japanese attacked the Aleutian islands of Attu and Kiska, modern development exploded in our state. In addition to bringing defense dollars and thousands of people north,



World War II was a pivotal moment for Alaska, as the government established military bases and built the ALCAN Highway to move people and materials across our state. Alaskans had finally demonstrated their maturity to Congress and on January 3, 1959, we became the 49th state to join the Union.

After oil was discovered in Prudhoe Bay in 1968, the first topic of discussion was who “owned” the land and how would they be compensated so that our state could make a profit off the resources? “ANCSA was signed into law by President Nixon, which abrogated Native claims to aboriginal lands. In return, they received up to 44 million acres (180,000 km²) of land and were paid \$963 million. The land and money were divided among regional, urban, and village corporations. The settlement compensated the Natives for the collaborative use of their lands and opened the way for all Alaskans to profit from oil, one of the state's largest natural resources.”¹ The 1971 Alaska Native Claims Settlement Act (ANCSA) was a significant event in Alaska’s history, however, establishing Alaska Native Corporations and treading out into the business world proved to be detrimental to Alaska Native tribes.

¹ “Alaska Native Claims Settlement Act (ANCSA).” *Doyon, Limited*. N.p., n.d. 21 December 2012.



Unit Overview

Students will understand:

- The acronym “ANCSA” (Alaska Native Claims Settlement Act).
- Different cultures have opposing views about “land ownership” and ANCSA is a controversial topic for our state.
- Land claims issues came to the surface after “black gold” was found in our state and people wanted to access it.
- This piece of legislation gave Alaska Natives 44 million acres of land, but it proved to be costly for Alaska Native tribes.
- The Alaska Native Claims Settlement Act required tribes to develop regional corporations and governments and led to the “Americanization” of Alaska Native tribes.
- This “Americanization” of Alaska Native tribes impacted our cultures and many members faced the decision of assimilating or holding true to their roots.
- Enrollment issues proved to be devastating amongst generations of Alaska Native tribes.

As a result of this unit students will be able to:

- Analyze and evaluate information related to the Alaska Native Claims Settlement Act and express ideas both in writing and orally.
- Examine how moving from an attitude of land stewardship to land ownership has impacted Tlingit culture.
- Explore ways in which we can revitalize Tlingit cultural traditions that may have weakened as a result moving into the western world of business and politics.
- Evaluate the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Educational Significance

- This unit will emphasize the impact of shifting from an attitude of land stewardship to land ownership has had on Tlingit culture.
- This unit will emphasize revitalizing Tlingit cultural traditions that may have weakened as a result moving into the western world of business and politics.
- In addition, this unit will emphasize the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Elder or Culture Bearer Role

- An elder who experienced building the Alaska Native Corporations, endured the enrollment process, and experienced the lasting effects of such a change would be a valuable resource during this unit.
- Panel members from a local Native Corporation would be welcome to come testify to their work responsibilities and the importance of succeeding in a Western world.

Culminating Project or Event

- Color Line Visuals (can be children’s books, podcasts, iMovie, or Garage Band productions if time and resources are available).
- Present Color Line Visuals to elders, cultural specialists, panel members, and extended family members and offer them traditional food to thank them for their support in the classroom.



Lesson Overview

| Lesson Description | Literacy Strategies | Vocabulary |
|--|--|---|
| <p>1 Introduction to Unit Expectations The purpose of this lesson is to both activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of Alaska Native Claims Settlement Act (ANCSA) and are introduced to respect protocols and expectations. The teacher defines “protocol”, “community” and “respect” and students begin a vocabulary foldable (word on one flap, definition and an illustration on the inside).</p> | <p>Collaboration Graphic Organizer Vocabulary Foldable</p> | <p>Protocol Community Respect</p> |
| <p>2 Before We Start The teacher defines “ANCSA” and “Aboriginal Claim” and students add these terms to their vocabulary foldable. Teacher explains how to go about marking the text and students practice this skill while reading the article titled, “Digest of Federal Resource Laws of Interest to the U.S. Fish & Wildlife Service (ANCSA)”. In the margins of their text, students write questions they’d like to find out the answers to while learning and what they can recall from their reading. Students share their work with an elbow partner, and report out to the group. As a group, the class develops a K-W-L graphic organizer. Students are assessed on participation in marking the text, sharing ideas within their small groups, or adding ideas to the whole group discussion about the graphic organizer.</p> | <p>Vocabulary Foldable Marking the Text Think Aloud Thing-Pair-Share Graphic Organizer</p> | <p>Alaska Native Claims Settlement Act (ANCSA) Aboriginal Claim</p> |
| <p>3 Existing Belief Systems The teacher defines, “ownership” and “stewardship” and students update their vocabulary foldable. The teacher draws students’ attention to the “Want to Know” column of our graphic organizer. Students practice respect protocols while listening to an elder or cultural specialist talk about the ways they were raised in regards to interacting with the land. Students read and examine two tables of information about Land Ownership Attitudes presented in “Existing Belief Systems & Land Ownership Attitudes”. Teacher encourages students to revisit their K-W-L graphic organizer; has anything changed or should we make any edits? Students are assessed on following respect protocols, and participation during the group discussion (active listening and/or verbal contributions).</p> | <p>Vocabulary Foldable Guest Speaker Graphic Organizer</p> | <p>Ownership Stewardship</p> |
| <p>4 Alaska’s Petroleum Resource The teacher defines “black gold” and students update their vocabulary foldable. Students list information they recall from yesterday’s presentation about land ownership vs. land stewardship. Students share their ideas with an elbow partner and each group reports back about one thing they remember from our prior lessons. Teacher instructs students on how to take Cornell Notes (topic on top, Level 2 or Level 3 questions in the left-hand column after class, notes in the right-hand column during class, summary at the bottom of the page after class). So why does any of this matter? Teacher introduces the idea that black gold was a valuable resource for our state and after it was discovered in Prudhoe Bay, land rights issues surfaced. Students watch 10 minute ANCSA video clip (PBS) and take Cornell Notes. Teacher models quality Level 2 and Level 3 questions and a summary with document viewer. Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes.</p> | <p>Vocabulary Foldable Think-Pair-Share Whip Around Cornell Notes Collaboration</p> | <p>Black Gold</p> |



Lesson Overview

| Lesson Description | Literacy Strategies | Vocabulary |
|--|---|-----------------------------------|
| <p>5 Rest Stop/Check for Understanding Students trade Cornell Notes with a classmate and compare their classmates’ work with the sample provided by teacher. Students provide each other with verbal and written feedback about their organization, clarity in writing, and ability to use their Cornell Notes as a study guide in the future. Teacher explains storyboard expectations (divide your paper into 10 slides, draw one picture on each slide, use less than 10 words/slide and tell us what we need to know about ANCSA). Teacher provides class with a sample storyboard. Students review their notes and collaborate in small groups to identify the 10 most important facts/details related to ANCSA. Each student submits their list of facts/details to the teacher for approval and they complete a storyboard. Students are assessed on whether or not they include accurate facts/details related to ANCSA in their storyboards. Homework: complete storyboard.</p> | <p>Collaboration Cornell Notes Storyboards</p> | |
| <p>6 Establishing Native Corporations The students submit their storyboards and the teacher defines “corporation” and “enrollment” while the students update their vocabulary foldable. Teacher talks about how and why Native Corporations came to be and how this transition into the business world impacted Alaska Native cultures. Teacher explains the controversy surrounding enrolling tribal members, the benefits of becoming an enrolled tribal member, and the present-day responsibilities of Alaska Native Corporations. Students practice respect protocols while listening to the teacher talk about how venturing into the business world has impacted culture and tradition. Students take an additional set of Cornell Notes about enrollment issues and the controversy surrounding, “trading in moccasins for work shoes”. Students are assessed on following respect protocols. Homework: complete Cornell Notes and develop questions for tomorrow’s panel members about their work in a tribal corporation.</p> | <p>Lecture Cornell Notes Group Discussion Collaboration</p> | <p>Corporation Enrollment</p> |
| <p>7 How do Land Rights Impact Tradition and Culture? Teacher facilitates a chalk talk session (students receive a writing utensil and cannot speak, they must write down their ideas on paper and they can respond to each others’ ideas in writing). Teacher talks with class about Corporations’ efforts to preserve and revitalize tradition in the modern world. Students read “Alaska Native Claims Settlement Act of 1971 Abstract and Introduction by Richard S. Jones” and practice marking the text. Teacher introduces panel of Sealaska Employees and students demonstrate respect protocols while the panel talks about their work responsibilities. Students are assessed on chalk talk participation—beginning new threads of thought and responding to their peers’ ideas, analyzing and marking their text, and demonstrating respect protocols during the panel discussion. Homework: develop at least 5 thought-provoking questions related to the Alaska Native Claims Settlement Act to ask during our Socratic Seminar.</p> | <p>Chalk Talk Marking the Text Sealaska Panel</p> | |



Lesson Overview

| Lesson Description | Literacy Strategies | Vocabulary |
|--|---|-------------------------|
| <p>8 Socratic Seminar: Walking the Color Line Teacher defines “color line” while the students update their vocabulary foldable. Teacher facilitates Socratic Seminar: what is the “color line” and why is ANCSA significant to our culture, our land, and our state? Tell us what you think and why. If your group is listening, you’re responsible for taking notes on your graphic organizer during the discussion. When it’s your turn to participate, please offer thought-provoking questions and comments to the discussion. Homework: summarize today’s discussion in ½ page or more.</p> | <p>Socratic Seminar Graphic Organizer Written Summary</p> | <p>Color Line</p> |
| <p>9 Succeeding in BOTH Worlds Students begin class by sharing ideas they’ve been thinking about since yesterday’s discussion and submit their Socratic Seminar summaries. Students read “ANCSA-Related Side Effects” while practicing marking the text. Students complete K-W-L graphic organizer- what have they learned? Teacher defines “compartmentalize” and students update their vocabulary foldable. Students complete a fast write about ways in which they can be successful in BOTH worlds versus compartmentalizing themselves. Teacher asks students to share ideas with the whole group while one student takes notes on the document viewer. Group discusses the challenges of performing well within both worlds without abandoning either part. Students are assessed on participation during the group discussion or demonstrating active listening.</p> | <p>Whip Around Marking the Text Graphic Organizer Vocabulary Foldable Fast write Group Discussion</p> | <p>Compartmentalize</p> |
| <p>10 Color Line Visual Teacher describes the expectations for the “Color Line Visual” and provides students with a sample (can be a storybook, play, drawing, piece of art work, iMovie, podcast, poem, etc.) of walking the color line- living a traditional lifestyle and succeeding in the western world. Students work individually or with up to two partners to visually depict the Color Line. Students are assessed on participation and time management skills.</p> | <p>Collaboration</p> | |
| <p>11 Sharing Our Ideas Students prepare traditional snacks and invite elders, cultural specialists, panel members, and extended family members to come see what they’ve done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank the elders, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to have something to eat while they share their work. Students share Color Line Visuals and teacher thanks everyone for their support upon completion of presentations. Students are assessed on willingness to share their work with others and demonstrating respectful listening skills.</p> | <p>Culminating Activity</p> | |



Suggested Pacing

| Lesson | 50 Minute Class Sessions |
|--|--------------------------|
| 1 Introduction to Unit Expectations | 1 |
| 2 Before We Start | 1 |
| 3 Existing Belief Systems | 1 |
| 4 Alaska's Petroleum Resource | 1 |
| 5 Rest Stop/Check for Understanding | 1 |
| 6 Establishing Native Corporations | 1 |
| 7 How do Land Rights Impact Tradition and Culture | 1 |
| 8 Socratic Seminar: Walking the Color Line | 1-2 |
| 9 Succeeding in BOTH Worlds | 1 |
| 10 Color Line Visual | 2-5 |
| 11 Sharing Our Ideas | 1-2 |
| Total Class Sessions | 13-15 |

Standards Addressed in this Unit

| Content Area | Alaska State Standards Addressed |
|-----------------------|---|
| English/Language Arts | <ul style="list-style-type: none"> A. A Student should be able to speak and write well for a variety of purposes and audiences. 1, 2, 3, 4, 5, 6, 7. B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technological materials, and a variety of other information. 1, 2, 3. C. A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively. 1, 2, 3, 4, 5. D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. 1, 2, 4. E. A student should understand and respect the perspectives of others in order to communicate effectively. 1, 2, 3, 4. |
| Mathematics | <ul style="list-style-type: none"> B. A student should understand and be able to select and use a variety of problem-solving strategies. 4, 6, 7. |
| Science | <ul style="list-style-type: none"> A. A student should understand and be able to apply the processes and applications of scientific inquiry. 3. C. A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science. 3. E. A student should understand the relationships among science, technology and society. 3. F. A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives. 1, 2, 3. |



Standards Addressed in this Unit

| Content Area | Alaska State Standards Addressed |
|---------------------------|--|
| Geography | <p>B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions. 4, 5, 7, 8.</p> <p>D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world. 1, 3, 4, 5.</p> <p>E. A student should understand and be able to evaluate how humans and physical environments interact. 1, 2, 3, 4, 5, 6.</p> <p>F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future. 2, 3.</p> |
| Government & Citizenship | <p>A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. 3, 4.</p> <p>C. A student should understand the character of government and state. 2, 4, 5, 6, 7, 8.</p> <p>E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen. 1, 2, 3, 4, 5.</p> <p>F. A student should understand the economies of the United States and the state and their relationships to the global economy. 2, 5, 9.</p> <p>G. A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies. 2, 3, 4, 5.</p> |
| History | <p>A. A student should understand that history is a record of human experiences that links the past to the present and the future. 2, 4, 5, 6, 7, 8.</p> <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events. 1, 5.</p> <p>C. A student should develop the skills and processes of historical inquiry. 1, 2, 3, 4.</p> <p>D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner. 1, 2, 3, 4, 5, 6.</p> |
| Skills for a Healthy Life | <p>A. A student should be able to acquire a core knowledge related to well being. 4, 5.</p> <p>B. A student should be able to demonstrate responsibility for the student's well being. 3, 4.</p> <p>C. A student should understand how well-being is affected by relationships with others. 6.</p> <p>D. A student should be able to contribute to the well-being of families and communities. 1, 2, 3, 4, 6.</p> |
| Arts | <p>A. A student should be able to create and perform in the arts. 1, 4, 5.</p> <p>B. A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world. 1, 3, 8.</p> <p>C. A student should be able to critique the student's art and the art of others. 3, 4, 5.</p> <p>D. A student should be able to recognize beauty and meaning through the arts in the student's life. 3.</p> |
| World Languages | <p>C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace. 1, 2.</p> |
| Technology | <p>A. A student should be able to operate technology-based tools. 2.</p> <p>C. A student should be able to use technology to explore ideas, solve problems, and derive meaning. 3.</p> <p>D. A student should be able to use technology to express ideas and exchange information. 1.</p> |



Standards Addressed in this Unit

| Content Area | Alaska State Standards Addressed |
|------------------------------|---|
| Employability | A. A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning. 5. |
| Library/Information Literacy | A. A student should understand how information and resources are organized. 3. B. A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas. 5. D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources. 4. |
| Cultural Standards | A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 1, 2, 3, 4, 5, 6, 7. B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life. 1, 2, 3. C. Culturally-knowledgeable students are able to actively participate in various cultural environments. 2, 3, 4. D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 1, 3, 4, 5. C. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. 5, 6, 7, 8. |

Master English Academic Vocabulary List

- **Protocol:** customs and regulations dealing with formality, precedence, and etiquette.
- **Community:** people who share a similar character, agreement, or identity.
- **Respect:** to show regard or consideration for.
- **Alaska Native Claims Settlement Act (ANCSA):** 1971 Act that granted Alaska Natives 44 million acres of land and money to establish and run Native Corporations.
- **Aboriginal Claim:** based on use and occupancy by aboriginal (indigenous) peoples.
- **Ownership:** to have or hold as one's own, to possess.
- **Stewardship:** to act as a steward of, to utilize and coexist.
- **Black Gold:** petroleum/unrefined oil.
- **Corporation:** any group of persons united or regarded as united in one body.
- **Enrollment:** to enter in a record, roll, or register.
- **Color Line:** the ambiguous line dividing the Eastern and Western worldview.
- **Compartmentalize:** to divide into categories or compartments.

Teacher Preparation for Unit

- Review lesson plans and outlines.
- Get a document viewer, a VCR/DVD player, and a projector.
- Make copies of learning log expectations, vocabulary foldable template, and all articles.



- Get markers, highlighters, glue, scissors, and butcher paper.

Lesson Plan #1

Introduction to Unit Expectations

Duration: 50 minutes

Description

The purpose of this lesson is to both activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of Alaska Native Claims Settlement Act (ANCSA) and are introduced to respect protocols and expectations. The teacher defines “protocol”, “community” and “respect” and students begin a vocabulary foldable (word on one flap, definition and an illustration on the inside).

State Standards Addressed

- English/Language Arts E
- World Languages C
- Employability A
- Cultural Standards B, C, D, E

Learning Targets

- I can define protocol, community, and respect.
- I can collaborate with others to identify the protocol that we’ll adhere to while learning together.

English Academic Vocabulary

- **Protocol:** customs and regulations dealing with formality, precedence, and etiquette.
- **Community:** people who share a similar character, agreement, or identity.
- **Respect:** to show regard or consideration for.

Materials Needed

- White board/butcher paper
- Dry erase marker/makers
- Scissors
- Glue
- Vocabulary Foldable Templates



Assessments

Students are assessed on verbal participation and/or actively listening and adhering to the designated protocol.

Lesson Plan #1 Outline

Introduction to Unit Expectations

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs (constructed in notebooks).

2. Introductions/Orientation to Unit
 - a) Introduce yourself to the group and ask students to introduce themselves and one thing others might not know about them.
 - b) Tell students that we're going to be examining the Alaska Native Claims Settlement Act (ACNSA) and it's significance to our culture, our land, and our state.
 - c) Ask students to jot down some ideas that they already have about ANCSA (accessing prior knowledge), share their ideas with an elbow partner, and then report out to the group.

3. Introduce New Vocabulary
 - a) Teach students how to make a vocabulary foldable:
 - o Fold paper along center line
 - o Open paper and cut along the lines to form flashcards
 - o Glue foldable into notebook
 - b) Define Respect and Protocol (students add these words to their foldable)
 - o Top Flap: Vocabulary Word;
 - o Inside Flap A: Illustration;
 - o Inside Flap B: Definition.

4. Develop Working Protocol
 - a) Invite one student to write down ideas on the board/poster.
 - b) Ask students to contribute ideas that exemplify respect that will help us foster a positive learning environment.
 - c) Ask students to list ways in which they can adhere to our working protocol while we learn about ANCSA.

5. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.



Lesson Plan #2

Before We Start

Duration: 50 minutes

Description

The teacher defines “ANCSA” and “Aboriginal Claim” and students add these terms to their vocabulary foldable. Teacher explains how to go about marking the text and students practice this skill while reading the article titled, “Digest of Federal Resource Laws of Interest to the U.S. Fish & Wildlife Service (ANCSA)”. In the margins of their text, students write questions they’d like to find out the answers to while learning and what they can recall from their reading. Students share their work with an elbow partner, and report out to the group. As a group, the class develops a K-W-L graphic organizer. Students are assessed on participation in marking the text, sharing ideas within their small groups, or adding ideas to the whole group discussion about the graphic organizer.

State Standards Addressed

- English/Language Arts B
- Geography B, D, E
- Government & Citizenship A
- History A, B, C
- Cultural Standards D, E

Learning Targets

- I can explain how to go about “marking the text”.
- I can define Alaska Native Claims Settlement Act (ANCSA) and Aboriginal Claim.

English Academic Vocabulary

- **Alaska Native Claims Settlement Act (ANCSA):** 1971 Act that granted Alaska Natives 44 million acres of land and money to establish and run Native Corporations.
- **Aboriginal Claim:** based on use and occupancy by aboriginal (indigenous) peoples.

Materials Needed

- Document viewer
- Butcher paper
- Makers
- Copies of Article “Digest of Federal Resource Laws of Interest to the U.S. Fish & Wildlife Service (ANCSA)”.
- Highlighters

Assessments

Students are assessed on participation in marking the text, sharing ideas within their small groups, or adding ideas to the whole group discussion about the K-W-L graphic organizer.



Lesson Plan #2 Outline

Before We Start

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine two vocabulary terms today, we'll read one article related to the Alaska Native Claims Settlement Act (ANCSA), and we'll practice a new skill called "marking the text".
3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - o Alaska Native Claims Settlement Act (ANCSA)
 - o Aboriginal Claim
4. Teach Students How to Mark the Text
 - a) Circle weird or unfamiliar words and define them if possible.
 - b) Highlight main ideas (caution them not to highlight too much text, so that their eyes can go directly to the main idea later on if they're limited on time).
 - c) Write questions you have while reading in the margins.
 - d) Write down connections you make while reading in the margins.
5. Read the Article and Mark the Text
 - a) Practice thinking aloud while reading with the document viewer. Model expectations for marking the text.
6. Think-Pair-Share and K-W-L Graphic Organizer
 - a) Students check in with an elbow partner to tell them how to go about marking the text and to share the questions and comments that they wrote down in their margins.
 - b) One person from each group reports out to the class about things their small group discussed.
 - c) One student scribes a K-W-L graphic organizer while groups report out about what they Know, Want to Know, and Learned about ANCSA so far.



7. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #3

Existing Belief Systems

Duration: 50 minutes

Description

The teacher defines, “ownership” and “stewardship” and students update their vocabulary foldable. The teacher draws students’ attention to the “Want to Know” column of our graphic organizer. Students practice respect protocols while listening to an elder or cultural specialist talk about the ways they were raised in regards to interacting with the land. Students read and examine two tables of information about Land Ownership Attitudes presented in “Existing Belief Systems & Land Ownership Attitudes”. Teacher encourages students to revisit their K-W-L graphic organizer; has anything changed or should we make any edits? Students are assessed on following respect protocols, and participation during the group discussion (active listening and/or verbal contributions).

State Standards Addressed

- English/Language Arts A, B
- Science F
- Geography B, D, E, F
- Government & Citizenship: A, C, E, F, G
- History: A, B, C, D
- Technology: C
- Cultural Standards: A, D, E

Learning Targets

- I can define ownership and stewardship.
- I can demonstrate respectful listening skills and ask our guest speaker thought provoking questions about an indigenous person’s relationship with the land.

English Academic Vocabulary

- **Ownership:** to have or hold as one’s own, to possess.
- **Stewardship:** to act as a steward of, to utilize and coexist.

Materials Needed

- Water for our guest speaker
- K-W-L Graphic Organizer
- One copy of the table “Existing Belief Systems & Land Ownership Attitudes”.



Assessments

Students are assessed on following respect protocols, and participation during the group discussion (active listening and/or verbal contributions).

Lesson Plan #3 Outline

Existing Belief Systems

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome guest speaker and invite them to make themselves comfortable while students arrive. Offer guest speaker some water.
 - d) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine two vocabulary terms today, we'll hear from a guest speaker about the ways Natives were raised in regards to interacting with the land, and we'll examine a chart of information about land ownership attitudes.

3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - o Ownership
 - o Stewardship

4. Transition to Guest Speaker's Presentation
 - a) Draw students' attention to the "Want to Know" column of our K-W-L graphic organizer and encourage them to demonstrate respectful listening skills as well as ask thought provoking questions about land use.
 - b) Introduce guest speaker.

5. Guest Speaker

6. Examine Table: "Existing Belief Systems & Land Ownership Attitudes"
 - a) Analyze the differences between a Western World View and an Eastern World View.
 - b) Discussion: What do you notice? Do you agree or disagree? Why or why not? What biases does the author present?

7. Revisit K-W-L Graphic Organizer
 - a) Has anything changed, should we make any edits?



8. Thank guest for sharing their knowledge with us. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #4

Alaska's Petroleum Resource

Duration: 50 minutes

Description

The teacher defines “black gold” and students update their vocabulary foldable. Students list information they recall from yesterday’s presentation about land ownership vs. land stewardship. Students share their ideas with an elbow partner and each group reports back about one thing they remember from our prior lessons. Teacher instructs students on how to take Cornell Notes (topic on top, Level 2 or Level 3 questions in the left-hand column after class, notes in the right-hand column during class, summary at the bottom of the page after class). So why does any of this matter? Teacher introduces the idea that black gold was a valuable resource for our state and after it was discovered in Prudhoe Bay, land rights issues surfaced. Students watch 10 minute ANCSA video clip (Distance Education Operations Alaska Studies Video- ANCSA Caught in the Act) and take Cornell Notes. Teacher models quality Level 2 and Level 3 questions and a summary with document viewer. Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes.

State Standards Addressed

- English/Language Arts B, E
- Science E, F
- Geography B, D, E, F
- Government & Citizenship A, C, G
- History A, B, C
- World Languages C
- Library/Information Literacy D
- Cultural Standards A, C, D, E

Learning Targets

- I can define black gold.
- I can take Cornell Notes about the video, “ANCSA Caught in the Act”.

English Academic Vocabulary

- **Black Gold:** petroleum/unrefined oil.

Materials Needed

- VCR/DVD Player
- Distance Educations Operations Video: “ANCSA Caught in the Act”



- Document viewer

Assessments

Students are assessed on participation and note taking during and after the movie.

Lesson Plan #4 Outline

Alaska's Petroleum Resource

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine one vocabulary term today, we'll learn how to go about taking Cornell Notes, and we'll watch a short film about ANCSA while taking Cornell Notes.
3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - o Black Gold
4. Review/Refresh
 - a) Students list information they recall from yesterday's presentation about land ownership vs. land stewardship.
 - b) Students share their ideas with an elbow partner and each group reports back about one thing they remember from our prior lessons.
5. Teach Students How to Take Cornell Notes
 - a) Topic/essential question on top (during class);
 - b) Level 2 or Level 3 questions in the left-hand column (after class);
 - c) Notes in the right-hand column (during class);
 - d) Summary at the bottom of the page (after class).
6. Transition to Video
 - a) Teacher introduces the idea that black gold was a valuable resource for our state and after it was discovered in Prudhoe Bay, land rights issues surfaced.
7. Watch ANCSA Video and Take Cornell Notes
 - a) Afterwards, students collaborate to review one another's notes, pose questions to teacher, and teacher models quality Level 2 and Level 3 questions and a summary with document viewer.



- b) **Homework:** add Level 2 and Level 3 questions and a summary to your Cornell Notes.
8. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #5

Rest Stop/Check for Understanding

Duration: 50 minutes

Description

Students trade Cornell Notes with a classmate and compare their classmates' work with the sample provided by teacher. Students provide each other with verbal and written feedback about their organization, clarity in writing, and ability to use their Cornell Notes as a study guide in the future. Teacher explains storyboard expectations (divide your paper into 10 slides, draw one picture on each slide, use less than 10 words/slide and tell us what we need to know about ANCSA). Teacher provides class with a sample storyboard. Students review their notes and collaborate in small groups to identify the 10 most important facts/details related to ANCSA. Each student submits their list of facts/details to the teacher for approval and they complete a storyboard. Students are assessed on whether or not they include accurate facts/details related to ANCSA in their storyboards. Homework: complete storyboard.

State Standards Addressed

- English/Language Arts A, C, D, E
- Science F
- Geography B, D, E
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Arts A, D
- Cultural Standards A, B, D, E

Learning Targets

- I can analyze and evaluate my classmates' work and provide them with feedback about their writing and organization.
- I can collaborate with others to identify the 10 most important facts/details related to ANCSA and prepare a 10-slide storyboard.

Materials Needed

- Document Viewer
- Blank unlined paper
- Rulers



- Coloring supplies

Assessments

Students are assessed on whether or not they include accurate facts/details related to ANCSA in their storyboards.

Lesson Plan #5 Outline

Rest Stop/Check for Understanding

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to collaborate with one another to review and evaluate each other's Cornell Notes, identify the 10 most important facts/details related to ANCSA, and complete a storyboard.
3. Cornell Notes Workshop
 - a) Students trade Cornell Notes with a classmate and compare their classmates' work with the sample provided by teacher. Students should look for Level 2 and Level 3 questions and a well-written paragraph summary in their partner's notes.
 - b) Students provide each other with verbal and written feedback about their organization, clarity in writing, and ability to use their Cornell Notes as a study guide in the future.
6. Teacher Explains Storyboard Expectations
 - a) Divide your paper into 10 slides, draw one picture on each slide, use less than 10 words/slide and tell us what we need to know about ANCSA.
 - b) Teacher provides class with a sample storyboard.
7. Storyboard Workshop
 - a) Students review their notes and collaborate in small groups to identify the 10 most important facts/details related to ANCSA.
 - b) Each student submits their list of facts/details to the teacher for approval and they complete a storyboard.
 - c) Students work on storyboards for the remainder of class.
 - d) **Homework:** complete your storyboard.



8. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #6

Establishing Native Corporations

Duration: 50 minutes

Description

The students submit their storyboards and the teacher defines “corporation” and “enrollment” while the students update their vocabulary foldable. Teacher talks about how and why Native Corporations came to be and how this transition into the business world impacted Alaska Native cultures. Teacher explains the controversy surrounding enrolling tribal members, the benefits of becoming an enrolled tribal member, and the present-day responsibilities of Alaska Native Corporations. Students practice respect protocols while listening to the teacher talk about how venturing into the business world has impacted culture and tradition. Students take an additional set of Cornell Notes about enrollment issues and the controversy surrounding, “trading in moccasins for work shoes”. Students are assessed on following respect protocols. Homework: complete Cornell Notes and develop questions for tomorrow’s panel members about their work in a tribal corporation.

State Standards Addressed

- English/Language Arts A, B, D, E
- Geography E, F
- Government A, C
- History A, B, C, D
- Skills for a Healthy Life A, D
- Cultural Standards A, B, E

Learning Targets

- I can define corporation and enrollment.
- I can demonstrate respectful listening skills and take Cornell Notes about how venturing into the business world has impacted culture and tradition.

English Academic Vocabulary

- **Corporation:** any group of persons united or regarded as united in one body.
- **Enrollment:** to enter in a record, roll, or register.

Materials Needed

- Document viewer
- Paper
- Pencils



- Rulers

Assessments

Students are assessed on following respect protocols and taking Cornell Notes during the teacher's presentation.

Lesson Plan #6 Outline

Establishing Native Corporations

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students, collect completed storyboards, and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine two vocabulary terms today and they'll take a set of Cornell Notes while I lecture about the controversy surrounding "trading moccasins for work shoes".
3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - Corporation
 - Enrollment
4. Lecture and Cornell Notes: Trading Moccasins for Work Shoes
 - a) Teacher talks about how and why Native Corporations came to be and how this transition into the business world impacted Alaska Native cultures.
 - b) Teacher explains the controversy surrounding enrolling tribal members, the benefits of becoming an enrolled tribal member, and the present-day responsibilities of Alaska Native Corporations.
 - c) Students practice respect protocols while listening to the teacher talk about how venturing into the business world has impacted culture and tradition.
5. Questions and Answers
 - a) Allow students some time to ask questions related to the lecture and to collaborate to compare notes.
 - b) **Homework:** complete Cornell Notes and develop questions for tomorrow's panel members about their work in a tribal corporation.



6. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #7

How do Land Rights Impact Tradition and Culture?

Duration: 50 minutes

Description

Teacher facilitates a chalk talk session (students receive a writing utensil and cannot speak, they must write down their ideas on paper and they can respond to each others' ideas in writing). Teacher talks with class about Corporations' efforts to preserve and revitalize tradition in the modern world. Students read "Alaska Native Claims Settlement Act of 1971 Abstract and Introduction by Richard S. Jones" and practice marking the text. Teacher introduces panel of Sealaska Employees and students demonstrate respect protocols while the panel talks about their work responsibilities. Students are assessed on chalk talk participation- beginning new threads of thought and responding to their peers' ideas, analyzing and marking their text, and demonstrating respect protocols during the panel discussion. Homework: develop at least 5 thought-provoking questions related to the Alaska Native Claims Settlement Act to ask during our Socratic Seminar.

State Standards Addressed

- English/Language Arts A, B, D
- Geography B, D, E, F
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Skills for a Healthy Life A, B, C, D
- World Languages C
- Cultural Standards A, B, C, D, E

Learning Targets

- I can demonstrate respectful listening skills and ask our panel members thought provoking questions about the intricacies of establishing and working within a Native Corporation.

Materials Needed

- One large piece of butcher paper
- Tape (to tape up paper)
- One marker for each student
- Copies of article "Alaska Native Claims Settlement Act of 1971 Abstract and Introduction by Richard S. Jones"
- Highlighters



- Water for panel members

Assessments

Students are assessed on chalk talk participation- beginning new threads of thought and responding to their peers' ideas, analyzing and marking their text, and demonstrating respect protocols during the panel discussion.

Lesson Plan #7 Outline

How do Land Rights Impact Tradition and Culture?

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome panel members and invite them to make themselves comfortable while students arrive. Offer guests some water.
 - d) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to participate in an activity called "Chalk Talk", read a short article and practice marking the text, and hear from panel members about Native Corporations' efforts to preserve and revitalize tradition in the modern world.
3. Chalk Talk: How are Tradition and Culture Impacted by Land Rights?
 - a) Students receive a writing utensil and they cannot speak, they must write down their ideas on paper and they can respond to each other's ideas in writing.
 - b) Students are assessed on beginning new threads of thought and responding to their peers' ideas.
4. Marking the Text: Copies of article "Alaska Native Claims Settlement Act of 1971 Abstract and Introduction by Richard S. Jones"
5. Panel Discussion: How do Land Rights Impact Tradition and Culture?
 - a) Introduce panel members
 - b) Panel members testify to the Corporations' efforts to preserve and revitalize tradition in the modern world and talk about the intricacies of establishing and working within a Native Corporation.
 - c) Questions and answers
 - d) **Homework:** develop at least 5 thought-provoking questions related to the Alaska Native Claims Settlement Act to ask during our Socratic Seminar.



6. Thank panel members for coming, and ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #8

Socratic Seminar: Walking the Color Line

Duration: 50-100 minutes

Description

Teacher defines “color line” while the students update their vocabulary foldable. Teacher facilitates Socratic Seminar: what is the “color line” and why is ANCSA significant to our culture, our land, and our state? Tell us what you think and why. If your group is listening, you’re responsible for taking notes on your graphic organizer during the discussion. When it’s your turn to participate, please offer thought-provoking questions and comments to the discussion. Homework: summarize today’s discussion in ½ page or more.

State Standards Addressed

- English/Language Arts A, D, E
- Geography B, D, E, F
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Employability A
- Cultural Standards A, B, D, E

Learning Targets

- I can define the color line.
- I can demonstrate respectful listening skills and offer thought provoking questions and comments to the discussion about the color line and why ANCSA is significant to our culture, our land, and our state.

Materials Needed

- Copies of graphic organizer for students

English Academic Vocabulary

- **Color Line:** the ambiguous line dividing the Eastern and Western worldview.

Assessments

Students are assessed on active participation (spoken or active listening) during the Socratic Seminar.



1. Organizational Prep
 - a) Reorganize work space so the students can participate in a whole group discussion (circle of desks or chairs works well).
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine one vocabulary term today and they'll participate in a Socratic Seminar related to the "color line".
3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - o Color Line
4. Teacher Explains Socratic Seminar Expectations
 - a) We will divide into two small groups and, depending on how lengthy your conversation is, we might take 1 or 2 class sessions to complete our discussion.
 - b) One group will speak while the other group takes notes, then we'll rotate.
 - c) If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion.
 - d) Questions and answers
5. Socratic Seminar
 - a) What is the "color line" and why is ANCSA significant to our culture, our land, and our state? Tell us what you think and why.
 - b) **Homework:** summarize today's discussion in ½ page or more.
6. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #9

Succeeding in BOTH Worlds

Duration: 50 minutes

Description

Students begin class by sharing ideas they've been thinking about since yesterday's discussion and submit their Socratic Seminar summaries. Students read "ANCSA-Related Side Effects"



while practicing marking the text. Students complete K-W-L graphic organizer- what have they learned? Teacher defines “compartmentalize” and students update their vocabulary foldable. Students complete a fast write about ways in which they can be successful in BOTH worlds versus compartmentalizing themselves. Teacher asks students to share ideas with the whole group while one student takes notes on the document viewer. Group discusses the challenges of performing well within both worlds without abandoning either part. Students are assessed on participation during the group discussion or demonstrating active listening.

State Standards Addressed

- English/Language Arts A, B, C, D
- Geography B, D, E, F
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Skills for a Healthy Life A, B, D
- Cultural Standards A, B, C, D, E

Learning Targets

- I can define compartmentalize.
- I can examine what we’ve learned during this unit and analyze ways in which I can be successful in both worlds (a traditional world and a western world).

Materials Needed

- Copies of article “ANCSA-Related Side Effects”
- K-W-L graphic organizer
- Marker

English Academic Vocabulary

- **Compartmentalize:** to divide into categories or compartments.

Assessments

Students are assessed on participation during the group discussion or demonstrating active listening.

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today’s Lesson



- a) Tell students that we're going to examine one vocabulary term today, we'll read an article titled "ANCSA-Related Side Effects", we'll review our K-W-L graphic organizer, and we'll have a discussion about succeeding in BOTH worlds.
3. Introduce New Vocabulary
 - a) Ask students to update their vocabulary foldable while you provide them with the vocabulary term and definition on the document viewer:
 - o Compartmentalize
4. Article Analysis
 - a) Students begin class by sharing ideas they've been thinking about since yesterday's discussion and submit their Socratic Seminar summaries.
 - b) Students read "ANCSA-Related Side Effects" while practicing marking the text.
5. Group Discussion
 - a) Complete the K-W-L graphic organizer and address questions that came up while reading the article.
 - b) Students complete a fast write about ways in which they can be successful in BOTH worlds versus compartmentalizing themselves. Students share their ideas with an elbow partner, and report their ideas to the whole group while one student takes notes on the document viewer.
 - c) Group discusses the challenges of performing well within both worlds without abandoning either part.
6. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #10

Color Line Visual

Duration: 100-250 minutes

Description

Teacher describes the expectations for the "Color Line Visual" and provides students with a sample (can be a storybook, play, drawing, piece of art work, iMovie, podcast, poem, etc.) of walking the color line- living a traditional lifestyle and succeeding in the western world. Students work individually or with up to two partners to visually depict the Color Line. Students are assessed on participation and time management skills.



State Standards Addressed

- English/Language Arts A, C, D, E
- Mathematics B
- Science F
- Geography B, D, E, F
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Skills for a Healthy Life D
- Arts A, B, C, D
- World Languages C
- Technology A, C, D
- Employability A
- Library/Information Literacy A, B, D
- Cultural Standards A, B, C, D, E

Learning Targets

- I can describe the Color Line Visual expectations to a partner.
- I can explore ways to visually depict “walking the color line” (living in a traditional world and a western world).
- I can demonstrate time management skills.

Materials Needed

- Drawing materials
- Electronics (for students who choose to use that platform to express themselves)

Assessments

Students are assessed on participation and time management skills.

Lesson Plan #10

Color Line Visual

Duration: 100-250 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today’s Lesson



- a) Tell students that we're going to begin our culminating project today and that it will take anywhere between 2 and 5 class sessions to complete it, depending on how they choose to approach the assignment.
3. Teacher Explains Color Line Visual Expectations
 - a) Teacher describes the expectations for the "Color Line Visual" and provides students with a sample (can be a storybook, play, drawing, piece of art work, iMovie, podcast, poem, etc.) of walking the color line- living a traditional lifestyle and succeeding in the western world.
 - b) Students work individually or with up to two partners to complete their visual.
 - c) Students must check in with the teacher to notify him/her of what they choose to do for their project.
 - d) Students are assessed on participation and time management skills.
4. Color Line Visual Workshop
 - a) Students work individually or with their partners to prepare their visual.
 - b) Teacher provides groups with supervision, feedback, and support.
5. Teacher Preps for Event While Students Work on Visuals
 - a) Have students sign thank you cards for guest speakers and panel members.
 - b) Make sure all groups complete their Color Line Visuals.
 - c) Secure a venue for culminating activity.
 - d) Invite elders, cultural specialists, panel members, and extended family members to come to the event.
 - e) Assign students to prepare and bring traditional food and drinks for the event.
 - f) Run a dress rehearsal with the students so they have a chance to practice presenting their work to a larger audience.
6. Ask students to reflect in learning log about their learning targets, clean up, and reorganize workspace.

Lesson Plan #11

Sharing our Ideas

Duration: 50-100 minutes

Description

Upon completion of Color Line Visuals, students prepare traditional snacks and invite elders, cultural specialists, panel members, and extended family members to come see what they've done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to



the group, thank the elders, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to have something to eat while they share their work. Students share Color Line Visuals and teacher thanks everyone for their support upon completion of presentations. Students are assessed on willingness to share their work with others and demonstrating respectful listening skills.

State Standards Addressed

- English/Language Arts A, C, D, E
- Science F
- Geography B, D, E, F
- Government & Citizenship A, C, E, F, G
- History A, B, C, D
- Skills for a Healthy Life A, B, D
- Arts A, B, C, D
- World Languages C
- Technology A, C, D
- Employability A
- Cultural Standards A, B, C, D, E

Learning Targets

- I can share my learning with.

Materials Needed

- Completed Color Line Visuals
- Traditional food and drinks for guests to share
- Electronic equipment to present students' work
- Microphone and sound system
- Elders, cultural specialists, panel members, extended family members

Assessments

Students are assessed on willingness to share their work with others and demonstrating respectful listening skills.



Lesson Plan #11

Sharing our Ideas

Duration: 50 to 100 minutes

1. Preparation for Event
 - a) Gather presentation materials
 - b) Run a dress rehearsal with students so they're prepared to share their work with a larger audience.
2. 30 Minutes Prior to the Event
 - a) Ask students to prepare and arrange traditional snacks and drinks to share with guests.
 - b) Assign students to usher guests in and help seat and serve elders
3. Culminating Activity
 - a) Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank the elders, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to have something to eat while they share their work.
 - b) Students share Color Line Visuals.
 - c) Students present thank you cards to guest speakers and panel members.
 - d) Teacher thanks the students for all their hard work and thanks the audience for their support. Teacher encourages students to help clean up and usher elders to their transportation.



Alaska Native Claims Settlement Act

