

# **ANCSA: Caught in the Act**

The Alaska Native Claims Settlement Act

## **TEACHER'S GUIDE**



Alaska Department of Education • P.O. Box F • Juneau, Alaska 99811  
The Alaska Native Foundation • P.O. Box 100278 • Anchorage, Alaska 99510



---

The Alaska Native Foundation is a non-profit corporation designed to enhance the social and economic well-being of Alaska Native people. ANF takes pride in providing instructional materials such as "ANCSA: Caught in the Act."

---

Produced by the Alaska Department of Education through a contract to The Alaska Native Foundation

©1987 Alaska Department of Education  
P.O. Box F  
Juneau, AK 99811

## **Teacher's Guide**

# **ANCSA: Caught in the Act**

## **The Alaska Native Claims Settlement Act**

**Alaska Department of Education  
P. O. Box F, Juneau, Alaska 99811**

**The Alaska Native Foundation  
P. O. Box 100278, Anchorage, Alaska 99510**



## TABLE OF CONTENTS

	Page
Acknowledgements .....	iv
Organization of the Series and the Guide.....	v
Program One - Common Ground .....	1
Program Two - Losing Ground .....	15
Program Three - The Struggle .....	31
Program Four - ANCSA Plain & Simple.....	47
Program Five - Beyond the Bottom Line .....	59
Program Six - Land at Risk.....	73
Answers to Student Worksheets.....	82
ANCSA Resource Guide.....	86

## **ACKNOWLEDGEMENTS**

### **Television Series**

Series Producer and Producer/Director of 3 Programs - Carroll Hodge

Cinematographer and Producer/Director of 3 Programs - Ron Eagle

Executive Producer - Jane Angvik

Writers - Carroll Hodge, Doug Barry, Ron Eagle, Dennis Remick

Music Producer - Surreal Studios

Post-Production Facilities - Nine Star - Red Bradley - Image Productions

Research - Wayne Attla, Leona Johnson, Steve Kakaruk, Carmen Williams

### **Teacher's Guide**

Author - Lucille Frey, Ph.D.

Typist - Gloria Lorah

The Alaska Department of Education, Office of Instructional Services

Administrator - William J. Bramble, Ph.D.

Executive in Charge of Production - Benjamin J. Fewell, Jr.

Program Assistant - Kathleen Berry

Content Advisor - Paul A. Goodwin, Ph.D.

### **Special Thanks**

Alaska Airlines

Choggiung, Limited

CIRI Foundation

Haida Corporation

Jay Hammond

Holmstrom & Associates

Northwest Arctic School District

People of St. Mary's

Piquniq Management Corporation

Tanana Chiefs Conference

Numerous classrooms throughout the state which reviewed the programs.

Content Advisors -Laura Bernhard, David Case, Dennis Demmert, David

Maas, Mary Mangusso, Sharon McClintock, Don Mitchell, Paul

Ongtooguk, Dalee Sambo, Tony Vaska

## ORGANIZATION OF THE SERIES AND THE GUIDE

This series is designed to invite instructors to explore the Alaska Native Claims Settlement Act with students. This Teacher's Guide accompanies six video tapes that vary in length from 14 to 25 minutes. The Programs are:

1. "Common Ground" (25 minutes) - A drama that sets the scene for two young people to discuss the importance of land to rural people. The program is set in St. Mary's.
2. "Losing Ground" (16 minutes) - A documentary, narrated by Jay Hammond, that traces the evolution of American policies toward Indian people with respect to their rights to the lands.
3. "The Struggle" (18 minutes) - A documentary that presents the efforts of Alaska Native people to secure the adoption of ANCSA by Congress.
4. "ANCSA Plain & Simple" (14 minutes) - A documentary that highlights the major provisions of ANCSA - land, money and a corporate structure.
5. "Beyond the Bottom Line" (17 minutes) - A documentary that compares the experiences of two village corporations - one successful and one which has filed for bankruptcy. What decisions had led to such different results?
6. "Land at Risk" (17 minutes) - A documentary that explores perceptions about the future. ANCSA lands are at risk from bankruptcy, take-over and taxation. How do different people view solutions to these problems.

The Guide is organized to provide teachers with the flexibility to use the materials in six days or a full semester. Each program is accompanied by a unit of materials including:

- Overview of the Program
- Instructional Objectives
- Background of the Programs
- A Pre-viewing Activity - True/False
- A Post-viewing Activity - True/False
- Discussion Questions
- Vocabulary Worksheet
- Activities - Which vary from unit to unit
- Bibliography

The teacher is encouraged to mix and match activities that are most appropriate to your particular class. It is recommended that students view each program twice, if possible, to achieve the maximum instructional impact.

Those pages marked "STUDENT WORKSHEET" are designed to be duplicated and put into the hands of the students.

Answer to the objective student worksheets following the program units.

Finally, the Teacher's guide concludes with an "ANCSA Resource Guide," which describes all the available materials that have been produced on ANCSA-oriented topics. The Guide identifies the content as well as the reading level of the materials and where one may obtain the materials.

The following Section describes which materials are designed for different lengths of study:

### **6-Day Option**

If you use this series of 6 videotapes and have only 6 days in which to do it, you may use the True-False exercise as both a pre-test and the post-test. In the pilot classrooms, they became both a way to establish an "anticipatory set," letting students know some of the things to look for in the program, and an entry into the discussion that followed. With shorter programs, there was also time to use a few of the discussion questions.



### **12-Day Option (2 Weeks)**

If you have 2 days to spend on each of the 6 videotapes, there is time to use the True-False exercise, the discussion questions, and the vocabulary exercises.

### **9-Week Option (1 Quarter)**

If you are teaching ANCSA for 9 weeks, or 1 quarter, you have time to use the True-False exercise before and after the videotapes, the vocabulary exercises, and selected activities. For instance, you might use parts of the 5 videotape ANCSA series produced by Northwest Arctic School District and a few of the 15 Audiotapes called Holding Our Ground produced by Western Media from the Berger Hearings. Learning should not be all input to student, so a quarter study should involve 1 or 2 projects by each student. The "Activities" suggestions included for each of the "ANCSA: Caught in the Act" videotapes are rich in possibilities for such projects. All the Northwest Arctic videotapes and the Western Media Audiotapes can be placed in a learning center so that even those not used for full classroom instruction can be used in interested students.

### **18 Week Option (Semester)**

Some districts require a semester of ANCSA studies. That allows the teacher to be sure students have a background in Alaskan history and geography, which is very helpful in understanding ANCSA. The bibliography following Program #1, "Common Ground," offers suggestions of texts, workbooks, and maps that would help provide this background.

In 18 weeks, it would be possible to use not only, "ANCSA: Caught in the Act," but also all 5 of the videotapes produced by Northeast Arctic Schools and most of the Holding Our Ground audiotapes. Many of the activities listed in the teacher's guide for each program can be used in this amount of time.

In 18 weeks, there is time for students to learn through reading as well as viewing. The Lower Kuskokwim School District's ANCSA Curriculum is another

excellent resource. Issues are presented with actual news clippings providing the data base. This gives it an immediacy lacking in most text material and also allows for presenting opposing points of view. Though it was prepared to be applicable to the Calista Region, many of the lessons are applicable to all parts of Alaska.

Most communities have resource people active in some aspect of village or regional corporations. Use of these leaders can make ANCSA seem more real to students. Field trips to corporation meetings and other real-life activities can also bring the study alive.

## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM 1: COMMON GROUND**

#### **OVERVIEW:**

Paul Sanders, a young man from the city, travels to the small Yupik (Eskimo) village in Western Alaska where his mother was born. He arrives in this community, curious about his grandparents' house, which he has just inherited. A young woman named Anna Peters shows him around and almost immediately they realize how seriously their cultural values conflict. Working through those differences, Paul and Anna reflect many of the pressures that all Alaskans confront in making decisions about their land and their future.

Length - 25 minutes.

**OBJECTIVES:** With this videotape and its accompanying activities, students will:

1. Explore differences in European-American values regarding land and the Native American view of the land.
2. Gain an introductory glimpse of the Alaska Native Claims Settlement Act and the issues surrounding it.
3. Begin to develop a vocabulary for discussing ANCSA.
4. Become knowledgeable about rural lifestyles.

## **BACKGROUND ON THE ACTORS AND ACTRESSES IN PROGRAM #1 "COMMON GROUND."**

LINDA AYAGARAK, who plays "Anna" was born and raised in Chevak, Alaska. She attended St. Mary's Catholic High School in St. Mary's, Alaska and has worked with the Perseverance Theatre in Juneau.

She is currently a counselor at a group home in Bethel, Alaska. She also works with Bethel Community College students, developing scripts and writing plays.

WES GOODWIN is "Paul." He was born in Southern California, and at the age of ten moved with his family back to his father's home in Kotzebue, Alaska. He is presently a student at the University of Alaska, Fairbanks, where he has been involved with the TUMA Theatre, and the Alaska Native Arts Festival. Concentrating on business courses, Wes plans to work in the travel/tourism business. He also has a personal interest in writing about his experiences.

### **THE REST OF THE CAST:**

(Residents of St. Mary's, Alaska who performed their roles with almost no rehearsal, in the midst of a busy fishing season.)

RON LUND, played the part of the pilot. He is a full time pilot for Herman's Air and lives in St. Mary's full time.

Pilot's Voice - JOHN HALE, City Manager of Mat-Su Borough and valley homesteader.

MOSES PAUKAN plays Ann's father, William Peters. He is the general manager of the Alaska Commercial store in St. Mary's, and a former member of the Alaska Legislature.

JULIAN "SNUFFY" PAUKAN is Anna's young brother "Noah." He attends St. Mary's Elementary School. Snuffy helps his family with seasonal fishing.



FLORA PAUKAN is Paul's "relative" at fish camp. She is a mother of four who, with the help of her children, manages their subsistence and commercial fish camp on the Yukon River. She translated her part in the script into Yup'ik and came up with Paul's Eskimo name, which means "the Traveller."

ANDREW PAUKAN played Paul's male relative at fish camp, who supplied him with a pair of boots. He is the mayor of St. Mary's, a teacher at St. Mary's High School and the President of St. Mary's Native Corporation.

The family at the burned house:

Young boy - Olin Beans

Young women - Elsie Francis and Candy Sipary

Older woman - Theresa Francis

## STUDENT WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you thinking about the ideas in the videotape. The program you are about to see is set in a rural village on the Andreafsky River. Working independently, write TRUE or FALSE in front of each statement below.

Before

After

- |       |  |       |
|-------|--|-------|
| _____ | 1. Probably, most of the people who live in an Alaskan village are Alaska Natives. | _____ |
| _____ | 2. Most of the Alaska Natives got rich from land claims.                           | _____ |
| _____ | 3. In a village in rural Alaska, most people will hunt and fish for a living.      | _____ |
| _____ | 4. Where I live, most people hunt and fish for a living.                           | _____ |
| _____ | 5. "ANCSA" means "Alaska Natives Can Sell All."                                    | _____ |
| _____ | 6. With ANCSA, Native people became share-holders or stock owners.                 | _____ |
| _____ | 7. With ANCSA, every shareholder got 20 acres of land                              | _____ |
| _____ | 8. In most villages in Alaska, the village corporation will own most of the land.  | _____ |
| _____ | 9. If a stockholder sells his or her stock, it will not change the land.           | _____ |
| _____ | 10. Land, air, and water all belong to whoever needs and uses them.                | _____ |

### WATCH THE VIDEOTAPE: "COMMON GROUND."

After you watch the videotape, go back again to the worksheet and once more write "True" or "False," this time after the statement. Then discuss your answers with your classmates. On which statements did viewing the program make you change your mind?

## DISCUSSION QUESTIONS

1. Point out St. Mary's on a map of Alaska. How is it like the place where you live and how is it different?
2. How do people there still depend on the land for a living? How do they depend on the "cash" economy?
3. How would life in the village change if someone else, such as a gravel company, came to own the land?
4. Choices is a big word in the videotape. What choices did Paul make? What choices did Anna make? Are these like any choices you have ever made or will have to make in the future? Explain.
5. Our choices are determined largely by the values we hold, by the things we think are important. Think of 3 values you hold dear. Jot them down on a piece of paper -- three things in your life which you would not want to give up. Then, on butcher paper, combine your list with those of other students in the class.

Did other students value some of the things you hold dear? Do any of the values you hold have anything to do with the land or where you may want to live in the future?

6. Write a brief paper beginning,

"Since I value \_\_\_\_\_ in  
my life, in the future, I hope to

---

---

---

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_ Date \_\_\_\_\_

**VOCABULARY** Do you know these words? Before each definition, write the word which it best fits. Use the dictionary if you need it.

Yup'ik  
ANCSA  
shareholder

acre  
fish camp  
corporation

inherit  
stock

gussuk  
dividends

- \_\_\_\_\_ 1. a measurement of land
- \_\_\_\_\_ 2. share of corporation ownership
- \_\_\_\_\_ 3. outsider, stranger; often means "whites"
- \_\_\_\_\_ 4. place where some families return annually to catch fish  
for their winter food supply
- \_\_\_\_\_ 5. kind of business structure usually run by a Board of  
Directors
- \_\_\_\_\_ 6. profit paid to shareholder by a corporation
- \_\_\_\_\_ 7. Alaska Native Claims Settlement Act, passed by  
Congress in 1971 to give Natives title to their land
- \_\_\_\_\_ 8. to gain ownership from someone who died
- \_\_\_\_\_ 9. Eskimos of Southwestern Alaska
- \_\_\_\_\_ 10. someone who owns part of a corporation



## STUDENT WORKSHEET (2 OF 2)

Now use the same words in the sentences below.

11. Major league baseball fields must be 325 feet down each foul line, which makes them more than twice the size of an \_\_\_\_\_.
12. Originally, one had to be at least 1/4 Native to become a \_\_\_\_\_.
13. It is possible for children with only 1/8 Native blood to \_\_\_\_\_ Native corporation shares.
14. It is possible to be a shareholder in more than one \_\_\_\_\_.
15. Some scholars think \_\_\_\_\_ originated from "Cossacks" or "Kazahks," which is what some of the early Russians were called.
16. The \_\_\_\_\_ are the most numerous Native group.
17. Many Native people have received more from permanent fund \_\_\_\_\_ than from their corporations.
18. Usually \_\_\_\_\_ goes to the next of kin if a stockholder dies.

## OTHER ACTIVITIES

### For teachers:

1. Add the "Tonnage Test" to your bag of teaching techniques. For instance, give students the instructions, "Write everything you know about the Alaska Native Claims Settlement Act." Give them a set period of time, such as 20 minutes. Give them credit for every correct piece of information they write during that length of time. It's called a "Tonnage Test" because some students write a ton in a short period of time. Some teachers like it because it enables students to operate on a higher level of thinking than an objective test usually allows. It works well as a "Pre-Test," or diagnostic tool at the beginning of a unit.
2. Maintain a "Question Corner." Always there are questions from inquisitive youngsters for which answers are not immediately accessible. Post a large piece of butcher paper in a corner of the classroom. Have students write these unanswered questions on the paper with markers and encourage everyone to be alert for the answers.

### For Students:

Select one or more of these activities to do.

1. What does the land mean to me? Choose the statement below which reflects your feeling about the land. If none of these statements fit your views, write your own. Talk about your response with your classmates, and maybe with your parents and grandparents.
  - A. "Often land means safety, a place of security and quiet protection, a place to come home to in contrast to the sounds, the overstimulation, and the crowding in the urban scene."
  - B. "It gives me a feeling that some things don't change, at least in my lifetime -- contours and vistas of sky, water, earth."
  - C. "Land signals to me endless possibilities for beauty and interest -- a place to belong with all the other animals, a sense of connection with an ancient and continuing history of all natural things."

D. "Being in or on the land helps me to get outside my more trivial preoccupations, to test my eyes, ears, nose, muscles."

2. Listen to "Subsistence--A Way of Life," from Holding Our Ground, in the Western Media Audiotape Series. To what extent does your life depend on the land?
3. How important is the land to individuals. Interview someone who lived out of the village for a time and returned. Find out why he or she came back.
4. Interview someone who left the village and never returned to live. Find out why and how that person feels about the move.
5. If you are an urban student, interview someone who moved to town from the village. Find out why and how that person feels about the move.
6. See the videotape again and make a list of items or practices that you think were in use by the Yup'ik before Vitus Bering and the coming of white men. If your library has the journals of Russian Navy Lieutenant Lavrentiy Zagoskin or the U.S. Army Weatherman Edward Nelson, you will find much about early customs in these. Perhaps your library has other resource books that talk about Native cultures in early days. The class might like to know about these. How important was the land to early Native cultures? More important than today?
7. Different cultures felt connected to their ancestors in different ways. Cemeteries are a part of that connection. Research the ANCSA document to see how cemeteries are treated. For instance, who owns the cemetery? Can the State or Federal Government build a road across a cemetery?
8. What do you know about your own local cemetery? Visit it, the way Paul and Anna did. Make up a list of questions before you go, such as:

What can you tell about the community by studying the burial ground?  
When was the first burial in the graveyard?  
Who lived the longest among people buried there?

Who died youngest?

Are men and women equally honored with markers?

Who has the most elaborate monument?

Are there any epitaphs on the gravestones? What do they say?

Were there epidemics -- times when many people died?

How did Natives of this area honor the dead before the coming of Christians?

9. Brainstorm a list of people who have different views of land use, such as goldminers, farmers, Natives, the military, etc. If possible, visit a museum to collect evidence on how each group affected life in Alaska. How have different people with opposing views of the land affected your community?
10. Imagine your grandparents have just left you 20 acres. Role play different values various people might hold concerning what you should do with your land -- family, government, developers, and the like.
11. In the videotape, "Common Ground," there were numerous fish camp scenes. For which Alaska Native groups do you think fishing is important. Research traditional fishing and its importance in the various groups and make a report to the class. How did the fish camp you saw in the program compare to others you know or learned about? If you are in an urban classroom, invite a Native student to tell about life in a fish camp.
12. Did you like the ending to "Common Ground"? Write your own ending to the story.



## STUDENT WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

### VIEW: "COMMON GROUND" A SECOND TIME

As you watch the videotape, identify who said the following statements. Then tell in your own words what you think each statement means.

1. "Where are the fences?"

\_\_\_\_\_

2. "Everybody or nobody owns the land."

\_\_\_\_\_

3. "How do you divide up the air?"

\_\_\_\_\_

4. "My security is a college degree."

\_\_\_\_\_

5. "I don't know if this life can survive."

\_\_\_\_\_

6. "How can you live all your life here?"

\_\_\_\_\_

There were other comments in the videotape that show differing views and differing values. Write down 3 additional quotations, who said each, and what you think was meant.

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

Share your responses with other members of the class.

## STUDENT WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

### FACT OR OPINION?

Can you tell the difference between a fact and an opinion? When you hear people talk about the Alaska Native Claims Settlement Act, it is important to know the difference.

Webster's New World Dictionary defines a fact as "a thing that has actually happened or that is really true." An opinion on the other hand, is "a belief based on absolute uncertainty or absence of positive knowledge but on what seems true, valid, or probable to one's own mind."

Just for practice, write three statements about Alaska that you know to be facts.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Then write three statements about Alaska that are opinions.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Share these with your classmates. Do you agree on which statements are facts and which are opinions?

Now go back to the activity on quotations from the videotape. In front of each, write "Fact" or "Opinion." Discuss your responses with classmates.

## BIBLIOGRAPHY

"THE ALASKA NATIVE CLAIMS SETTLEMENT ACT," Martin Laster, Bob Walker, Paul Ongtooguk, Northwest Arctic School District and Alaska Department of Education, 1986, Includes Teacher's Guide and Readings. Deals with some of the details and complexities.

ALASKA NATIVE LAND CLAIMS, by Arnold, Robert D., et al, Alaska Native Foundation, 1976. Good sourcebook for early history and initial outcomes.

ANCSA LEARNING ACTIVITY PACKAGE, Lucille Frey, et al, The Learning Tree, Alaska Pacific University, 1976. Nine easy-to-read booklets make clear major points of ANCSA. The Teacher's Guide is replete with games and activities to help students understand concepts related to ANCSA.

ANCSA SECONDARY CURRICULUM, Lower Kuskokwim School District, Sue Hare, Superintendent, Laura Bernhard, Curriculum Coordinator, Lucille Frey, Social Studies Specialist, 1986. Model for semester course using news articles as the information base.

ANNOTATED ANCSA, Paul Ongtooguk, Northwest Arctic School District, 1986. The Act, with commentary.

"HOLDING OUR GROUND," Western Media, Anchorage, 15 half-hour audio tapes used on public radio, with Native people's commentaries on dozens of topics, such as subsistence, sovereignty, 1991 issues.

VILLAGE JOURNEY, Berger, Thomas, Alaska Native Review Commission, Hill and Wang, 1986. Written testimony of Natives on ANCSA and other Native issues analyzed.

"HANDBOOK OF NORTH AMERICAN INDIANS," Vol. 5, Arctic, Vol. 6, Subarctic, Smithsonian Institute, U.S. Government Printing Office

USERS GUIDE TO ANCSA, BLM, Anchorage.

INDIAN SELF RULE: FIFTY YEARS UNDER THE INDIAN REORGANIZATION ACT, Kenneth R. Philp, Ed., Howe Brothers, Publishers.

"ALASKA NATIVE MAGAZINE," 600 Barrow Street, #403, Anchorage 99501.

"TUNDRA TIMES," 411 W. 4th Avenue, Anchorage, 99501. These are two of the Native periodicals each school should have available on a regular basis. Daily newspapers are also valuable in order to keep current.

ALASKA LAND STATUS MAP, Bureau of Land Management. Shows Native land selections, state withdrawals, federal holdings to June, 1986.

ALASKA WALL MAP, U.S. Geological Survey, or other good wall maps. Heald markets a large pull-down Alaska map, but it is very costly. The Book Cache stores carry a 3-dimensional map for showing landforms, but it is fragile. Nystrom has a large durable 3-dimensional North America map good for landforms and showing relationships between Alaska and conterminous states.





## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM 2: LOSING GROUND**

#### **OVERVIEW:**

ANCSA as a land claims settlement in Alaska was preceded by centuries of conflict in the rest of America over land and values. From the arrival of the first "discoverers" on both the east and west coasts, Native Americans and European immigrants have differed in their attitudes toward land and land rights. "Losing Ground" documents the patterns and changes in Federal Government policy as it has attempted to deal with intense competition for Indian land in the continental United States. It also sets the stage for understanding the struggle for Alaska's Native land claims struggle. Length - 16 minutes.

**OBJECTIVES:** Through viewing this program, students will be able to:

1. Trace the changes in federal policy toward Native Americans throughout the past 200 years.
2. Describe how aboriginal people in the U.S. have struggled to retain their lands.
3. Describe the economic forces that drive the creation of federal policies.
4. Describe how people, events and circumstances influence the design and passage of laws.

## BACKGROUND INFORMATION

The passage of ANCSA in 1971 was preceded by more than 200 years of changes in the United States governmental policy towards Native Americans. There were approximately one million "Indians" in North America at the time of Columbus. They tended to live in harmony with the land. Europeans had a tendency to change the land by cutting down trees, planting crops, and making roads.

European immigrants had a tradition of holding written title to their land as proof of their ownership. Native Americans believed the land was theirs by right of aboriginal use.

The United States is a nation of laws. Our laws are a reflection of our policies, which change from time to time. The major policies that affect land ownership by Native Americans are reviewed in this program. The first policy towards Indians was stated in the Constitution in 1789. Under the U.S. Constitution, Indian tribes were regarded as separate nations. Later when the State of Georgia tried to remove the Cherokee people, the Supreme Court interpreted the Constitution to mean that only the federal government, not state or local government, could take Indian lands.

The Indian removal policy was in effect from 1830 to 1844. The growing pressure of white settlers east of the Mississippi caused most of the remaining Indians to be forcibly relocated on less desirable land. By 1844, more than 75% of Native Americans were west of the Mississippi.

During the period from 1850 to 1875, Indians were moved onto reservations and the "excess land" was sold to speculators. Indians could no longer live by subsistence, so the U.S. government had to support them. Poverty, disease, and unemployment were prevalent.

In 1887, because they decided the reservations were not working, Congress passed the General Allotment Act. Indians who applied were given land allotments large enough to farm, something like the homesteads that had worked for white settlers. However, without seeds or plows, and knowledge of

farming techniques, many Indians sold their land. In 13 years, Indian lands were reduced by half.

John Collier became the Indian Commissioner in 1934. He supported the Indian Reorganization Act, hoping it would strengthen traditional Indian communities. Four million acres were restored to Indian control.

In the 1950's, there was a push to terminate the reservations and to assimilate the Indians into what had become mainstream American life. More land was lost, as was the tribal identity of many groups.

During 200 years of changing U.S. Indian policies, only two things remained constant: (1) the amount of Indian lands was reduced and (2) the Indian culture was changing. How similar events would be played out in Alaska is the topic of the next program.

**BACKGROUND ON ADELINE RABOFF AND FORMER GOVERNOR JAY HAMMOND, NARRATORS ON PROGRAM #2 "LOSING GROUND."**

When GOVERNOR JAY HAMMOND agreed to narrate this program on ANCSA for the Alaska Native Foundation, he was in the middle of a busy commercial fishing season and monitoring a gubernatorial election year. He flies his own plane out of the family homestead in Lake Clark, Alaska to occasionally host a worthy television program or event but his heart and his home are really in the bush. For over 20 years, he has worked with his wife Bella on her setnet fishing site near Naknek.

His careers have ranged from working for the Fish and Wildlife Service, travelling Alaska as a commercial bush pilot and serving in the Alaska Senate to serving as Alaska's Governor for two terms from 1974 to 1982. He is regarded as the father of the Permanent Fund and a strong advocate of the dividend program. He governed Alaska during the boom years of construction of the Trans-Alaska Pipeline and the flow of oil dollars to the State treasury.

ADELINE PETER RABOFF is a Netsaii Gwitchin Indian born in Fort Yukon, Alaska. She was raised for six years in her Gwitchin language and in the subsistence lifestyle of the late 1940's, early 1950's. Through a variety of unique circumstances, she attended schools in San Francisco, California; Butler, Pennsylvania; and Wrangell Institute in Southeast Alaska as well as Fort Yukon and Arctic Village in Northern Alaska.

She has travelled widely in America, living in Denver, Colorado; Taos, New Mexico; and Los Angeles, California. She has also lived in Israel for three years from 1972 to 1975.

Ms. Raboff is currently pursuing a degree in Business at the University of Alaska, Anchorage, while raising three of her four children. Her career as a television and radio narrator began with public service announcements for Public Health, Anchorage Community Development Corporation and the Alaska Humanities Forum. Her most recent work can be heard on the radio series "Holding Our Ground" concerning hearings held by Tom Berger on the subject of the Alaska Native Claims Settlement Act.

## STUDENT WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you thinking toward ideas in the videotape. Working independently, write TRUE or FALSE before each of the statements below.

BEFORE

AFTER

- |       |   |       |
|-------|---|-------|
| _____ | 1. When the first Europeans arrived in the New World there were 1,000,000 Native Americans in North America.      | _____ |
| _____ | 2. Eskimos, Indians and Aleuts lived in Alaska 1,000's of years before the Russians came.                         | _____ |
| _____ | 3. The U.S. Constitution treated Indian tribes as nations.  | _____ |
| _____ | 4. The U.S. President ordered the Cherokee Indians on a winter march from Georgia and North Carolina to Oklahoma. | _____ |
| _____ | 5. Reservations gave Indians economic security.   | _____ |
| _____ | 6. The Native Allotment Act was intended to make farmers of the Indians.  | _____ |
| _____ | 7. By 1890 Indian population had doubled in the U.S.  | _____ |
| _____ | 8. Since the beginning of the United States, each new Indian law has greatly affected Alaska.                     | _____ |
| _____ | 9. Throughout American history, each U.S. policy change has caused Indians to get back some of their land.        | _____ |
| _____ | 10. Because some Indian tribes lost their land, they also lost their culture.                                     | _____ |

**WATCH THE VIDEOTAPE: "LOSING GROUND."** Then go back and answer the questions again, discussing them with your classmates.

### **DISCUSSION QUESTIONS:**

1. How did the European attitude of land use differ from that of Native Americans?
2. How did each prove ownership of land?
3. According to the U.S. Constitution, how were Indian tribes to be treated?
4. What is meant by "Indian removal" in American history?
5. Why were Indian reservations established?
6. How did reservations affect Indian life?
7. What was the purpose of the Indian Reorganization Act?
8. What were some of the results of the termination of Indian reservations in the 1950's?
9. What were the overall effects of U.S. policies toward Native Americans during the 200 years of rule?
10. Have all the questions toward Indian land been settled in the South 48? Watch for news articles that concern Native Americans today and report back to the class about them.
11. "Ethnocentrism" is an attitude that one's own ethnic group is superior to all others. What is ethnocentric about the statement "Christopher Columbus discovered America?"
12. Feminist historians say that most history is ethnocentric in that it is written by male historians about male culture, ignoring female culture. Is that idea true in relation to this videotape? What were Indian women doing while the struggle for land was going on? What were white female settlers doing? Make some hypothesis. Then check your library and make a list of

the books that deal with women in American history. Daughters of Copper Woman, by Ann Cameron, is one such book that might interest you. It is about Northwest Coastal Indian women's culture at the time of the first explorers.

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY: DO YOU KNOW THESE WORDS?

Here are some words that are useful in discussing "Losing Ground." Match them with the definitions. Use a dictionary if you need it.

removal	reorganization	federal	assimilated
Constitution	allotment	immigrant	title, or deed
termination	reservation		

- \_\_\_\_\_ 1. a change of structure in order to do something differently
- \_\_\_\_\_ 2. act of ending something
- \_\_\_\_\_ 3. having to do with the central (national) government of the  
United States
- \_\_\_\_\_ 4. U.S. document that lays out the structure of our  
government
- \_\_\_\_\_ 5. to be absorbed into another, as with a culture
- \_\_\_\_\_ 6. a change of place, sometimes against the will of the one  
being moved
- \_\_\_\_\_ 7. someone who moves to settle in another country
- \_\_\_\_\_ 8. written proof of land ownership
- \_\_\_\_\_ 9. land area where Indians were sent to live
- \_\_\_\_\_ 10. a portion or share; in this case, land

**Now use the same words in the sentences on the next page**



## STUDENT WORKSHEET (2 OF 2)

11. European settlers who bought land from one another expected a written \_\_\_\_\_ of ownership.
12. Indians on a \_\_\_\_\_ were often poor because they could no longer hunt, fish, or gather food.
13. The \_\_\_\_\_ of reservations reduced the amount of land owned by the Indians.
14. Indians who received a land \_\_\_\_\_ were given title to their lands.
15. European \_\_\_\_\_ (s) felt the land was vacant because the Indians seemed to them to move through the land but not live on it.
16. In 1832, the Supreme Court interpreted the \_\_\_\_\_ to mean that only Congress could take land from Indian tribes.
17. The \_\_\_\_\_, not the state government, could make agreements with Indian tribes.
18. John Collier, as Indian Commissioner, thought the \_\_\_\_\_ of Indian policies would strengthen Indian communities.
19. When reservations ended, many Indians were \_\_\_\_\_ into white culture.
20. President Jackson advocated the \_\_\_\_\_ of Indians west of the Mississippi.

## STUDENT WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

### FEDERAL GOVERNMENT INDIAN POLICY CHART

What effects did each of these government actions have on Native Americans and their land?

You may consult your American history text and the encyclopedia for additional information beyond that given in the videotape.

DATE.....ACT OR ACTION

1787 ..... U.S. Constitution

1830 ..... Indian Removal Act

1850-1870 ..... Reservations Established

1887 ..... General Allotment Act

1934 ..... Indian Reorganization Act

1950's ..... Termination of Reservations

## STUDENT WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

### WHAT EVENTS AFFECTED THE POLICY?

Use your American History textbook. Find out what events were going on in the U.S. or the world that influenced the change of policy toward Native Americans.

<u>POLICY</u>	<u>EVENT</u>
	1775
CONSTITUTION (1787)	
	1800
	1825
INDIAN REMOVAL ACT (1830)	
	1850
RESERVATIONS (1850-1870)	
	1875
GENERAL ALLOTMENT ACT (1887)	
	1900
	1925
INDIAN REORGANIZATION ACT (1934)	
	1950
TERMINATION OF RESERVATIONS (1952)	
	1975
	2000

The videotape included only a brief overview of U.S. Indian policies. Feel free to add other acts or actions that affected Native Americans.

## INDIANS AND SETTLERS -- A GAME

Some high school students in Allen Wintersteen's class in Bethel, Alaska invented this game. Its purpose is to give players a feeling about what happened between Indians and white settlers as more and more immigrants moved west.

The game board can be enlarged so that a number of players can sit along each side, half representing Indians and half representing white settlers. They take turns drawing cards which appear on the next two pages. Tokens representing each side may be moved as the cards dictate. Choose your own tokens, such as a buffalo nickel for Indians and a Jefferson nickel for settlers. Or merely write "Indians" on one card and "Settlers" on another and use them as tokens. Play for 30 minutes.

You may make additional cards from the videotape or information you have learned from prior assignments.

After the game, it is important to discuss what happened and how people felt.

### DEBRIEFING QUESTIONS:

1. What happened in the game?
2. How do you account for what happened? Is it historically accurate.
3. How do you feel about what happened, Settlers?
4. How do you feel about what happened, Indians?
5. Were there important events in the Westward Movement not mentioned? If so, what events? What point values, positive or negative, would you apply to these events?
6. Can amends be made for what has already happened?

**Playing cards. Please xerox and cut apart.**

## **INDIANS AND SETTLERS**

**THE U.S. ARMY IS WINNING THE WESTERN INDIAN WARS.**

Settlers move ahead 2 spaces.

**INDIANS CAN'T LEAVE THE RESERVATION WITHOUT PERMISSION.**

Indians move back 2 spaces

**THE U.S. GOVERNMENT TAKES THE LAND EVEN IF THERE IS NO SIGNED TREATY.**

Indians move back 2 spaces.

**ALMOST ALL THE BUFFALO HAVE BEEN KILLED OFF FOR THEIR TONGUES AND HIDES.**

Settlers move ahead 2 spaces.

**EACH INDIAN FAMILY CAN MEET ITS OWN NEEDS.**

Indians move ahead 1 space.

**INDIANS HAD FEW CHOICES.**

Indians move back 1 space.

**THE U.S. GOVERNMENT HELPS WHEN THE STATES FAIL TO HELP THE INDIANS.**

Indians move ahead 1 space.

**THE PLAINS INDIANS ARE PROBABLY THE FINEST LIGHT CAVALRY IN THE WORLD.**

Settlers move back 2 spaces.

**WHITES HAD FALSE IDEAS ABOUT THE INDIANS SO THIS ALLOWED THEM TO TAKE THEIR LAND.**

Indians move back 2 spaces.

**THE INDIANS WERE THOUGHT OF AS SAVAGES--NO HOME, NO LAW, NO GOVERNMENT.**

Indians move back 3 spaces.

**THE INDIANS WERE THE GREATEST DOMESTICATORS OF FOOD AND FIBER PLANTS.**

Indians move ahead 3 spaces.

**THE CHEROKEES LEAVE THEIR GEORGIA LANDS; NINE STATES REFUSE TO HELP INDIANS.**

Indians move back 2 spaces.

**THE INDIAN ALLOTMENT ACT IS PASSED. HALF OF ALL INDIAN LANDS ARE TAKEN BY THE FEDERAL GOVERNMENT.**

Settlers move ahead 4 spaces.

**GENERAL COOK GOT SOME LESSER CHIEFS TO SIGN A TREATY EVEN THOUGH MOST OF THE TRIBE WAS AGAINST SIGNING.**

Settlers move ahead 3 spaces.

**INDIANS HAD TO CUT THEIR HAIR TO LOOK MORE LIKE WHITES.**

Indians move back 3 spaces.

**THE INDIANS ARE ON THE WARPATH.**

Settlers move back 1 space.

**Playing cards. Please xerox and cut apart.**

## **INDIANS AND SETTLERS**

THE INDIAN REMOVAL ACT BECOMES A LAW  
IN 1830. INDIANS ARE MADE TO MOVE  
WEST OF THE MISSISSIPPI.  
Indians move back 3 spaces.

THE INDIAN ALLOTMENT ACT IS  
PASSED HALF OF ALL INDIAN  
LANDS ARE TAKEN BY THE  
FEDERAL GOVERNMENT.  
Settlers move ahead 2 spaces.

WITH THE INDIAN ALLOTMENT ACT,  
INDIVIDUAL INDIANS GET OWNERSHIP  
OF TRIBAL LANDS.  
Indians move back 5 spaces.

THE INDIANS FOUGHT BACK WHEN  
THEY SAW THEIR LANDS TAKEN AND  
GAME RUN OFF.  
Indians move ahead 4 spaces.

SOME INDIAN AGENTS TRIED TO HELP THE  
INDIANS.  
Indian move ahead 1 space.

INDIANS WERE FORCED TO MOVE TO  
A RESERVATION OR BE KILLED.  
Indians move back 1 space.

THE SETTLERS DON'T UNDERSTAND INDIAN  
WAYS, DON'T FEEL IT'S WRONG TO TAKE  
INDIAN LANDS, CONTINUE TO TAKE IT.  
Settlers move ahead 3 spaces.

EACH OF THE MANY INDIAN TRIBES  
CONTROL FROM 500 to 20,000  
SQUARE MILES OF LAND.  
Settlers move back 2 spaces.

THE U.S. GOVERNMENT SAW INDIAN  
TRIBES AS INDEPENDENT NATIONS.  
Indians move forward 1 space.

INDIANS ARE TOLD TO EAT SHEEP  
INSTEAD OF BUFFALO.  
Indians move back 1 space.

INDIAN TRIBES ARE FORCED INTO LAND  
BELONGING TO OTHER TRIBES. CONFLICT  
RESULTS.  
Indians move back 3 spaces.

INDIANS WERE FORCED TO DEPEND  
ON THE U.S. GOVERNMENT FOR FOOD  
AND SHELTER.  
Indians move back 3 spaces.

THE GOVERNMENT THREATENED INDIANS  
TO MAKE THEM SIGN TREATIES.  
Indians move back 3 spaces.

RESERVATION LANDS WERE UNSUITED  
TO HUNTING OR FARMING.  
Indians move back 4 spaces.

INDIANS COULD NOT VOTE  
BECAUSE THEY WERE NOT  
Indians move back 1 space

CONGRESS PASSED THE INDIAN  
REMOVAL ACT OF 1830  
Settlers move ahead 4 spaces.

THE BUFFALO WERE KILLED OFF  
Indians move ahead 1 space

INDIANS ARE TREATED FOR THEIR  
DISEASES BY THE ARMY DOCTORS  
Indians move ahead 2 spaces

## ADDITIONAL ACTIVITIES

1. Pick one explorer and one exploration. Read in U.S. History books about what he did. Find out which Indians lived in the area. How did the explorer's "discovery" affect Indian life? Write a radio drama of the event.
2. Write individually, without discussion, a paragraph about each of the two most important events that happened at school yesterday.

Read the paragraphs aloud. How many people selected the same events as "most important?"

Do all historians agree on what were the most important events to tell in a history book?

If American History had been told by Indians, what differences would there have been?

It is said that "History is an agreed-upon myth." What do you think is meant by that? Who gets to agree?

3. Historians say that the Egyptians were the first to survey land. When the Nile overflowed each year and washed away the markers, surveyors measured the land to re-establish the boundaries to the fields, so each farmer would know where to plow and plant. Before title can be established with Alaskan land, it must be surveyed. If there is a surveyor in your community, invite him or her to class to explain the work, training, and career opportunities. Would you like to become a surveyor?
4. Research one Indian tribe of the conterminous United States ("South 48"). Find out where that tribe lived when white settlers first came. As farmers filled the continent, where did the tribe move? What were their traditional practices around food, shelter, and clothing? How were these customs changed by the change in their environment? What is the status of the tribe today?

## BIBLIOGRAPHY

"THE WILSON QUARTERLY," Vol. X, No. 1, 1986.

TERMINATED INDIANS, Final Report, American Indian Policy Review Commission, #430289, pp. 447-456.

ALASKA NATIVE LAND CLAIMS, by Bob Arnold, et al, Alaska Native Foundation, 1978.

THE NEW COUNTRY, Richard A. Bartlett, New York: Oxford University Press, 1974.

SHEPHERD'S HISTORICAL ATLAS, William R. Shepherd, Ninth edition, Barnes & Noble, c. 1964

AN ENCYCLOPEDIA OF WORLD HISTORY, William L. Langer, editor. Fifth edition, Houghton Mifflin, Boston, c. 1972.

THE PEOPLE'S HISTORY OF THE UNITED STATES, Howard Zinn.

THE PEOPLE'S CHRONOLOGY, James Torager, Holt, 1975.

HANDBOOK OF NORTH AMERICAN INDIANS, William C. Sturtevant, general editor. Washington, D.C.: Smithsonian Institution, 1978. (A 20 volume encyclopedia summarizing knowledge about all Native peoples north of Mesoamerica, including linguistics.)

DAUGHTERS OF COPPER WOMEN, Ann Cameron, Press Gang Publishers.



## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM #3: THE STRUGGLE**

#### **OVERVIEW:**

Alaska, like the continental United States, experienced the same conflict between newcomers hungry for their own land, and Alaska Natives eager to protect their traditional lands. Decades of Federal Indian policy implied that Alaska Native people had rights to their lands but the government had not transferred the written, legal title for those lands. "The Struggle" follows Federal policy in Alaska from the Treaty of Cession with Russia in 1867 through the passage of the Alaska Native Claims Settlement Act in 1971. The focus is how ANCSA was achieved through the personal commitment and struggle of Alaska Native people. Length - 18 minutes.

**OBJECTIVES:** After viewing the videotape, students will be able to:

1. Summarize historical events that led to the Congressional passage of the Alaska Native Claims Settlement Act.
2. Describe the legal basis for Native land claims in Alaska.
3. Describe and compare several points of view regarding Native land claims -- *i.e.*, Natives, oil companies, the federal government, and the State of Alaska.
4. Describe the process of developing a federal law.

## **BACKGROUND INFORMATION**

### Federal Policy Towards Alaska Natives

The U.S. purchased Alaska from Russia in 1867 for \$7,200,000. The Native people who lived on the land were not consulted. The Treaty of Cession made it clear that the U.S. government would expect Natives to be subject to American law even though they were not American citizens.

In the 1800's many white settlers came to Alaska because of gold and fishing. The Organic Act of 1884 made Alaska a territory with its own legislature. Under the Organic Act, miners and missionaries could gain title to their land but could not, disturb Natives in the use and occupancy of their lands.

In Southeast Alaska, the Alaska Native Brotherhood and Sisterhood were established in 1912 and 1915 respectively. They advocated citizenship and land rights for Native people.

The U.S. Citizenship Act was passed in 1924. Finally, all Native Americans could vote. In Alaska, William Paul, a Tlingit lawyer, became the first Native legislator.

By 1900, white settlers outnumbered Natives in Alaska. World War II caused an additional influx of settlers. The Alaska Statehood Act passed Congress in 1959 and was signed by President Eisenhower. Under the Statehood Act, the State was to select 104,000,000 acres of land, almost 1/3 of Alaska, for use or sale. (Actually, the acreage eventually amounted to 105,000,000 when measured with modern surveying techniques.) The law said the State could not claim land whose right or title "may be held by Eskimos, Indians, or Aleuts." But it provided no legal way to protect those rights.

### Events Leading to ANCSA

When the largest oil field in North America was discovered on the North Slope, oil companies wanted the land claims to be settled so they could build a pipeline across the state.

Howard Rock, an Inupiat Eskimo, started the Tundra Times, a statewide newspaper, in 1962 to give Natives a voice. The Alaska Federation of Natives was organized in 1966 to fight for land rights. In 1968, Secretary of Interior Udall declared a land freeze until there was a settlement to Native claims. Eventually, Natives, oil companies, the State and environmental interests came together to support ANCSA.

### ANCSA Adopted

When ANCSA was passed in 1971, it established corporations to administer the money and lands. In exchange for extinguishing all future claims to lands in Alaska, Native people received 44 million acres of land (actually, 43,700,000) and \$962,5000,000. That meant they would now own 11% of Alaska. The State would own 28%, and the federal government would retain 59%. The remaining 2% was already privately owned.

## **BACKGROUND ON DIANE BENSON, NARRATOR ON PROGRAM #3 "THE STRUGGLE."**

DIANE BENSON grew up in Southeast Alaska (Sitka, Ketchikan); moving from logging camps to fishing boats to boarding school at Mt. Edgecumbe and finally went to the Interior to attend Lathrop High School in Fairbanks.

After three years as a truck driver on the Alaska pipeline, she worked for Alaska Federation of Natives as a counselor for Upward Bound. A stint of commercial fishing in Bristol Bay came next, then the birth of a son and a job as production manager for the Tundra Times. Since then, she has received a Bachelor of Arts degree from the University of Alaska, Anchorage and is now writing, acting and directing in the Alaska/Anchorage theatre community. She also works full time as a paralegal aide for Alaska Legal Services, Inc. Her first love is still writing, and her new play "Sister Warrior" is currently in production at the Anchorage Theater Guild.

## **PARTICIPANTS:**

**EMIL NOTTI**, President of the Alaska Federation of Natives from 1967 through early 1971, helped to create the organization that was to move the land claims struggle through Congress. He also served as the President of the Alaska Native Foundation from 1971 to 1978 and was the Commissioner of the Alaska Department of Community and Regional Affairs from 1982 through 1986.

Born in Ruby, Alaska, he is a shareholder in the Doyon region. He attended Sheldon Jackson where he met many of those who would later join him as leaders in the land claims struggle.

**WILLIE HENSLEY**, President of AFN from 1972-74, grew up in Kotzebue, attended the University of Alaska in Fairbanks and later, George Washington University in Washington, D.C. He has been chairman of the board of the United Bank Alaska, and he served in the Alaska State Legislature from 1970-76. He is currently serving in the State Senate. He the President of the NANA Regional Corporation in Kotzebue and has served on the NANA Board since 1971.

**BYRON MALLOTT**, President of AFN from 1977-79, is the President of the Sealaska Corporation. He grew up in Yakutat, Alaska. He was the first Commissioner of Community and Regional Affairs during Governor William Egan's administration from 1971-74. He is a trustee of the Alaska Permanent Fund Corporation and serves on several national Boards of Directors.

**JOHN BORBRIDGE** was the vice-president of AFN and a board member for many years during the land claims struggle. He also served as the first President of the Sealaska Corporation as well as the President of the Tlingit-Haida Central Council. Currently, he works with the Alaska Coalition and is writing a book on ANCSA. He was born, raised and still lives in Southeast Alaska.

**JOE UPICKSOUN** was an AFN Board member, representing the Arctic Slope Native Association during the land claims struggle. It was his task, along with "Etok" (Charlie Edwardsen) to articulate their region's objections for specific issues involved in the ANCSA settlement. He lives in Barrow and is employed by the North Slope Borough.

**FRANCES DEGNAN** was an AFN Board member and served as Secretary of the AFN in the late 60's and early 70's. She was born in Unalakleet, Alaska and serves on the state school board and the Board of Bering Straits School District. She is a shareholder in the Bering Straits Regional Corporation.

During the years that AFN was pushing for a settlement, Frances was involved in AFN's fund-raising efforts. When AFN borrowed money from the Yakima (Washington) Nation, they were asked for some kind of collateral or security for the loan. Since AFN had no money or assets, AFN officials said, "Take Frances, she's our secretary!"

**ANNA BARNES** is the widow of Cecil Barnes, a member of the AFN Board and the first president of Chugach Natives, Inc. Ms. Barnes contributed to the land claims struggle by raising three children in his absences and typing speeches for her husband. Cecil Barnes gave up his job with an airline company to work full time lobbying Congress.

**DON WRIGHT** was President of AFN from 1971 to 1972, the final days of the push to get ANCSA through Congress. He was instrumental in getting President Nixon's support and lobbied for support from national Indian organizations and the oil industry. Currently he serves as a consultant to Venetie and is a shareholder of Doyon region and a resident of Fairbanks.

## STUDENT WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you to thinking. Working independently, write TRUE or FALSE in front of each statement below.

BEFORE		AFTER
_____	1. Most Natives wanted the land to be given to them as reservations.	_____
_____	2. The oil companies did not want Congress to pass a land claims settlement.	_____
_____	3. The new state of Alaska in the 1960's avoided selecting land important to Natives.	_____
_____	4. The Organic Act gave Alaskan Natives the right to vote.	_____
_____	5. The AFN was started to help unify Natives on land claims issues.	_____
_____	6. In 1867, Alaska Natives voted to become part of the United States of America.	_____
_____	7. In the 60's the U.S. Atomic Energy Commission wanted to test nuclear devices in Alaska.	_____
_____	8. Native women played a part in the passage of ANCSA.	_____
_____	9. Many white Alaskans wanted a just land claims settlement for Alaskan Natives.	_____
_____	10. Only the U.S. Congress had the power to enact a land claims settlement in Alaska.	_____

**WATCH THE VIDEOTAPE: "The Struggle."** After you watch the videotape, go back again to the worksheet and once more write TRUE or FALSE, this time after the statement. Then discuss your answers with your classmates. On which statements did viewing the videotape make you change your mind?

Even after viewing the videotape did you and your classmates agree on your responses?

### DISCUSSION QUESTIONS:

1. What was the land freeze and what did it accomplish?
2. Why did Alaska Native leaders pick the corporation instead of the reservation model of administering the land and money settlements from ANCSA?
3. Historian Anna Bancroft said, "One flag came down and the other flag went up. One didn't have the right to sell and the other had no right to buy?" In what ways is that statement true in regard to Alaska? Are there ways in which it is not true?
4. It has been said that the U.S. Government's Indian policy in Alaska was a "policy of postponement." What historical events support that statement?
5. What events came together at about the same time to make it possible to get a land claims settlement in 1971?

### ACTIVITIES:

1. Pick one of these topics, research it in the ANF textbook, Alaska Native Land Claims, or other sources, and tell what each had to do with the passage of ANCSA.

Tanana Chiefs Conference of 1915

Project Chariot

Rampart Dam Proposal

Minto Recreation Area Controversy

Howard Rock and the Tundra Times

Dot Lake Cemetery

Inupiat Patiot

Write a report and share it with the class.



2. See if you can locate a deed, or title, to a piece of land. Make a copy of it to show the class. (Treat the original with respect. It is valuable.) Study the deed to see what information it gives and how it is worded.
3. Establish a "territorial claims" map of your school, showing where different individuals and groups work, play, or hang out. Claim a piece as yours through traditional use, and attempt to write a title for it. What problems did you run into?
4. For another view of the struggle for ANCSA, watch Northwest Arctic School District's Video No. 1, "History of the Act." What additional information did you gain?
5. Listen to Audiotape No. 14 in the Holding our Ground series, "Other Settlements With Indigenous Peoples." Tell what is being done with the land claims and Native peoples of Canada, Greenland, Australia and Norway.

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY: DO YOU KNOW THESE WORDS?

Write the word from this list beside the definition which fits it best. Use a dictionary if you want to do so.

struggle  
territory  
treaty

cession  
traditional  
policy

majority  
federation

citizen  
delegate

- \_\_\_\_\_ 1. agreement between two independent nations
- \_\_\_\_\_ 2. a giving up of property or rights to another
- \_\_\_\_\_ 3. one over half
- \_\_\_\_\_ 4. customary over a long period of time
- \_\_\_\_\_ 5. great effort or attempt
- \_\_\_\_\_ 6. one chosen to represent others
- \_\_\_\_\_ 7. an organization made up of delegates from several  
independent groups
- \_\_\_\_\_ 8. person who has full rights given by the laws of a  
government
- \_\_\_\_\_ 9. a part of the country that has some rights but not  
full status
- \_\_\_\_\_ 10. a definite course of action chosen from among  
other alternatives to determine present and  
future decisions

## STUDENT WORKSHEET (2 OF 2)

Now use the same words in the sentences below.

11. Native Americans became \_\_\_\_\_(s) in 1924.
12. Native Alaskans can select 44 million acres of land based on \_\_\_\_\_ use.
13. Native groups formed a \_\_\_\_\_ in 1966 to fight for aboriginal land rights.
14. Emil Notti and Willie Hensley were \_\_\_\_\_(s) sent to Washington, D.C., to stand up for Native rights before Congress.
15. By 1900 a \_\_\_\_\_ of Alaskans were white settlers.
16. The \_\_\_\_\_ between the U.S. Government and Natives for land rights took 100 years.
17. In 1867, the Russian Treaty of \_\_\_\_\_ transferred all Russian rights in Alaska to the United States.
18. Alaska Natives did not lose their land by \_\_\_\_\_ as did many tribes in the United States.
19. The U.S. Government, before ANCSA, had no clear \_\_\_\_\_ regarding Native land claims.
20. As a \_\_\_\_\_, Alaska had a legislature but could not send voting members to the U.S. Congress.

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_

Date \_\_\_\_\_

### DIFFERING VIEWPOINTS: WAS ANCSA A FAIR SETTLEMENT?

Divide the class into 4 groups -- Natives, Oil Company Officials, State of Alaska Representatives, and Federal Government Representatives. Imagine it is the 1960's and that you are really representing that viewpoint. Find all the clues in the videotape that tell what your group really wanted. Write down those viewpoints.

My Group Is (Check One)

What My Group Really Wanted Was:

\_\_\_\_\_ NATIVES

\_\_\_\_\_ OIL COMPANY OFFICIALS

\_\_\_\_\_ STATE OF ALASKA REPRESENTATIVES

\_\_\_\_\_ FEDERAL GOVERNMENT REPRESENTATIVES

## STUDENT WORKSHEET (2 OF 2)

### ENVIRONMENTALISTS

(There was not time to cover the concerns of the environmental groups in the videotape, but someone might wish to represent this view.)

Did you get what you wanted from ANCSA? Do you think it was a fair settlement?

Come to an agreement in your small group. Then listen to the conclusions of other groups with these questions in mind:

Did any group get all it wanted?

Which group came out best?

Which group lost the most?

## **ALASKA NATIONAL INTEREST LANDS**

A part of the Alaska Native Claims Settlement Act of 1971, Section 17(d)(2), required that in the future up to 80 million acres of land would be set aside by Congress into federal management such as National Parks, Wild and Scenic Rivers, Wildlife Refuges, etc., In 1980 the Alaska National Interest Lands Conservation Act (ANILCA) was adopted by Congress. It set aside 110 million acres of Alaska into the Federal Management Systems.

Margaret Murie, pioneer Alaskan naturalist and writer, was one of the people who testified in support of ANILCA. She said:

"When all the nonrenewable resources have been dug up, hauled away, piped away, to satisfy the needs of a certain span of users, Alaska can still have a renewable, self-perpetuating resource of inestimable value -- value economic, value spiritual, value for the health of the people.

We cannot foretell the future, but we can give a nod toward it by putting this last treasure of wild country into an interest-bearing savings account."

In the long view -- all Alaska needs to do is be Alaska."

Other parties viewed the ANILCA proposals as "locking up" Alaska's resources. They believed that the mineral resources of the state should be available for development, not preservation.

## **ACTIVITIES REGARDING ANILCA**

1. Using This Last Treasure: Alaska National Parklands, by the Alaska National History Association, pick a park that interests you and make a report on it to the class.
2. Clip current articles on the push to drill for oil in ANWR (Arctic National Wildlife Refuge). From articles in daily newspapers and other sources, decide what the arguments are for and against development in ANWR. Then decide what you think about the issue.

3. Section 7 of ANILCA states, "The Congress finds and declares that...the continuation of the opportunity for subsistence uses by rural residents of Alaska, both Natives and non-Natives, on the public lands...is essential to Native physical, economic, traditional, and cultural existence and to non-Native physical, economic, traditional, and social existence."

See if you can find news articles that describe conflicts regarding hunting and fishing on public lands. Are there disagreements regarding non-Native or Native use of parks and wildlife reserves in your area? Whatever you find out share with the class.

## BIBLIOGRAPHY

THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: SELECTED READINGS, Ongtooguk, Paul, Editor. Northwest Arctic School District/Alaska Department of Education, c. 1986.

ALASKA NATIVE LAND CLAIMS, Arnold, Robert, et al, Alaska Native Foundation, 1978.

VILLAGE JOURNEY: THE REPORT OF THE ALASKA NATIVE REVIEW COMMISSION, Berger, Thomas R. New York: Hill & Wang, c. 1985.

ETOK: A STORY OF ESKIMO POWER, Gallagher, H.G., New York: G.P. Putnam & Sons, c. 1974.

MAKE PRAYERS TO THE RAVEN: A KOYUKON VIEW OF THE NORTHERN FOREST, Nelson, Richard K. Chicago: University of Chicago Press, c. 1983.

GIVE OR TAKE A CENTURY, AN ESKIMO CHRONICLE, Senungetuk, J.S. San Francisco: The Indian Historian Press, c. 1971.

The Struggle, The Learning Tree, ANCSA Learning Kit Booklet, Alaska Methodist University, 1976.

OTHER SETTLEMENTS WITH INDIGENOUS PEOPLES, Holding Our Ground, Western Media Audiotape No. 14, Western Media, 1986.

History of the Act, ANCSA Series, Video No. 1, Northwest Arctic School District, 1986.

THIS LAST TREASURE: ALASKA NATIONAL PARKLANDS, Brown, William et al., Alaska National History Association, 1982.



## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM 4: ANCSA PLAIN AND SIMPLE**

#### **OVERVIEW:**

The importance of the land to a Yup'ik (Eskimo) family's subsistence lifestyle is evident as Jim, a young Native guide, explores the questions, "What is the Alaska Native Claims Settlement Act?" and "What did ANCSA create?" He explains the basic content of ANCSA, the mechanics of how ANCSA conveyed the settlement of land and cash to the business corporations formed by ANCSA. Length - 14 minutes.

**OBJECTIVES:** After viewing the videotape, students will be able to:

1. Explain the main provisions of ANCSA -- land, cash, corporations.
2. Describe some of the complexities of putting ANCSA into operation.
3. Discuss the concepts of stock ownership and corporate structures.
4. Distinguish between surface and subsurface land rights.

#### **Background and Additional Information**

Aleuts, Tlingits, Haidas, Athabaskans, Yup'iks and Inupiat people lived on the Alaskan land for many thousands of years before white men came. After the U.S. purchased Alaska from the Russians in 1867, it took 100 years, the need for oil from the North Slope, and the pressure from a new state eager to select its land to bring about the passage of the Alaska Native Claims Settlement Act.

#### **Major Provisions of ANCSA**

Passed by Congress and signed by President Nixon in 1971, ANCSA did three major things. (1) It provided Native people with written title to nearly 44 million acres of land. (2) It compensated Natives \$962,500,000 to extinguish their claim to the rest of Alaska. (3) It established corporations to manage the land and money.

Thirteen regional corporations were established under ANCSA. Twelve are Alaska -- based and were able to select land. The thirteenth corporation is for Natives living outside of Alaska. It received money but no land. Two hundred and eleven village corporations were established. Some of them eventually chose to merge with one another because they were too small to function as viable businesses.

### Enrollment and Stock

Nearly 80,000 Natives were enrolled in ANCSA corporations. They each received 100 shares of stock in their regional corporation and another 100 shares if they also enrolled in a village corporation. None of the shares could be sold or given away except through inheritance for 20 years, or until 1991.

### Land Selection

The land was selected because of both traditional use and because of the resources available for development. Since resources are unevenly distributed over the state, Section 7(i) requires that 70% of the profit made by a regional corporation from subsurface resource development be divided among the other eleven corporations.

Approximately, half the land went to regional corporations, the other half was available for village corporation selections. The regions own both surface and subsurface rights over their lands as well as the subsurface rights to all village lands within their boundaries. Individuals do not own ANCSA land unless the village corporation chose to distribute homesites, as the Chickaloon village corporation did with the "shareholder homesite" program, or if the family had established residency in the village as of December 18, 1971. ANCSA lands should not be confused with "Native Allotments" which are 120 acre parcels that were available under the 1887 Allotment Act. This law was repealed when ANCSA was adopted in 1971.

### Cash Settlement

The \$962,500,000 came from two sources. The U.S. government paid \$400,000,000 over an eleven-year period. The remaining \$562,000,000 came from the State of Alaska's oil revenues over a six-year period.

**BACKGROUND ON BOB HARRIS, NARRATOR ON PROGRAM #4  
"ANCSA PLAIN AND SIMPLE" and PROGRAM #5 "BEYOND THE  
BOTTOM LINE."**

Robert Harris was born in Glenallen, Alaska and later attended Dimond High School in Anchorage. Along with his studies, Bob was involved in tennis, debate, and acting in a few plays. He attended college at the Massachusetts Institute of Technology in Boston, Massachusetts, and earned degrees in both electrical engineering and economics.

Until recently, he was a financial analyst for Calista Professional Services, consulting with village councils and corporations about the business of reindeer farming. This job took him to Nunivak Island, Toksook Bay, Newtok, and Nelson Island in Alaska, as well as to New Zealand to study deer farming.

Currently, Bob is pursuing other interests, including working on his commercial pilot's license, as well as outdoor activities such as skiing, scuba diving, boating and playing tennis.

When asked about his own views of ANCSA, Bob replied that "the challenge for Alaska Natives will continue to be balancing the needs for corporate success with the desire to remain close to the land and retain the sense of community."

## STUDENT WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you thinking. Working independently, write TRUE or FALSE in front of each statement below.

BEFORE

AFTER

- |       |  |       |
|-------|--|-------|
| _____ | 1. ANCSA established 15 regional corporations.   | _____ |
| _____ | 2. Every Native belongs to both a regional and village corporation.  | _____ |
| _____ | 3. Each Native ethnic group has its own region   | _____ |
| _____ | 4. Each Native person born before 1971 received \$1,000 in cash from the settlement.   | _____ |
| _____ | 5. Under ANCSA each Native received 550 acres of land to use as he or she wishes.  | _____ |
| _____ | 6. Many Natives immediately sold the stock they were awarded.  | _____ |
| _____ | 7. If oil is developed by one Native regional corporation, the profit from its sale must be shared with all regional corporations. | _____ |
| _____ | 8. The corporation system puts the land used for subsistence at risk.  | _____ |
| _____ | 9. The U.S. Congress returned land to Alaska Natives which totals as much as the whole state of Washington.                        | _____ |
| _____ | 10. corporations established under ANCSA were to be nonprofit social service agencies.   | _____ |

### WATCH THE VIDEOTAPE: "ANCSA PLAIN AND SIMPLE."

After you watch the videotape, go back again to the above statements. Once more write TRUE or FALSE, this time after the statement. Then discuss your answers with your classmates. On which statements did viewing the videotape make you change your mind?

Are there any points on which you and your classmates still disagreed after watching the program?

## DISCUSSION QUESTIONS

1. What traditional cultural groups inhabited Alaska before the coming of Europeans and Americans?
2. What are the three major provisions of ANCSA?
3. How many Natives were enrolled following the passage of ANCSA?
4. How were Natives who lived outside Alaska notified that they must enroll to a corporation in order to share in the ANCSA benefits?
5. On what criteria were land selections made?
6. What is the purpose of Section 7(i) of ANCSA?
7. Native corporations received \$962,500,000 in the ANCSA settlement. From what sources did the money come?
8. Why did some village corporations merge with others?
9. Of lands conveyed to Natives, who owns the subsurface rights?
10. What part of the land do the village corporations own?
11. What is the major asset held by the corporations?

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_

Date \_\_\_\_\_

### VOCABULARY. DO YOU KNOW THESE WORDS?

Match each word in the list with the definition which fits it best.

merge	resource	surface	subsurface
extinguish	village	developer	select
at risk	enroll		

\_\_\_\_\_ 1.to choose

\_\_\_\_\_ 2.to combine, to join together

\_\_\_\_\_ 3.endangered

\_\_\_\_\_ 4.to sign up or register

\_\_\_\_\_ 5.a community of people residing in rural Alaska

\_\_\_\_\_ 6.the outer part of something; the exterior

\_\_\_\_\_ 7.located below the surface of the land

\_\_\_\_\_ 8,a person who builds structures or makes other changes on  
land for purposes of profit

\_\_\_\_\_ 9.something that a country, state, or group has and can use to  
its advantage

\_\_\_\_\_ 10.to put an end to; to make void

## STUDENT WORKSHEET (2 OF 2)

Use the same words in the sentences below. Use each only once.

11. In order to be a shareholder of a Native corporation, individuals had to \_\_\_\_\_ in 1972.

12. \_\_\_\_\_ (s), some of them Native, are building subdivisions where Native people once hunted and gathered food.

13. Gravel, oil, and fish are some of Alaska's \_\_\_\_\_ (s).

14. Village corporations own the \_\_\_\_\_ rights to their lands.

15. Regional corporations own the \_\_\_\_\_ rights and therefore can do mining.

16. Elders of the villages helped \_\_\_\_\_ the land.

17. When a corporation fails, it may put the land \_\_\_\_\_.

18. ANCSA was to \_\_\_\_\_ Native rights to all but 11% of Alaska's land.

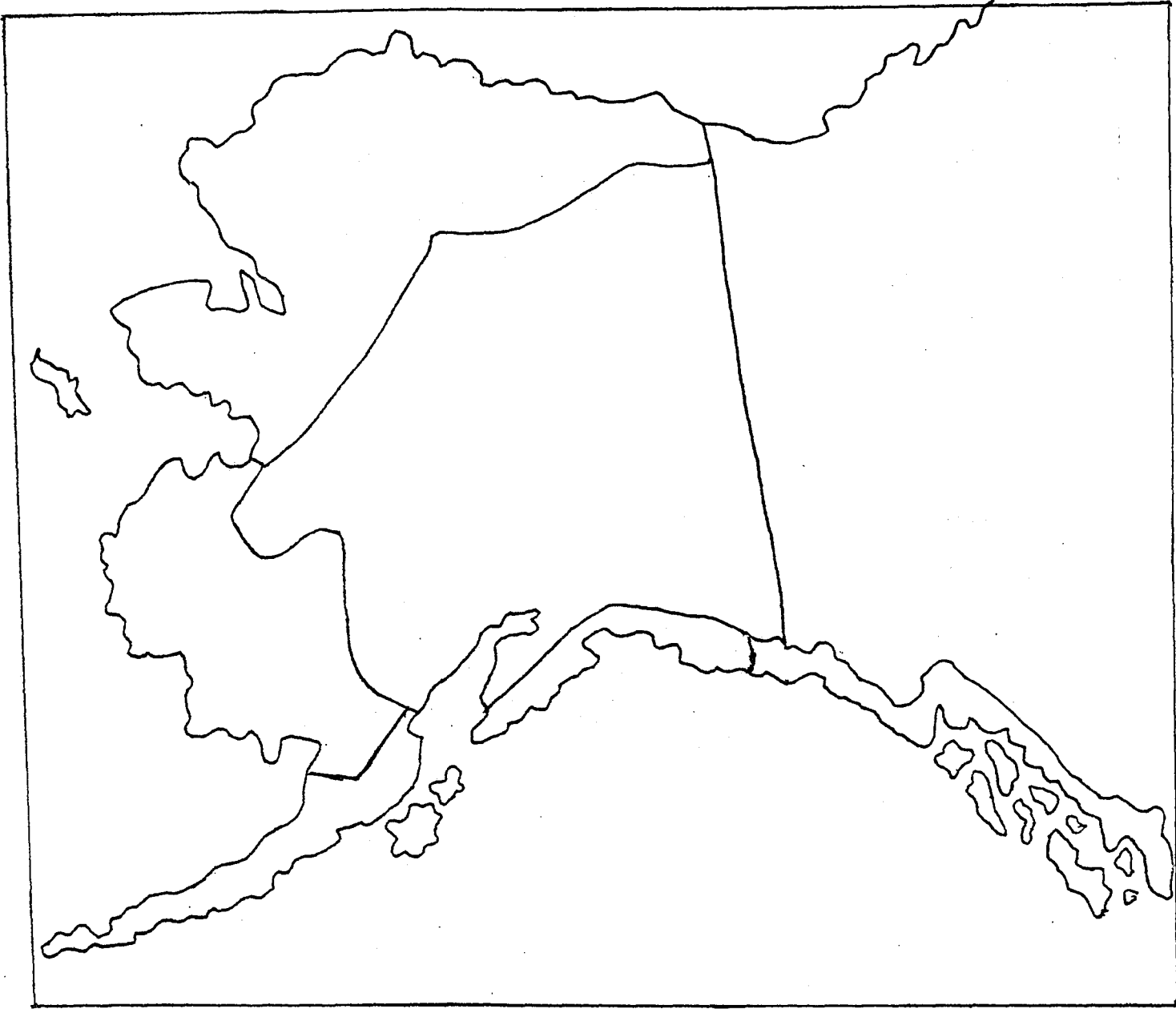
19.20. Some of the \_\_\_\_\_ (s) have \_\_\_\_\_ (d).

### **ACTIVITIES:**

1. Use the worksheets provided to identify the location of cultural groups and regional corporations.
2. Write an essay which describes the 3 major provisions of ANCSA and why each is important.
3. Listen to Holding Our Ground, Audiotape No. 11, from Western Media, "From Hunter, Fisher, Gatherer to Corporate Director." What reasons do the people on this tape give for the choosing of the corporate structure as a means to administer ANCSA money and lands? What other important points are made on the tape?
4. Use Michael Krauss's "Map of Native People and Languages of Alaska" from the Native Language Center at the University of Alaska (also reproduced in Alaska Geographic's Alaska's Native People.) Compare how language boundaries match the cultural boundaries. Compare how they match the regional corporation boundaries. Why do you suppose there was not a regional corporation formed for each of the linguistic regions?
5. Look for and clip newspaper articles that discuss any aspect of ANCSA corporations' existence i.e., business activities, land exchanges, dividend payments, etc. Bring them to class and display them on an ANCSA bulletin board.



## ALASKAN CULTURAL GROUPS



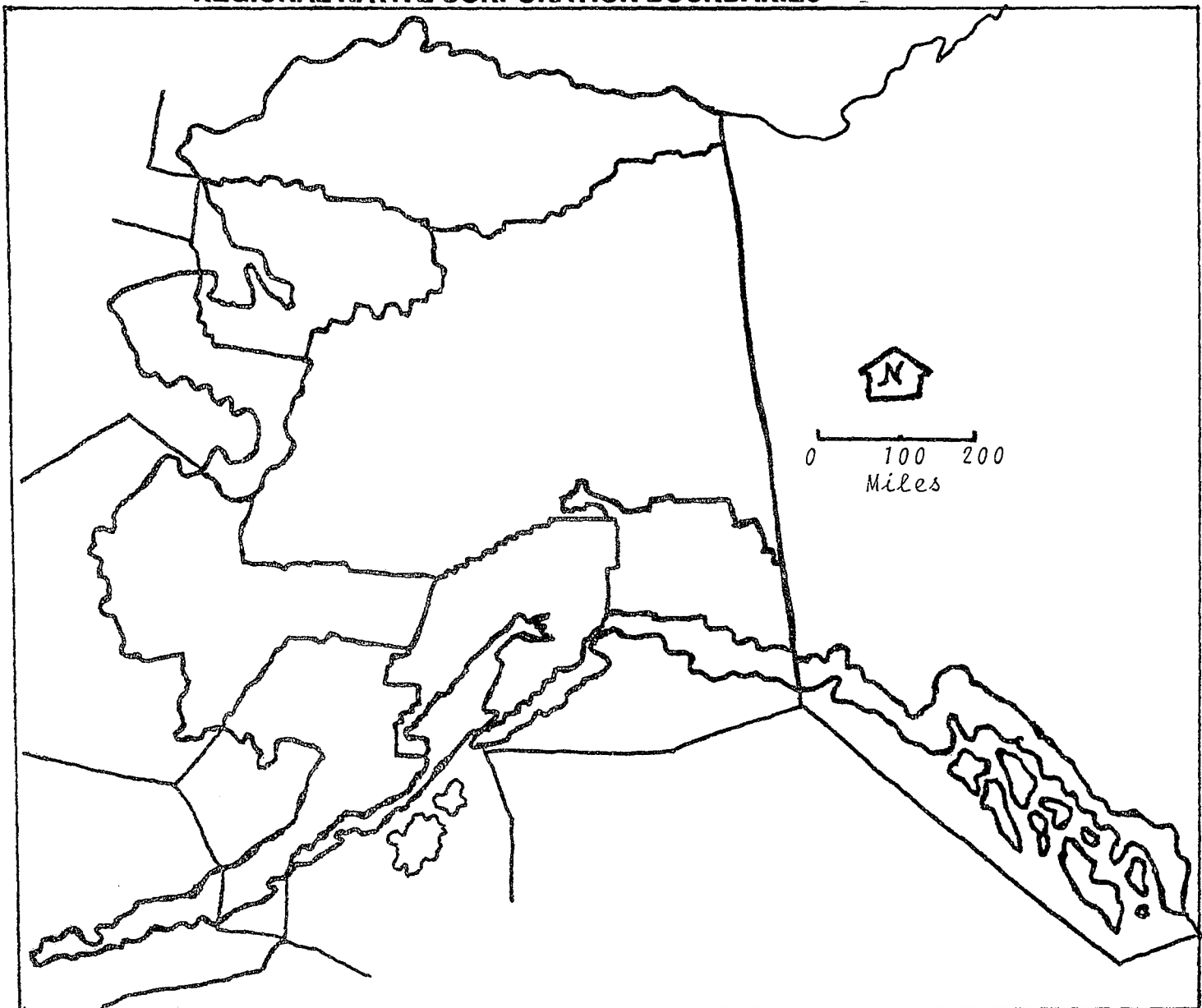
1. On this map, label the major cultural groups mentioned in the videotape.

Inupiat  
Athabaskan  
Tlingit, Haida

Yup'ik  
Aleut

2. Make class reports on Alaska's Native cultural groups, telling how they traditionally depend on the land for subsistence. Tell which regional corporation they are enrolled to today.

## REGIONAL NATIVE CORPORATION BOUNDARIES



1. Make multiple copies of this map. On one, label the names of all the regional corporations.

1. Ahtna, Inc.

2. The Aleut Corporation

3. Arctic Slope Regional Corp.

4. Bering Straits Native Corp.

5. Bristol Bay Native Corp.

6. Calista Corporation

7. Chugach Alaska Corp.

8. Cook Inlet Region, Inc.

9. Doyon, Limited

10. Koniag, Inc.

11. NANA Regional Corporation

12. Sealaska Corporation

2. On other copies of the map, practice until you know where each corporation is located. It may be easier if you study with a classmate and help each other memorize them.

## BIBLIOGRAPHY

"Overview of the Act," Northwest Arctic Videotape No. 2, ANCSA Series.

"From Hunter, Fisher, Gatherer to Corporate Director," Holding our Ground Audiotape No. 11, Western Media.

Alaska's Native People, Lael Morgan, Ed., Alaska Geographic Society, 1979.

Eyes Toward Icebergia, Lucille Frey, et al, The Learning Tree, 1983.

Alaska Workbook, Lucille Frey, et al, The Learning Tree, 1984 (accompanies Eyes Toward Icebergia).

Information Bulletin, AK 87-127, Bureau of Land Management, 1987.

Land Status Map, Bureau of Land Management, 1986.

Map of Native People and Languages of Alaska, Michael Krauss, Alaska Native Language Center, U of Alaska, Fairbanks.

Alaska Native Land Claims, Robert Arnold, Alaska Native Foundation, 1978.

ANCSA Learning Kit, Vol. 5, "The Alaska Native Claims Settlement Act," Vol. 7, "The Money Settlement," Vol. 8, "The Land Settlement," The Learning Tree.



## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM 5: BEYOND THE BOTTOM LINE**

#### **OVERVIEW:**

What exactly IS a profit-making corporation? And are there special characteristics of Native corporations that go beyond the bottom line of making a profit? What makes for a successful Native corporation and how does a failing corporation affect its Native stockholders? "Beyond the Bottom Line" visits the Haida Corporation in Southeast Alaska and the Choggiung Corporation in Dillingham for a look at how two village corporations deal with resource development, land protection and responsibility to their shareholders. Length - 17 minutes.

**OBJECTIVES:** After viewing the videotape, students will be able to:

1. Summarize how a corporation works.
2. Compare and contrast activities of two different village corporations.
3. Identify those characteristics that are peculiar to ANCSA corporations.
4. Discuss expectations versus reality of shareholders of two ANCSA village corporations.

## **BACKGROUND INFORMATION**

### **ANCSA Corporations - For Profit Entities**

Under ANCSA each region had the choice of starting a non-profit corporation or a for-profit corporation. All chose the latter form. In most areas there are non-profit entities that can apply for government grants to provide human services, such as alcohol treatment or child care. These non-profit corporations are independent of ANCSA and regional corporations.

The corporation is a business structure, more complex than a single proprietorship or partnership. The word, "corporation" derives from the same Latin root as corpse, which originally meant, "body." As a legal entity, the corporation acts as one body, no matter how many shareholders there are.

The state of Alaska issues a permit to start a corporation. Applicants must write "Articles of Incorporation." The corporation takes capital (money or other assets) and attempts to make more money. It must have a Board of Directors who are elected by the stockholders, or shareholders. In each ANCSA regional corporation, each enrolled Native (at least 1/4 Native blood) received 100 shares of stock.

### **Use of Financial Assets**

With their money, corporations must pay for on-going operations, such as salaries, rent, utilities, supplies. If they borrow money, they pay debt service. They may also invest some of the money in other business ventures, such as the stock market. If they make a profit, most of it will be reinvested. Sometimes they declare a dividend, which means that they divide a certain portion of the profit among shareholders. On the average Native shareholders have received \$353 in dividends from their corporations, much less than they have from the Permanent Fund.

Many of the regional corporations have done exceedingly well. Ahtna, for example, has made a profit each year since it began operation. Cook Inlet Region, Inc., is a leading business entity in Alaska and the U.S. The other

extreme is one regional corporation, Bering Straits, which has declared bankruptcy.

### Village Corporations

Village corporations have also varied widely in their degree of success. Choggiung, Ltd., which includes Dillingham, Ekuk, and Ogsenakle, has been very successful. On the other hand, Haida Corporation, at Hydaburg, borrowed money to develop their fishing and timber industries. Both businesses failed. Since their land was their collateral, the loss of their lands to the banks was imminent until Congress rescued them in late 1986 with special legislation prohibiting the banks from securing loans with undeveloped ANCSA lands.

This program is the story of these two ANCSA village corporations - how they are similar and how they differ - how different choices made for very different consequences in the implementation of ANCSA.

**BACKGROUND ON BOB HARRIS, NARRATOR ON PROGRAM #4  
"ANCSA PLAIN AND SIMPLE" and PROGRAM #5 "BEYOND THE  
BOTTOM LINE."**

Robert Harris was born in Glenallen, Alaska and later attended Dimond High School in Anchorage. Along with his studies, Bob was involved in tennis, debate, and acting in a few plays. He attended college at the Massachusetts Institute of Technology in Boston, Massachusetts, and earned degrees in both electrical engineering and economics.

Until recently, he was a financial analyst for Calista Professional Services, consulting with village councils and corporations about the business of reindeer farming. This job took him to Nunivak Island, Toksook Bay, Newtok, and Nelson Island in Alaska; as well as to New Zealand to study deer farming.

Currently, Bob is pursuing other interests, including working on his commercial pilot's license, as well as outdoor activities such as skiing, scuba diving, boating and playing tennis.

When asked about his own views of ANCSA, Bob replied that "the challenge for Alaska Natives will continue to be balancing the needs for corporate success with the desire to remain close to the land and retain the sense of community."



## STUDENT WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you thinking about the content covered in "Beyond the Bottom Line." Working independently, write TRUE or FALSE in front of each statement below.

BEFORE		AFTER
_____	1. In some ways, the corporation is a tool teaching certain goals in the same sense that a gun is a tool.	_____
_____	2. The purpose of ANCSA corporations is to make a profit.	_____
_____	3. Under ANCSA, there are 20 regional corporations and 20 village corporations.	_____
_____	4. Profit made by corporations must be divided among stockholders.	_____
_____	5. All village corporations received equal amounts of land.	_____
_____	6. Some Native corporations have made money.	_____
_____	7. Some Native corporations have lost money.	_____
_____	8. Some Native corporations are in danger of losing their land through unsuccessful investments.	_____
_____	9. Fishing is probably the safest Alaskan venture in which a corporation can invest.	_____
_____	10. Some corporations have provided jobs for Native people and other Alaskans.	_____

After you watch the videotape, go back again to the above statements. Once more write TRUE or FALSE, this time after the statement. then discuss your answers with your classmates. On which statements did viewing the videotape make you change your mind?

Are there any points on which you and your classmates still disagreed after watching the program?

## DISCUSSION QUESTIONS

1. What is meant by the title "BEYOND THE BOTTOM LINE?"
2. In 1971 AFN called corporations "a white man's tool for a white man's society." What is meant by that statement?
3. Historically, what other white man's tools have Alaskan Natives adopted?
4. Corporation or reservation? Native and non-Native leaders weighed the advantages and disadvantages of each before ANCSA was signed into law. Make a class list of the advantages and disadvantages. If you had been a member of the planning team, which would you have wanted? Refer back to Program 2 and 3, if necessary.
5. "Self-determination through economic independence" is stated as a goal for Native people. What does that mean? Is it also one of your goals as an individual? Is it a goal for Native people only?
6. What is "botulism" and how did it figure into the bad luck of the Haida Corporation?
7. Sally Smith, of Dillingham, says that "Chog" has been "very conservative" in its investments. What does that mean? When you look at the chart on Native regional corporation investments later in this unit, try to identify which are "conservative" investments.

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY. DO YOU KNOW THESE WORDS?

Match each word in the list with the definition which fits it best.

assets	creditor	bankrupt	collateral
capital	investment	liquid asset	stockholder
director	self-determination		

- \_\_\_\_\_ 1. person who sets the policies of an organization
- \_\_\_\_\_ 2. someone to whom money is owed
- \_\_\_\_\_ 3. things of value, either tangible or intangible
- \_\_\_\_\_ 4. anything that secures or guarantees an obligation (debt)
- \_\_\_\_\_ 5. unable to pay debts; broke
- \_\_\_\_\_ 6. wealth (money or property) owned or used
- \_\_\_\_\_ 7. right of people to make their own political decisions
- \_\_\_\_\_ 8. in cash or readily convertible into cash
- \_\_\_\_\_ 9. something for which money is spent in the hopes that it will make more money
- \_\_\_\_\_ 10. someone who owns a share of a corporation

## STUDENT WORKSHEET (2 OF 2)

Use the same words in the sentences below. Use each only once.

11. Haida Corporation was the first village corporation to go \_\_\_\_\_.
12. Fishing is a high-risk \_\_\_\_\_.
13. Choggiung, Ltd. gets some of its \_\_\_\_\_ from rentals.
14. Assets such as land are not usually \_\_\_\_\_ (s).
15. Haida Corporation used its land as \_\_\_\_\_ to purchase a fishing fleet.
16. Each Haida \_\_\_\_\_ received \$1,500 in cash.
17. A bank was the \_\_\_\_\_ that threatened to take Haida village lands when their debts were not paid.
18. Some corporations have more \_\_\_\_\_ than others.
19. A \_\_\_\_\_ of a corporation has lots of responsibility.
20. The Berger Report recommend that Native people in villages seek \_\_\_\_\_.

## ACTIVITIES

1. Some ANCSA regional maps might lead one to believe that Natives were awarded all the land within a region. Make a map of the regions. Show where the Native land selections were made as best you can. Can you make generalizations about which lands Natives actually selected? A current land status wall map can be obtained from BLM for \$5.00.
2. Pick a corporation to learn about in detail. The following two charts can be of help. However, you should also clip newspapers, listen to radio and TV for information, talk to knowledgeable people, and perhaps even write to the corporation. Share what you learn with the class.
3. Make a class bulletin board with information on the Native corporations.
4. Visit a meeting of a village corporation board of directors. Report back to the class about what you learned.
5. Visit a regional corporation meeting. Share with the class what you learned.
6. North Slope students have an actual students' corporation to help them learn about how to function as an informed stockholder or corporation leader. Perhaps you cannot form an actual corporation, but you can create a simulated one in your classroom. Use paper money that you can design yourself. Decide how you will invest it. Invent details of a game to teach you how a corporation is run.
7. Does your school have a video camera? If so, plan a project to interview those people who made the village land selections. Why did they select the lands they did? Much of the village history will relate to the answer to that question.

8. Listen to Audiotape No. 5, "Traditional Councils and Corporate Boardrooms," from the Holding Our Ground series, edited by Jim Sykes and Western Media. Historically, how were decisions made for a Native community? How has this changed?
9. Listen to Audiotape No. 6, "The Land and the Corporations," from Holding Our Ground. Do the persons interviewed think that the corporations have an obligation to develop lands in order to turn a profit, or is their obligation to preserve the land for subsistence?
10. Read about General Motors Corporation in an encyclopedia or other source. How is GM like a Native regional corporation? How is it different? During one stretch of U.S. History, there was a saying. "What's good for General Motors is good for the country." What do you think was meant by that statement. Can you say that about a Native corporation? For instance, would we be justified to say, "What's good for Bering Straits Corporation is good for Alaska?"

## ANCSA CORPORATIONS -- LAND & MONEY

CORPORATION	ENTITLEMENT	LAND ENTITLEMENT	MONEY SHAREHOLDERS	VILLAGES
AHTNA, INC.	1.7 million acres	\$13.3 million	1,074	8
THE ALEUT CORPORATION	1.3 million acres	\$ 40.5 million	3,249	13
ARCTIC SLOPE REGIONAL CORP.	4.6 million acres	\$ 46.8 million	3,738	8
BERING STRAITS NATIVE CORP.	3.03 million acres	\$ 80.0 million	6,333	17 villages 3 reserves
BRISTOL BAY NATIVE CORP.	5.1 million acres	\$67.4 million	5,401	29
CALISTA CORP.	6.8 million acres	\$166.1 million	13,308	56
CHUGACH NATIVES, INC.	1 million acres	\$ 24.1 million	1,912	5
COOK INLET REGION, INC.	2.5 million acres	\$77.8 million	6,264	7 villages
DOYON, LTD.	12.5 million acres	\$113.1 million	9,061	34
KONIAG, INC.	1 million acres	\$41.6 million	3,344	9
NANA REGIONAL CORPORATION	2.3 million acres	\$60.2 million	4,828	11
SEALASKA	990,000 acres	\$198.6 million	15,819	12
13th REGION	NONE	\$46.6 million	4,435	None

1. As a class project, make a large wall map showing the ANCSA regions. Identify the villages in each region. Conduct MAP MATCHES to become familiar with the locations. For instance, create two teams. One person from each team stands at the map. A caller names a place, such as "TYONEK." Whoever points out the place first wins a point for her or his team.
2. Make a bar graph showing relative land entitlements under ANCSA.
3. Make a bar graph showing relative money entitlements.
4. Make a bar graph showing relative shareholder size of each Corporation.

Note: A team of students might be assigned to each of these BAR GRAPH PROJECTS.

Source: Regional Corporations, 1987.

**Use this chart and other sources to make a special report on a regional corporation.**

CORPORATION	INVESTMENTS	NET WORTH 1980	NET WORTH 1984	NET PROFIT 1980	NET PROFIT 1984
AHTNA, INC.	Pipeline maintenance, investments	\$ 7 million	\$ 20.6 million	\$361,623	\$ 143,160
ARCTIC SLOPE REGIONAL CORP.	Oil field service	\$ 24.3 construction	\$ 22.9 million	\$ 1.1 million	\$ 4.3 million million
THE ALEUT CORP.	Money market freight, fishing	\$ 13.7 million	\$ 30.2 million	\$636,000	\$1 million
BERING STRAITS NATIVE CORP.	Natural resource resource development, real estate	\$ 4.6 million	\$964,000	-\$ 2 million	-\$ 4 million
BRISTOL BAY NATIVE CORP.	Hotel, banking, drilling, food ccessing.	\$ 34.1 million	\$ 64.7 million	\$ 63,300	\$ 1 million
CALISTA CORP.	Sheraton Anchorage, Settlers Bay Calista Fisheries	\$57.8 million	\$85 million	-\$ 7.3 million	-\$ 4.3 million
CHUGACH NATIVES, INC.	Timber, fisheries, oil field servicing	\$ 8.8 million	Unavail-able	-\$ 1.5 million	-\$ 700,000
COOK INLET REGION, INC.	Natural gas, real estate, drilling	\$46.1 million	\$158.5 million	\$ 5.7 million	\$ 18.6 million
DOYON, LTD.	Securities, real estate, banking, oil, construction	\$ 54.1 million	\$ 54.5 million	\$445,089	-\$ 7.5 million
KONIAG, INC.	Timber, oil fisheries	\$ 15.5 million	\$ 8.3 million	-\$ 245,000	\$400,000
NANA REGIONAL CORP.	Oil field service, construction, hotels, tourism, reindeer	\$ 44.0 million	\$ 89.1 million	\$207,324	\$ 4.25 million
SEALASKA CORPORATION	Timber, bricks, gas, banking seafoods, oil	\$198.9 million	\$168.4 million	\$ 5.94 million	\$ 2 million
13th REGION CORPORATION	Fishing	Unavail-able	\$1.75 million	-\$ 6.8 million	-\$216,000



## **BIBLIOGRAPHY**

"Specific Provisions of ANCSA," Northwest Arctic ANCSA Series, Videotape No. 3.

"Impacts of ANCSA," Northwest Arctic ANCSA Series, Videotape No. 4.

"Traditional Councils and Corporate Boardrooms," Audiotape No. 5, Holding Our Ground, Western Media, 1986.

"Risking and Saving the Land," Audiotape No. 7, Holding Our Ground, Western Media.

"The Land and the Corporations," Audiotape No. 6, Holding Our Ground, Western Media.

Land Status Map, Bureau of Land Management.

Tundra Times.

Annual Reports of all Native corporations are filed with the State Department of Commerce and Economic Development.



## **ANCSA: CAUGHT IN THE ACT**

### **PROGRAM 6: LAND AT RISK**

#### **OVERVIEW:**

The repercussions of living out the ANCSA provisions involve dealing with everything from corporate bankruptcies, loss of Native lands, the rights of "new Natives," elders and dissenters. These "Native issues" are reviewed in the context of the far-reaching effects loss of Native land could have on all Alaskans. This program represents a variety of opinions on the methods that should be used to protect the land - from Congressional amendments to tribal ownership. Length - 17 minutes.

**OBJECTIVES:** After viewing this program, students will be able to:

1. Define three ways that Native lands can be lost: bankruptcy, taxation, and corporate take-over.
2. Explain the dilemma corporations face with youth born after ANCSA became law.
3. Describe the purpose of the "1991 amendments."
4. Describe some of the aims of the tribal, "sovereignty" movement.

## BACKGROUND INFORMATION

The current ownership of Alaska is as follows:

Federal Government.....	59%
State Government.....	28%
Native Corporations.....	11%
Non-Native/private .....	2%

The major question explored by "Land at Risk" is, "will Alaska Natives retain control of their 11%?"

### Ways to Lose Land

There are three major ways that Native corporations can lose their land. The first is through the bankruptcy of the corporation. A business failure could mean that creditors, such as banks, would own the assets of the failed corporation including the land. So far, two corporations have filed for protection from creditors in bankruptcy court.

Corporate take-overs are another threat to Native ownership of land. ANCSA provided that after 1991, shares in Native corporations may be bought and sold like any other stock. If another company bought up at least 51% of a Native corporation's stock, a non-Native board of directors could be elected and the assets, including the land, could be controlled by interests not in harmony with Native needs.

Taxation poses yet another threat. If 20 year after the land is conveyed to the ANCSA corporations, the land is taxed at a rate of even \$1.00 per acre, many cash-poor Native corporations could not afford to pay. Either the land could then be seized by the government for non-payment of taxes, or the corporation would try to sell land to raise the funds to pay the taxes.

## **New Natives**

Unless they have already inherited stock, no Native born after December 18, 1971 owns stock in the corporations. Several corporations are exploring other ways to include these "new Natives" in the ANCSA settlement.

## **1991 Amendments and Sovereignty**

The Alaska Federation of Natives has proposed a number of amendments to ANCSA to provide choices to shareholders about whether or not the stock can be sold, as well as a prohibition of taxation of undeveloped lands. All Native groups do not agree on the approach to the amendments. Of particular concern is whether or not the amendments endorse or are neutral on the issue of tribal sovereignty. Both points of view are expressed by spokesmen in this program.

## STUDENT WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

### BEFORE YOU VIEW THE VIDEOTAPE: WHAT DO YOU THINK?

This is not a test but an activity to get you thinking. Working independently, write TRUE or FALSE in front of each statement below.

<u>BEFORE</u>		<u>AFTER</u>
_____	1. As a result of ANCSA, Native corporations hold title to 60% of Alaska's land.	_____
_____	2. Most land in Alaska is privately owned.	_____
_____	3. After 1991, a rich corporation from outside Alaska could purchase 51% of the stock of a Native corporation and take over all decisions regarding its land.	_____
_____	4. After 1991, young Natives under 20 automatically become stockholders.	_____
_____	5. Native leaders are unified in trying to get the 1991 amendments passed by Congress.	_____
_____	6. So far, 5 Native corporations have gone bankrupt.	_____
_____	7. After 1991, Native lands can be taxed.	_____
_____	8. After 1991, a Japanese company might possibly gain control of a Native corporation and its land.	_____
_____	9. Changes in ANCSA must be approved by the Alaska State Legislature	_____
_____	10. Changes in ANCSA must be approved by a majority of Native corporation stockholders.	_____

### WATCH THE VIDEOTAPE: "LAND AT RISK"

After you watch the videotape, go back again to the above statements. Once more write TRUE or FALSE, this time after the statement. Then discuss your answers with your classmates. On which statements did viewing the videotape make you change your mind?

## DISCUSSION QUESTIONS

1. How would bankruptcy cause Native lands to be lost?
2. How would a corporate take-over occur and why would it cause the loss of Native lands?
3. How could Native lands be lost by taxation?
4. What level of government is most likely to impose a property tax on Native lands - local, state or federal? Why?
5. What special problem is faced by Native corporations regarding Natives born since December 18, 1971?
6. What three "rights" come with ownership of stock in a corporation?
7. Why are some Natives dissatisfied with ANCSA and want, as Don Wright says in the videotape, to "throw the scoundrels out?"
8. The opening quotation in this videotape is: "How firm we stand and plant our feet upon our land determines the strength of our children's heartbeats." What does it mean? Do you agree or disagree with it? Have other cultures lost ownership of their land and still survived?
9. Each generation many Native young people marry non-Natives. What will that trend eventually do to Native ownership of land?
10. If you could vote as a shareholder of a Native corporation, would you vote to allow the stock to be sold or not? Why?
11. What does "tribal sovereignty" mean in Alaska? Find and clip some newspaper articles on sovereignty. Using them write a brief report on different points of view about sovereignty.

## STUDENT WORKSHEET (1 OF 2)

Name \_\_\_\_\_

Date \_\_\_\_\_

### VOCABULARY. DO YOU KNOW THESE WORDS?

Match each word in the list with the definition which fits it best.

bankrupt	taxation	corporate take-over
new Native	cash poor	outside corporation
Wall Street	at risk	sovereignty
amendment		

- \_\_\_\_\_ 1. a fee imposed by government for its support.
- \_\_\_\_\_ 2. a proposed revision, by addition or deletion, to a law
- \_\_\_\_\_ 3. in danger
- \_\_\_\_\_ 4. act of one corporation to buy controlling amounts of stock in  
another corporation
- \_\_\_\_\_ 5. broke; unable to pay debts
- \_\_\_\_\_ 6. Native person born after ANCSA became law
- \_\_\_\_\_ 7. state of being independent of the rule of others
- \_\_\_\_\_ 8. U.S. business entity with headquarters in a state other than  
Alaska
- \_\_\_\_\_ 9. place in New York where one can purchase stock in various  
businesses
- \_\_\_\_\_ 10. lacking readily-available money



### Student Worksheet (2 of 2)

**Use the same words in the sentences below. Use each only once.**

11. If a corporation goes \_\_\_\_\_, the banks that loaned money may end up owning the land.
12. Several \_\_\_\_\_ (s) to ANCSA have been proposed, many with the goal of keeping Native lands in Native hands.
13. Governments collect money to pay for police, fire departments, and other services by means of \_\_\_\_\_.
14. \_\_\_\_\_ corporations would find it hard to pay even a small amount of taxes on their lands.
15. After 1991 \_\_\_\_\_ stockbrokers may be buying and selling Native corporation stock.
16. By buying 51% of the stock of a Native corporation, a rich business could gain control through \_\_\_\_\_.
17. Corporate take-overs might be by an Alaskan, a foreigner, or a \_\_\_\_\_.
18. Some Native villages have sought to lessen the power of ANCSA and other U.S. laws by fighting for Native \_\_\_\_\_.
19. To issue new stock to \_\_\_\_\_ lessens the value of existing stock.
20. The fear most Natives have is that ANCSA, in trying to guarantee Native title to lands has put that very land \_\_\_\_\_.

## **ACTIVITIES:**

1. Watch Northwest Arctic's Video No. 5 in their ANCSA series, "Future Issues and Options." What additional information or insights did it give you?
2. Listen to Audiotape No. 12, from Holding Our Ground, "Changing the Claims Act--the Key Players." What do each of these groups want to do about ANCSA: the Inuit Circumpolar Conference, the United Tribes of Alaska, the Alaska Federation of Natives, the Association of Village Council Presidents?
3. Read the recommendations of Village Journey by Thomas Berger. Write an essay on your views of his recommendations.
4. Brainstorm a list of Native leaders you know about from this series and elsewhere. Include people such as Byron Mallott, Janie Leask, John Schaeffer, Dalee Sambo, John Borbridge, and Don Wright, etc. Make a bulletin board of Native leaders.

Find out something about each. (Some of them are included in the ANF text, Alaska Native Land Claims. Some are more recently emerged. Ask your school librarian for help.) Put short reports about each on the bulletin board. Watch the newspapers for pictures and articles about them an by them. Post these on the bulletin board.

What leadership qualities does each leader seem to possess?

5. Invite local Native leaders to talk to the class about ANCSA and about his or her views on what makes a good leader.
6. Are the leadership qualities needed today, the same ones a leader needed 100 years ago?
7. Who are the leaders in your class? What qualities do they have that make them leaders?
8. Who are the leaders in your school? What qualities do they have that make them leaders?

## BIBLIOGRAPHY

"Future Issues and Options," Northwest Arctic School District, Videotape No. 5, ANCSA Series, 1986.

Holding Our Ground, Western Media, Anchorage, 1986. Audiotape Series.

No. 1 "The People, the Land, and the Law"

No. 4 "Sovereignty--What it Means to People"

No. 8 "Subsistence and the Law"

No. 9 "Sovereignty--How it Works in Real Life"

No. 10 "The Newborns--Left Out of ANCSA"

No. 12 "Changing the Claims Act--the Key Players"

No. 13 "Recommendations of the Alaska Native Review Commission"

Village Journey, Berger, Thomas, Wang & Wang, 1985.

Alaska Native Land Claims, Arnold, Robert D., Alaska Native Foundation, 1978.

Alaska Native Magazine, "The Rights of New Natives," September 18, 1985.

Tundra Times, "St. Mary's Corporation Creates New Subsidiary," October 6, 1986.

AFN Special 1991 Newsletter, "Loss of Land Biggest Fear of Natives," September, 1985.

Anchorage Times "Report Urges Tribal Sovereignty," September 10, 1985.

Anchorage Daily News "Confrontation in Akiachak," January 12, 1986

Does One Way of Live Have to Die So Another Can Live? Yupiktak Bista, Art Davidson, Editor, 1974.

ANCSA Curriculum, Lower Kuskokwim School District, 1985.

## ANSWERS TO OBJECTIVE STUDENT WORKSHEETS

### PROGRAM 1

#### True-False Page 3

1. True or Debatable
2. False
3. True
4. Variable
5. False
6. True
7. False
8. True
9. False
10. Debatable

#### Vocabulary Page 5

1. acre
2. stock
3. gussuk
4. fish camp
5. corporation
6. dividends
7. ANCSA
8. inherit
9. Yup'ik
10. shareholder
11. acre
12. shareholder
13. inherit
14. corporation
15. gussuk
16. Yup'ik
17. dividends
18. stock

### PROGRAM 2

#### True-False Page 14

1. True
2. True
3. True
4. True
5. False
6. True
7. False
8. False
9. False
10. True

#### Vocabulary Page 16

1. reorganization
2. termination
3. federal
4. constitution
5. assimilated
6. removal
7. immigrant
8. title, or deed
9. reservation
10. allotment
11. title, or deed
12. reservation
13. termination
14. allotment
15. immigrant
16. constitution
17. federal
18. reorganization
19. assimilated
20. removal

### PROGRAM 3

#### True-False Page 28

1. False
2. False
3. False
4. False
5. True
6. False
7. True
8. True
9. True
10. True

#### Vocabulary Page 30

1. treaty
2. cession
3. majority
4. traditional
5. struggle
6. delegate
7. federation
8. citizen
9. territory
10. policy
11. citizen
12. traditional
13. federation
14. delegate
15. majority
16. struggle
17. cession
18. treaty
19. policy
20. territory

## PROGRAM 2

### INDIAN POLICY CHART Page 17

1787	Constitution - Indian tribes were like foreign Nations. Federal government the only level of government that can make treaties.
1830	Indian Removal Act - Indians were moved west of the Mississippi River because population growth put pressure on Indian lands.
1850-1870	Reservations - confined Indians to lands held in trust by U.S. Often the land was not large enough to support hunting activities, so Indians became dependent on the government for food.
1887	General Allotment - gave Indians who applied, their own individual plots of land for farming.
1934	Indian Reorganization Act - strengthened Indian councils and restored four million acres of Indian land to Indian ownership.
1950	Termination of Reservations - To dissolve Indian reservations and sell Indian land in order to assimilate Indians into "mainstream America."

### EVENTS AFFECT POLICY Page 18

Answers will vary but some possible responses are:

1775	Declaration of Independence and war with Britain
1803	Louisiana Purchase from France
1820	Congress passes a law entitling farms to purchase 80 acres of public land for \$100 cash
1823	U.S. Army defeated Black Hawk, who created an Indian alliance to prevent new settlers from coming into Illinois
1849	Gold discovered in California - 300,000 prospectors come to California over the next 7 years
1873	Silver Rush to Nevada
1900	U.S. population reaches 76 million, of these, 237,000 are Indians
1917	U.S. gets into World War I and begins to manufacture and ship arms to Europe
1930	Radio drama, "The Lone Ranger" introduced with, "Tonto" as the trusted brave
1941	World War II
1960s	Civil Rights Movement and space race
1965	U.S. begins military involvement in Vietnam
1970	National Environmental Protection Act adopted by Congress

### PROGRAM 3

#### DIFFERENT VIEWPOINTS Page 31

Natives - Legal title to land

Oil company officials - permit to build the TransAlaska pipeline across Alaska and rights to lease land to explore for oil.

State of Alaska - right to continue selecting state lands for development.

Federal Government - to settle Native claims to federal land, to protect other federal holdings in Alaska and to encourage oil development, like the pipeline, so U.S. wouldn't be dependent on sub-imports.

Environmentalists - protection of the undeveloped lands from development and protection of the wildlife and fisheries resources.

PROGRAM 4

True-False  
Page 37

1. False
2. False
3. False
4. False
5. False
6. False
7. True
8. True
9. True
10. False

Vocabulary  
Page 39

1. select
2. merge
3. at risk
4. enroll
5. village
6. surface
7. subsurface
8. developer
9. resource
10. extinguish
11. enroll
12. developer
13. resource
14. surface
15. subsurface
16. select
17. at risk
18. extinguish
19. village
20. merge

PROGRAM 5

True-False  
Page 47

1. True
2. True
3. False
4. False
5. False
6. True
7. True
8. True
9. False
10. True

Vocabulary  
Page 49

1. director
2. creditor
3. assets
4. collateral
5. bankrupt
6. capital
7. self-determination
8. liquid asset
9. investment
10. stockholder
11. bankrupt
12. investment
13. capital
14. liquid asset
15. collateral
16. stockholder
17. creditor
18. assets
19. director
20. self-determination

PROGRAM 6

True-False  
Page 56

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. True
9. False
10. False

Vocabulary  
Page 58

1. taxation
2. amendment
3. at risk
4. corporate  
take-over
5. bankrupt
6. new Native
7. sovereignty
8. outside  
corporation
9. Wall Street
10. cash poor
11. bankrupt
12. amendments
13. taxation
14. cash poor
15. Wall Street
16. corporate  
take-over
17. outside  
corporation
18. sovereignty
19. new Natives
20. at risk

**ALASKA NATIVE CLAIMS SETTLEMENT ACT  
RESOURCE GUIDE**

**Prepared by Evelyn Tucker  
1986**

**Published by The Alaska Native Foundation — Jane Angvik, President.**

**This project was supported by funds from the Alaska Department of  
Education.**



**ANCSA RESOURCE GUIDE**  
**TABLE OF CONTENTS**

	<b>Page Number</b>
Introduction.....	88
Methodology.....	88
How This Guide is Organized.....	89
Other Sources of Information.....	91
Curriculum Resources .....	93
Curricula in Progress .....	97
Video and Film Resource .....	98
Print Resources .....	110
Other Resources.....	124
Index.....	125

## INTRODUCTION

In the Spring of 1985, the Alaska Native Foundation (ANF) entered into a contract with the Alaska Department of Education to produce high school level materials on the Alaska Native Claims Settlement Act (ANCSA). Under this contract ANF will produce six 15 minute videos and support materials. The entire project is scheduled for completion in December 1986. ANF has prepared this Resource Guide as part of the ANCSA Video Project.

Since ANCSA will affect, and in many instances determine, questions of development and land use in Alaska, it has tremendous significance for all Alaskans, Native and non-Native, rural and urban. It is especially important to Alaska's youth since it more than any other factor will affect Alaska's direction and their future. As tomorrow's decision-makers, they will need an understanding of land claims issues in order to act wisely. They must realize that ANCSA is more than an historic event, it is also a series of complex, interrelated, contemporary issues such as subsistence, sovereignty, and new Natives. While these issues will certainly evolve, they are unlikely to be entirely resolved before today's students inherit them as tomorrow's public policy problems. This guide was developed so that teachers and curriculum specialists would be aware of the available materials that can be used to teach ANCSA to high school students.

## METHODOLOGY

In order to sort through the volumes of materials that have been produced on ANCSA, the following criteria were established at the beginning of the research phase of this project.

Materials must be:

1. Available to school districts in rural areas without requiring travel.
2. Suitable for a high school audience, or
3. Suitable for a teacher preparing for a high school audience.

At the outset, the researcher on this project wrote to all of the school districts in the state, the ANCSA regional profit making corporations, and the Native non-profit corporations and foundations asking for information about what had been done on ANCSA and what was available. Follow-up calls were made to 23 of the school districts and all of the regional profit and non-profit corporations and foundations.

The research for this project also covered the public radio and TV stations in Alaska, the University of Alaska, Alaska Pacific University, and the rural Community Colleges. Library research included a computer search of the Alaska Library Network System and follow-up research at the University of Alaska, Anchorage Library, the Alaska Resources Library, the Arctic Environmental Information Data Center (A.E.I.D.C.) Library, and the Anchorage Loussac Library. Our staff also reviewed all the films and videos from the Alaska State Film Library on ANCSA or related topics. This booklet lists and describes the materials on ANCSA from these sources with the exceptions of materials that are either not generally available or extremely technical.

For each item listed in the resource guide, a data form was completed which described the content, reading level, and usefulness to high school students. An evaluation of usefulness is

included under the category "Comments." These are brief and by no means definitive statements. It was our intention to give enough information so that teachers could decide whether or not they wanted to look at the materials themselves.

The grade level estimation is based on an analysis of presentation, level of technical information presented, vocabulary, reading level, etc. Because ANCSEA is so complex and technical, materials that are described as high school level may be beyond the comprehension level of average high school students. We strongly recommend that teachers use the ratings as rough guidelines only and plan to get copies of materials in advance and evaluate them for use with their particular students, area, curriculum, etc.

## HOW THIS GUIDE IS ORGANIZED

The materials covered in this guide are organized into five major categories:

- I. Curriculum Resources
- II. Curricula in Progress
- III. Video and Film Resources
- IV. Print Resources
- V. Other Resources
- VI. Index

The materials are numbered consecutively throughout the text.

### **I. Curriculum Resources**

The materials listed under "Curriculum Resources" are instructional course materials that different groups in Alaska have assembled. They are listed by title in capital letters. The next line tells who produced them. The next paragraph tells what they are, when they were produced, where they are available, and how much they cost.

The next section, entitled, "Comments," describes each curricula package more fully and gives any additional information such as compatibility with other courses or texts. For example the first entry under "Curriculum Resources" reads:

## **1. ANCSA COMMUNITY LEARNING ACTIVITY PACKETS** **Produced by Management Resources**

This is a series of nine high school level student activity packets. Produced in 1983 - 84. Available through Management Resources, 7854 Highlander Drive, Anchorage, AK 99502. Price \$2.50 each, \$20.00 for set of nine, teacher's guide \$5.50.

Comments: Each packet contains activities that are designed to get students out into the community. They are intended to extend "book learning" to hands-on practical situations. They do not present specific factual information. Instead they assume some prior classroom instruction. They are intended to augment other curricula. Their sequence is compatible with the Arnold book, Alaska Native Land Claims, and the Learning Tree materials.

## **II. Curricula in Progress**

The category "Curricula in Progress" gives names and addresses of people in school districts around the state who are in the process of developing their own curricula on ANCSA.

## **III. Video and Film Resources**

Films and videos are listed in this section by title in capital letters. The next line tells who produced them, when they were produced, how long they are, what the grade level is, where they are available, and how much they cost. The next section lists the major topics covered in the film or video. The section entitled "Evaluation" gives information on how thoroughly the topics are covered and on the production quality. The section entitled "Comments" is a short description of each film or video.

## **IV. Print Resources**

Print resources are listed alphabetically by author. Titles are given next. Books, booklets, and periodicals are underlined. Magazine articles are given in quotation marks. The format for each entry is the same as used under "Curricula Resources" and "Video and Film Resources."

## **V. Other Resources**

This category lists materials, such as computer disks, that did not fit in any of the other categories. Materials are listed alphabetically by title.

## **VI. Index**

At the end of this guide is a subject index which directs the user to materials in this guide that cover specific subjects such as subsistence, regional corporations, Native culture, etc. Items are listed by the number of the material, not by page number.

## **OTHER SOURCES OF INFORMATION**

### **Catalogues and Periodicals**

There are a number of articles listed under print resources from the Alaska Native News Magazine. Back issues containing these articles can be ordered by phone or mail for \$3.50 plus postage.

There are several videos from KYUK Video Productions, in Bethel, listed under "Video and Film Resources." In addition to the videos that they have produced on ANCSA related issues, they have a catalogue of videos that are for sale. They cover rural cultural and sports events as well as issues that concern rural people. For a copy of their catalogue, write or call:

KYUK - TV  
Pouch 468  
Bethel, AK 99559  
Phone (907) 543-3131

There are also a number of items listed in this guide from Nunam Kitlutsisti, a non-profit corporation that represents the villages of southwestern Alaska in matters of stewardship of the land. For a copy of their catalogue, write or call:

Nunam Kitlutsisti  
P.O. Box 2068  
Bethel, AK 99559  
Phone (907) 543-2856

### **Libraries**

There are a number of materials that were produced on ANCSA in the 1970s in libraries around the state. In many instances, there are only a few copies of these publications in existence. Anyone interested in these materials can check with their school librarian about borrowing them through interlibrary loan. Any library in the state that is open for 10 or more hours a week receives a microfiche copy of the Alaska Library Network Catalogue which lists holdings in all of the public libraries in the state. Any materials not in reserve collections can be ordered through interlibrary loan. The Alaska State Library recommends that you order materials at least one month in advance.

The Alaska State Film Library is one of the best sources of films and videos. Materials can be borrowed in either 16 mm film, 1/2" Beta or VHS video cassette, or 3/4" video cassette. For information call or write:

Anchorage Film Center  
650 W. International Airport Road  
Anchorage, AK 99502  
Phone (907) 561-1132

or

Juneau Film Center  
Pouch G  
Juneau, AK 99811  
Phone (907) 465-2916

## **COURSES AVAILABLE THROUGH THE UNIVERSITY OF ALASKA SYSTEM**

The University of Alaska system offers courses on ANCSA at its different campuses. Some courses are offered in rural areas via distance delivery (audio conferencing, instructional television, correspondence, etc.). For information contact:

The Center for Field Programs  
College of Human and Rural Development  
University of Alaska  
Fairbanks, AK 99775  
Phone (907) 474-6634, or 474-7694

or

The Director of AA Degree Programs  
Rural Education Division of University of Alaska  
3890 University Lake Drive  
Anchorage, AK 99508  
Phone (907) 786-4647

## CURRICULUM RESOURCES

1. **ANCSA COMMUNITY LEARNING ACTIVITY PACKETS**  
Produced by Management Resources

This is a series of nine high school level student activity packets. Produced in 1983 - 84. Available through Management Resources, 7854 Highlander Drive, Anchorage, AK 99502. Price \$2.50 each, \$20.00 for set of nine, teacher's guide \$5.50.

Comments: Each packet contains activities that are designed to get students out into the community. They are intended to extend "book learning" to hands-on practical situations. They do not present specific factual information. Instead they assume some prior classroom instruction. They are intended to augment other curricula. Their sequence is compatible with the Arnold book, Alaska Native Land Claims, and the Learning Tree materials.

2. **ALASKA NATIVES AND THE LAND**  
Produced by the Central Alaska Curriculum Consortium

This is a high school level curriculum. Produced in 1984. Available through the Central Alaskan Curriculum Consortium, Inc., 314 Chapman Building, University of Alaska, Fairbanks, Fairbanks, AK 99701. Price \$270.00.

Comments: "Alaska Natives and the Land" is a multi-media course of study. It is a conveniently packaged, well organized box of materials. It contains: a teacher's guide, student handouts, a set of ANCSA Community Learning Activity Packets, a natural resources management workbook, seven videos, 4 audio tapes, and three computer disks.

This curriculum uses some materials that are available from other sources and that have been described elsewhere in this manual. For example all the videos in this package are also available through the Alaska State Film Library. They have been described in the section of this guide on non-print materials. See: NATIVE LEADERSHIP SEMINARS: 1991, The NANA Spirit Movement with Willie Hensley; NATIVE LEADERSHIP SEMINARS: 1991, Janie Leask; NATIVE LEADERSHIP SEMINARS: 1991, Crossroads with Ramsey Clark; NATIVE LEADERSHIP SEMINARS: 1991 William Howe; EARLY DAYS AGO/The Alaska Native Struggle to Retain the Land; and A TRAIL TO BREAK, The Story of Alaska's Land. This curriculum also uses the workbook prepared by the Fairbanks North Star Borough School District entitled Natural Resources Management: A Self-paced Introduction for Alaska Native Students Focusing on Regional Corporation Responsibilities. See entry under curriculum resources. Also included in this box is a set of the ANCSA Community Learning Activity Packets described under Curriculum Resources. This curriculum also uses a computer disk called Village Management Simulation that is available through the Cooperative Extension Service. See entry under Other Resources, Village Management Disk.

3. **BUSINESS MANAGEMENT CURRICULUM**  
Produced by the Alaska Native Human Resource Development Program, Cooperative Extension Service, University of Alaska, Fairbanks

This is a high school level curriculum consisting of nine books, four instructor's manuals, two workbooks, two practice sets, and one case study. Produced in 1978 - 79, some volumes in 1981 and 1982. Available through Information Office, Cooperative Extension Service, Bunnell Building, University of Alaska, Fairbanks, AK 99701. Phone (907) 474-7268. Price, most volumes are approximately \$3.00 to \$4.00. Total price for all material is \$67.25.

Comments: This is a complete, beginning level business management curriculum. It covers cash receipts, accounts receivable, cash payments, payroll accounting, general ledger, investment decision making, organization for the ANCSA village corporation, personnel management, and management.

4. **NATURAL RESOURCE MANAGEMENT: A SELF PACED INTRODUCTION FOR ALASKA NATIVE STUDENTS FOCUSING ON REGIONAL CORPORATION RESPONSIBILITIES**  
Produced by the Alaska Native Education Program, Title 4, Fairbanks North Star Borough School District

This is a self-paced high school level workbook, approximately 150 pages. Produced in 1981. For more information contact: Alaska Native Education Program, Fairbanks North Star Borough School District, P.O. Box 1250, Fairbanks, AK 99707. Price \$15.00 plus postage.

Comments: This workbook centers around natural resource management issues created by ANCSA. It has a statewide orientation. It explores environmental and ecological issues such as development versus subsistence, and regional and local land management policy. It also discusses regional ANCSA corporations and their relationship to stockholders and village corporations. The table of contents lists the following major categories: Regional Corporations, Maps, Tools of Resource Managers, Subsistence Resources and Issues, Land and Wildlife as Resources, Forest Resources, Fishery Resources, Water Resources, Energy Resources, and Tourism Resources.

5. **PLANNING DEVELOPMENT AND CHANGE IN BRISTOL BAY**  
Produced by the Bristol Bay Curriculum Project, Department of Education, College of Human and Rural Development, University of Alaska, Fairbanks

This is a high school level curriculum consisting of a teacher's guide, student readings, videos, and overlays. Produced in 1984. Available through the Department of Education, College of Human and Rural Development, University of Alaska, Fairbanks, Fairbanks, AK 99701.

Comments: This curriculum focuses on present day needs to manage resources and plan for the future. The teacher's guide is a step-by-step, day-by-day set of instructions for teaching this course. The student readings are a collection of newspaper and magazine articles, essays, etc. They are reprinted in their original form. They represent a diversity of opinion, but they focus on the Bristol Bay area. With some research, this curriculum could be adapted for use in other areas of Alaska.



6. **STUDENT CORPORATION HANDBOOK, BARROW HIGH SCHOOL STUDENT CORPORATION**

Produced by the North Slope Borough School District

This is a high school level booklet on student corporations. Produced in 1984 - 85. For information contact: North Slope Borough School District, Pouch 169, Barrow, AK 99723. Phone (907) 852-5311.

Comments: The North Slope Borough School District has established student corporations patterned after ANCSA regional and village corporations in each of their schools. These are actual corporations, established under Alaska state law. Each student has 100 shares at a par value of \$1.00 per share. Each student corporation has a handbook that covers enrollment, annual shareholder's meetings, elections, stocks or shares, voting, roles and responsibilities of boards of directors, determining goals, setting policy, appointing committees, powers and duties of officers, funds, articles of incorporation, and the bylaws for that corporation. Because of the legal responsibilities involved, the North Slope Borough School District urges any school district interested in forming student corporations to first seek legal advice. For more information contact the Public Information Officer of the North Slope Borough School District.

7. **SUBSISTENCE AND BUSH VILLAGES**

Produced by Nunam Kitlutsisti

This is a ten part program that uses booklets, papers, and audiovisual materials offered for sale in the Nunam Kitlutsisti catalogue. It is based on the environments and experiences of Native people in the Yukon- Kuskokwim Delta. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256.

8. **TEACHING IDEAS FOR ALASKA NATIVE CLAIMS SETTLEMENT ACT MULTI-MATERIALS KIT**

Produced by The Learning Tree

This is a high school level series of nine booklets and a teacher's guide. Produced in 1976. Originally prepared for the Alaska Unorganized Borough School District. Available through the Alaska Pacific University Press, Alaska Pacific University, 4101 University Dr., Anchorage, AK 99508. Price, booklets \$2.00-\$4.00, teacher's manual \$12.00.

Comments: This curriculum consists of nine booklets that parallel the Arnold textbook and a teacher's guide. The booklets are short and simply written. The teacher's guide is well organized and comprehensive. It contains more ideas than most teachers will use; teachers can pick and choose from the different exercises, games, discussion topics depending on their needs, the size of their class, the level of their students, etc.

9. **U.S. GOVERNMENT, ALASKA NATIVE LAND CLAIMS**

Produced by the Alaska Native Education Program, Title 4, Fairbanks North Star Borough School District

This is a high school level curriculum, consisting of a teacher's guide, a set of student activity packets (both are in three-ring binders), 3 maps, and overlays. Produced in 1983. Designed to run for one quarter. For more information contact: Alaska Native Education Program, Fairbanks North Star Borough School District, P.O. Box 1250, Fairbanks, AK 99707.

Comments: The teacher's manual is a day to day guide through the course. The student packets contain readings and activities. The readings are primarily articles from the Fairbanks Daily News Miner.

10. **VILLAGE DECISION-MAKING OPPORTUNITIES IN THE MODERN WORLD**  
Produced by Nunam Kitlutsisti

This is a ten part program that uses booklets, papers, and audiovisual materials offered for sale in the Nunam Kitlutsisti catalogue. It was designed around the environment and experiences of Native people living in the Yukon-Kuskokwim Delta. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256.

## CURRICULA IN PROGRESS

11. The Northwest Arctic School District has produced an ANCSA curriculum. It was completed in October, 1986 and includes five video programs, a teacher's guide, and selected readings targeted to high school students. For information contact:

Paul Ongtooguk  
Northwest Arctic School District  
Box 51  
Kotzebue, Alaska 99572  
(907) 442-3175

12. The Iditarod Area School District is producing an ANCSA curriculum. For information contact:

Sarah Hanuska  
Iditarod Area School District  
McGrath, Alaska 99627  
(907) 524-3303

13. The Lower Kuskokwim School District has produced an ANCSA course. It was completed in the Fall of 1986 and is composed of classroom and teacher materials for high school classroom use. The materials use many newspaper articles that are current to the 1985-86 year periods. For information contact:

Laura Bernhard  
Lower Kuskokwim School District  
Curriculum Department  
P.O. Box 305  
Bethel, Alaska 99559  
(907) 543-3611, Extension 279

## VIDEO AND FILM RESOURCES

14. **ALASKA NATIONAL INTEREST LANDS AND THE YUKON-KUSKOKWIM DELTA VILLAGES**  
Produced by Nunam Kitiutsisti, Harold Sparck, 1978. Length 52 minutes. High school or college level. Available through Nunam Kitiutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$20.00 for one week lease, purchase for \$250.00. Available in both 3/4" or 1/2" cassettes.

Covers: ANILCA.

Evaluation: Overview of topic.

Comments: This series features the special interest viewpoints of eight major groups within the congressional process of the Alaskan National Interest Lands Conservation Act (ANILCA or D-2). The groups are: The Alaska Coalition; The Committee for the Management of Alaska's Lands (CMAL); Association of Village Council Presidents; Department of the Interior's National Park's Proposals, National Forest Proposals, Wild and Scenic Rivers Proposals, and D-1 Lands Proposals by the Bureau of Land Management.

15. **A MATTER OF TRUST**  
Produced by KYUK Video Productions. 1983. Length 30 minutes. High school level. Originally prepared for KYUK public television. Available through KYUK Video Productions, Box 468, Bethel, Alaska 99559. Phone (907) 543-3131. Price \$30.00 for VHS or Beta, \$100.00 for 3/4" tape.

Covers: Pre-ANCSA History, ANCSA Legislation, Regional Corporations, Federal Indian Relationship, 1985 Study, Education, Alaska Native Review Commission.

Evaluation: Overview of topics. Good production quality. Color. Information is clearly presented and up-to-date. Video uses both studio and location footage.

Comments: Excellent short overview of ANCSA and Native concerns about its long term effects on Native people. Recommended for use in high school. Its hard hitting journalistic style could generate discussion and controversy in the classroom.

16. **ANCSA INQUIRY, Part 1, The Spirit of ANCSA: Native Aspirations**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 60 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, Land Claims Struggle, ANCSA Legislation, and Cultural Identity.

Evaluation: Overview of topics. Average production quality. Color. Information is clearly presented. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from John Borbridge, Don Wright, William Paul, Jr., Al Ketzler, Martha Demientieff, and others who were involved in the early land claims struggle.

17. **ANCSA INQUIRY, Part 2, Institutions Created by ANCSA (60 Minute Version)**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 60 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, ANCSA Legislation, and Corporate Organization.

Evaluation: Relatively detailed coverage of topics. Average production quality. Color. Information is clearly presented and up-to-date. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from Byron Mallott, Dave Hickock, Charlie Johnson, William Van Ness, Guy Martin, and Frank Petersen. This is an academic, adult oriented discussion.

\* NOTE: There are two versions of ANCSA Inquiry, Part 2. One is 60 minutes long, the other is 30 minutes long.

18. **ANCSA INQUIRY, Part 2, Institutions Created by ANCSA (30 Minute Version)**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 30 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, ANCSA Legislation, and Corporate Organization.

Evaluation: Overview of topics. Average production quality. Color. Information is clearly presented. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from people who were involved in the land claims settlement and the establishment of Native corporations. This is an academic, adult oriented presentation.

19. **ANCSA INQUIRY, Part 3, A Question of Sovereignty**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 30 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Sovereignty and Local Government.

Evaluation: Overview of topics. Average production quality. Color. Information is clearly presented. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from a variety of experts both from Alaska and elsewhere. This is an adult oriented, academic discussion.

20. **ANCSA INQUIRY, Part 4, ANCSA Indian Policy**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 30 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Federal Indian Relationship, Indian Law, Indian Reorganization Act, and Sovereignty.

Evaluation: Relatively detailed coverage of topics. Average production quality. Color. Information is clearly presented. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from experts from Alaska and elsewhere. This is an adult oriented, academic discussion.

21. **ANCSA INQUIRY, Part 5, Native Claims, an International Perspective**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 60 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Efforts in other nations to settle indigenous people's land claims.

Evaluation: Overview of topics. Average production quality. Color. Video uses primarily studio footage.

Comments: Based on an Alaska Native Review Commission's (Berger Commission) roundtable. Features testimony from experts from Australia, Norway, Greenland, and Canada. This is an adult oriented, academic discussion.

22. **ANCSA INQUIRY, Part 6, Defining Subsistence**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 60 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Subsistence Issues.

**Evaluation:** Overview of topic. Average production quality. Color. Video uses both studio and location footage.

**Comments:** Based on the Alaska Native Review Commission's (Berger Commission) roundtable on subsistence. Features testimony from a variety of experts. This is a relatively technical and academic discussion.

23. **ANCSA INQUIRY, Part 7, ANCSA and 1991**  
Produced by University of Alaska Instructional Telecommunications Services, and Independent Public Television, Inc. 1985. Length 60 minutes. College level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

**Covers:** 1991 Issues: Stock Alienation, Corporate Control, Land Protection, New Natives, and Elders.

**Evaluation:** Relatively detailed coverage of topic. Average production quality. Color. Video uses primarily studio footage.

**Comments:** Based on the Alaska Native Review Commission's (Berger Commission) roundtable. This is an academic, adult oriented discussion of legal issues and options associated with 1991.

24. **ANTIQUITIES: What Does it Mean?**  
Produced by Alaska Review Commission. 1979. Length 30 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

**Covers:** ANILCA and Antiquities Act.

**Evaluation:** Relatively detailed coverage of topics. Excellent production quality. Color. Information is clearly presented. Video uses primarily location footage.

**Comments:** This video overviews the history of the lands battle in a state where environmentalists, sportsmen, land seekers, and developers all want to influence land policy. Discusses the Antiquities Act invoked by President Carter and its relationship to other legislation concerning Alaskan land.

25. **THE ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS AND THE HOUSE SUBCOMMITTEE ON NATIONAL INTEREST LANDS**  
Produced by Nunam Kitlutsisti, Harold Sparck and Jim Barker. 1977. Length 21 minutes. High school or college level. Available in both 1/2" or 3/4" tape through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$20.00 for one week lease, purchase for \$250.00.

**Covers:** ANILCA.

**Evaluation:** Overview of topic.

Comments: This video is based on historic meetings between the AVCP (Association of Village Council Presidents) and its Elders and the House Subcommittee that took place in Bethel, Alaska on August 17, 1977. From this meeting the House Subcommittee developed the first drafts of the Title VII subsistence section.

26. **A TRAIL TO BREAK, The Story of Alaska's Land**  
Produced by Red Eyes Movies for the State of Alaska Steering Council for Alaska Lands. 1978. Length 30 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, Land Claims Struggle, ANCSA Legislation, ANILCA, Land Use Policy, and State Land Disposal Program.

Evaluation: Relatively detailed coverage of topics. Outstanding production quality. Color. Information is clearly presented. Video uses both studio and location footage, and is fast paced and interesting.

Comments: Excellent overview of the history of Alaska's land. Begins with an animated sequence which illustrates pre-historic land use. Then uses old photos and drawings to illustrate early western settlers: Russian fur traders, homesteaders, farmers, etc. Finishes with contemporary footage of Alaska. Highly recommended for use in high school.

27. **THE CHOICE IS OURS**  
Produced by Alaska Region U.S. Forest Service in cooperation with Southeast Alaska Community Action Program. Date unknown. Length 20 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Native Cultures and Tlingit Culture.

Evaluation: Overview of topics. Outstanding production quality. Color. Information is clearly presented. Video uses primarily location footage.

Comments: Discusses how life has changed for Native people in Southeast Alaska. Discusses traditional land uses and Tlingit culture. Well suited for use in high school.

28. **EARLY DAYS AGO/The Alaska Native Struggle to Retain Their Land**  
Produced by Alaska Native Foundation for the Alaska State Department of Education. 1975. Length 30 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Subsistence, Native Cultures, and Alaska History.

Evaluation: Overview of topics. Good production quality. Color. Information is clearly presented. Video uses primarily location footage.



Comments: Portrays Yupik, Inupiaq, Athabaskan, and Tlingit people. Discusses Native peoples concerns about their land and their future on it. This is an interesting presentation that is well-suited to the classroom.

29. **MORE THAN BOWS AND ARROWS**

Produced by Cinema Associates. 1978. Length 56 minutes. High school level. Available in 16mm film only on loan from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Federal Indian Relationship, Indian Law, and Indians of North America.

Evaluation: Overview of topics. Good production quality. Color. Film is primarily location footage.

Comments: This video was made by the 13th regional Native Corporation. It discusses Indians of North America.

30. **NATIVE LEADERSHIP SEMINAR: 1991, Charlie Johnson**

Produced by Media Services, University of Alaska, Fairbanks. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Land Claims Struggle, ANCSA Legislation, Corporate Organization, 1991 Issues, and the Land Bank.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Charlie Johnson gave to a group of students at the University of Alaska, Fairbanks.

31. **NATIVE LEADERSHIP SEMINAR: 1991, Cross Roads with Ramsey Clark**

Produced by Media Services, University of Alaska, Fairbanks. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: ANCSA Legislation, Native Cultures, and Aboriginal Cultures Around the World.

Evaluation: Overview of topics. Average production quality. Color. Average quality sound track. Video is clearly presented.

Comments: This is a videotape of a speech Ramsey Clark made at the AFN Convention in 1984. This speech was, in itself, a historic event. In it Ramsey Clark looks back on the original intentions and hopes for ANCSA.

32. **NATIVE LEADERSHIP SEMINAR: 1991, Janie Leask**

Produced by Media Services, University of Alaska, Fairbanks. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: ANCSA Legislation and 1991 Issues.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Janie Leask gave at the University of Alaska, Fairbanks.

33. **NATIVE LEADERSHIP SEMINAR: 1991, John Hope and Andy Hope**  
Produced by University of Alaska, Alaska Native Programs/Learn Alaska. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, Land Claims Struggle, ANCSA Legislation, Federal Indian Relationship, Indian Law, Bureau of Indian Affairs, Indian Reorganization Act, Sovereignty, and 1991 Issues.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a talk that John Hope and his son Andy Hope gave to a class at the University of Alaska, Fairbanks. John Hope gives a historical analysis of the situation in Southeast Alaska and the early history of the land claims movement.

34. **NATIVE LEADERSHIP SEMINAR: 1991 the NANA Spirit Movement with Willie Hensley**  
Produced by University of Alaska, Alaska Native Programs/Learn Alaska. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Pre-ANCSA History, Land Claims Struggle, Education, Native Cultures, and the NANA Spirit Movement.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Willie Hensley gave on the NANA Spirit Movement to students at the University of Alaska.

35. **NATIVE LEADERSHIP SEMINAR: 1991, Ralph Anderson, North Slope Borough, Rural Governments, and Resource Development**  
Produced by Media Services, University of Alaska, Fairbanks. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Land Management, Subsistence, Local Government, and Coastal Zone Management.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Ralph Anderson gave to a group of students at the University of Alaska, Fairbanks.

36. **NATIVE LEADERSHIP SEMINAR: 1991, Roy Huhndorf**  
Produced by University of Alaska, Alaska Native Programs/Learn Alaska. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Regional Corporations, Village Corporations, Land Selections, 7(i) Settlement, 1991 Issues, Cook Inlet Region, Inc., and Valuation of Stock.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Roy Huhndorf gave at the University of Alaska, Fairbanks.

37. **NATIVE LEADERSHIP SEMINAR: 1991, William Howe, Rainer Bank, Seattle**  
Produced by University of Alaska, Alaska Native Programs/Learn Alaska. 1984. Length 60 minutes. College level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: 1991 Issues, and a Bankers Perspective on ANCSA Corporations, Loans, Valuation of Stock, Mergers, Acquisitions, Financial Statements, etc.

Evaluation: Overview of topics. Average production quality. Color.

Comments: This is a videotape of a lecture Bill Howe gave to a class at the University of Alaska, Fairbanks.

38. **1991 - THE CHALLENGE THAT MUST BE MET**  
Produced by the Alaska Federation of Natives. 1984. Length 30 minutes. College level. Available on loan in VHS from Alaska Federation of Natives, 411 W. 4th, Suite 314, Anchorage, AK 99501. Phone (907) 274-3611.

Covers: 1991 Issues, Stock Alienation, Corporate Control, Land Protection, New Natives, and Elders.

Evaluation: Overview of topics. Color. Information is clearly presented. Video uses both studio and location footage.

Comments: Features Walter Soboleff, Charlie Johnson, Roy Huhndorf, Willie Hensley and excerpts from AFN Conventions.

39. **1991 - EXPLORING THE ISSUES & OPTIONS**  
Produced by Sealaska Corporation. 1984. Length approximately 30 minutes. College level language and vocabulary. Originally prepared for Sealaska shareholders. Available from Sealaska Corporation, One Sealaska Plaza, Suite 400, Juneau, AK 99801. Phone

(907) 586-1512. Price VHS and Beta cassette \$24.00 plus postage and handling, 3/4" tape \$72.00 plus postage and handling.

Covers: 1991 Issues, Stock Alienation and Corporate Control, Land Protection, New Natives, and Elders.

Evaluation: Relatively detailed coverage of topics. Good production quality. Color. Has support document.

Comments: This video was based on Sealaska's 1991 workshops in Southeastern communities. David Case and Don Mitchell explain 1991 Issues and options to shareholders. These are complicated concepts, well presented but still complicated. The information is presented in parts, with breaks for discussion. Some teachers have used this video and the support document that comes with it as the basis for a series of classes.

40. 1991 MERGERS, ACQUISITIONS AND TAKEOVERS: Part I Overview  
Produced by University of Alaska, Rural Education and Community Enterprise Development Corporation. 1985. Length 30 minutes. College level. Originally prepared for a University of Alaska course. For information contact Community Enterprise Development Corporation, 1011 E. Tudor Road, Suite 210, Anchorage, AK 99503. Phone (907) 562-2322.

Covers: Financial and Business Aspects of 1991.

Evaluation: Overview of topics. Good production quality. Color. Information is clearly presented and up-to-date. Video uses both studio and location footage.

Comments: Video covers stock salability in 1991. Previews the other three videos in the series.

41. 1991 MERGERS, ACQUISITIONS AND TAKEOVERS: Part II Stock and the Marketplace  
Produced by University of Alaska, Rural Education and Community Enterprise Development Corporation. 1985. Length 1 hour. College level. Originally prepared for a University of Alaska course. For information contact Community Enterprise Development Corporation, 1011 E. Tudor Road, Suite 210, Anchorage, AK 99503. Phone (907) 562-2322.

Covers: Corporate Organization, Stock, the Stock Market, Buying and Selling of Stock.

Evaluation: Relatively detailed coverage of topics. Average production quality. Color. Information is clearly presented and up-to-date. Video uses both studio and location footage.

Comments: The first part of this video features Bertram Beneville, Vice President of E.F. Hutton, who talks about stock, the origins of the stock market, valuation of stock, and buying and selling. The second part is a panel discussion with Perry Eaton, Bertram Beneville, and Dean Olsen.

42. **1991 MERGERS, ACQUISITIONS AND TAKEOVERS: Part III, the Takeover**  
Produced by University of Alaska, Rural Education and Community Enterprise Development Corporation. 1985. Length 1 hour. College level. Originally prepared for a University of Alaska course. For information contact Community Enterprise Development Corporation, 1011 E. Tudor Road, Suite 210, Anchorage, AK 99503. Phone (907) 562-2322.

Covers: Corporate Organization, Village Corporations, and Corporate Takeovers.

Evaluation: Relatively detailed coverage of topics. Good production quality. Color. Information is clearly presented and up-to-date. Video uses both studio and location footage.

Comments: The first part of this video is a dramatization of how a business organization might plan to takeover a village corporation. Discusses in clear and dramatic terms how an organization might use stockholder's lack of knowledge to buy their stock at below market value. The second part of this video is a panel discussion with Bill Timme, Dean Olsen, and Bertram Beneville.

43. **1991 MERGERS, ACQUISITIONS AND TAKEOVERS: Part IV, Preventing a Takeover**  
Produced by University of Alaska, Rural Education and Community Enterprise Development Corporation. 1985. Length 1 hour. College level. Originally prepared for a University of Alaska course. For information contact Community Enterprise Development Corporation, 1011 E. Tudor Road, Suite 210, Anchorage, AK 99503. Phone (907) 562-2322.

Covers: Corporate Organization, 1991 Issues, Corporate Strategies to Avoid Takeovers.

Evaluation: Relatively detailed coverage of topics. Good production quality. Color. Information is clearly presented and up-to-date. Video uses both studio and location footage.

Comments: The first half of the video is a dramatization of an attorney advising a village corporation board on what the corporation can do to prevent a takeover. The second half is a question and answer session with Bill Timme, Dean Olsen, and Perry Eaton.

44. **NOT MAN APART**  
A presentation of the D-2 Steering Council for Alaska Lands. Date unknown. Length 13 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: ANILCA, Native Cultures, and Varied Uses of Alaska's Land and Resources.

Evaluation: Overview of topics. Excellent production quality. Color. Information is clearly presented. Video uses primarily location footage, and is fast paced, and interesting.

Comments: This video was made in an effort to present some of the values Alaskans wanted considered before final legislation was adopted concerning the classification of national interest lands in their state. It is thought provoking but would require some explanation of ANILCA and how it affected land classification in Alaska.

45. **ON OUR OWN, Opportunities for Natives After Land Claims Settlement**  
Produced for the Alaska Unorganized Borough School District through the Alaska Native Foundation. 1982. Length 30 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: ANCSA Legislation, ANCSA Implementation, Education, Native Cultures.

Evaluation: Overview of topics. Excellent production quality. Color. Information is clearly presented. Video uses primarily location footage.

Comments: Discusses issues Alaska Natives face in trying to implement the land claims settlement. Very pro ANCSA.

46. **SUBSISTENCE: Who Has the Right?**  
Produced by Alaska Review. 1982. Length 60 minutes. High school level. Originally prepared for Public Television. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: Subsistence and Native Cultures.

Evaluation: Relatively detailed coverage of topics, excellent production quality. Color. Information is clearly presented. Video uses primarily location footage.

Comments: This is a documentary that looks at both sides of the subsistence issue: urban sportsmen and rural subsistence users. It uses footage shot on location throughout Alaska. It is active, fast-paced, and well suited to a high school audience. Its only drawback is that it is slightly dated; it was made before the subsistence initiative. However, the basic issues it covers are still relevant.

47. **TAKE OUR LAND, TAKE OUR LIFE**  
Produced by Nunam Kitlutsisti. 1981. Length 45 minutes. High school level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$20.00 for one week lease, purchase for \$250.00. Available in 3/4" or 1/2" cassettes.

Covers: Subsistence Issues and Native Cultures.

Evaluation: Overview of Topics.

Comments: This video is a companion to the booklet Does One Way of Life Have to Die So Another Can Live?

48. **THEY NEVER ASKED OUR FATHERS**  
Produced by KYUK Video Productions. 1980. Length 60 minutes. High school level. Originally prepared for Public Television. Available from KYUK Video Productions, P.O.

Box 468, Bethel, AK 99559. Price VHS or Beta for \$50.00 plus \$3.00 shipping and handling, or 3/4 inch tape for \$100.00 plus \$3.00 shipping and handling.

Covers: ANCSA Implementation, Subsistence, Federal Indian Relationship, Bureau of Indian Affairs, and Native Cultures.

Evaluation: Overview of topics. Excellent production quality. Color.

Comments: This documentary deals with the impact of fifty years of U.S. Government policies on the Yupik Eskimo communities of Nunivak Island, off of Alaska's Bering Sea coastline. Uses historic photos and interviews with elders to discuss the problems of federal oversight on the people of Nunivak.

49. **TOOLS FOR TOMORROW: 1991 Work in Progress**  
Produced by the Alaska Federation of Natives, Inc. 1984. Length 30 minutes. Available on loan in VHS through the Alaska Federation of Natives, Inc., 411 W. 4th Ave., Suite 314, Anchorage, AK 99501.

Covers: 1991 Issues, Stock Alienation and Corporate Control, Land Protection, New Natives, and Elders.

Evaluation: Overview of topic. Average production quality. Color.

Comments: Discusses ANF's 1991 resolutions. Uses a combination of narration, graphics, and excerpts from AFN Conventions.

50. **WHO WILL LISTEN?**  
Produced by Media, Inc. Sponsored by the Alaska Humanities Forum and the National Endowment for the Arts. Date unknown. Length 15 minutes. High school level. Available on loan in VHS, Beta, or 3/4" tape from the State Film Library (see Introduction for addresses and phone numbers).

Covers: ANCSA Legislation and Native Cultures.

Evaluation: Overview of topics. Average production quality. Color.

Comments: Discusses the changes and decisions a small village faces as a result of the Alaska Native Claims Settlement Act.

## PRINT RESOURCES

51. Alaska Native Human Resource Development Program, Alaska Native Foundation in Cooperation with the University of Alaska Instructional Telecommunications Consortium  
Alaska Native Claims Settlement Act, Print/Non Print Materials: A Bibliography

This is a 139 page text. Published in July 1982. Available through the University of Alaska Instructional Telecommunications Services, 2221 E. Northern Lights Blvd., Anchorage, AK 99504. Phone (907) 277-1608.

Comments: This is a comprehensive bibliography of all materials on ANCSA. Unfortunately when this bibliography was produced, it was not possible to check the location of each item or evaluate its suitability for use in high school. Consequently, this text lists items that are extremely hard to find or non-existent, or dated, or extremely technical as well as those that are suitable for a high school audience and generally available.

52. Alaska Native News, Editorial Staff  
"ANCSA 1985 Study"

Article published by Alaska Native News. December 1984. Length 5 pages. College level. This article was abstracted from the executive summary of the ANCSA study. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: 1985 Study.

Evaluation: Overview of topic.

Comments: This is an adult oriented, fact filled overview of the ANCSA 1985 Study. It might be useful for research purposes, but would probably not stimulate much discussion, especially among high school students.

53. Alaska Native News, Editorial Staff  
"1991 Issues Discussed at State-wide Native Convention"

Article published by Alaska Native News. April 1985. Length 2 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Overview of topic. Material is clear, readable, well organized, and up-to-date.

Comments: The article reports on the events of the March AFN Special Convention on 1991.



54. Alaska Native News, Editorial Staff  
"Take our Land, Take our Stock, Take our Life"

Article published by Alaska Native News. September 1984. Length 2 pages. College level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907)279-8611. Price \$3.50.

Covers: Sealaska's history and its social and economic concerns.

Evaluation: Overview of topics.

Comments: This article is probably too difficult for most high school students, but it may be useful as research material, especially in the Sealaska region.

55. Alaska Native Review Commission  
Index for Transcripts of Proceedings

Book published by Western Ecological Services, Ltd. 1985. Available through Merle Peterson, Western Ecological Services, 9865 West Saanich Road, British Columbia, Canada. Price \$95.00 plus \$7.00 postage and handling within North America, \$95.00 plus \$10.50 postage and handling outside North America.

Comments: This is an index of all the transcripts from the Alaska Native Review Commission (Berger Commission) (62 volumes from village meetings and 33 volumes from the roundtable discussions).

56. Alaska Native Review Commission  
Roundtable Discussion Transcripts

These are thirty-three volumes of transcripts from the Alaska Native Review Commission's (Berger Commission) roundtable discussions. 1985. College level. Available through the Inuit Circumpolar Conference, 429 D Street, Suite 211, Anchorage, AK 99501. Price varies from \$3.00 to \$15.00 per volume.

Comments: These are verbatim testimony from a wide variety of people involved in the land claims issues both in Alaska and the rest of the world. The roundtable discussions were intended to be the intellectual component of the ANRC study. There is tremendous variation in the topics covered, the style, and the technical or academic level. Some of the discussions were very abstract and academic.

57. Alaska Native Review Commission  
Village Meeting Transcripts

Sixty-two volumes of transcripts from the Alaska Native Review Commission's (Berger Commission) village meetings. 1985. Reading level varies. Available through the Inuit Circumpolar Conference, 429 D Street, Suite 211, Anchorage, AK 99501. Price varies from \$5.00 to \$34.00 per volume.

Comments: These are verbatim transcripts of testimony from Native people in 62 villages throughout Alaska. The size of each volume depends on the amount of testimony given. The reading level varies depending on who was speaking. People were encouraged to talk about any issue concerning Native people. Topics include, but were not limited to, ANCSA, ANILCA, subsistence, 1991, education, land, etc.

58. Arnold, Robert  
Alaska Native Land Claims

Book published by Alaska Native Foundation. 1978. Length 367 pages. College level. For information contact: Alaska Native Foundation, 733 W. 4th Ave., Suite 200, Anchorage, AK 99501. Phone (907) 274-2541.

Covers: Pre-ANCSA History, Land Claims Struggle, ANCSA Legislation, Corporate Organization, Regional Corporations, Village Corporations, Groups, The Land Settlement, The Cash Settlement, ANCSA Implementation, Federal Indian Relationship, and Bureau of Indian Affairs.

Evaluation: Material is clear and readable, well organized, indexed, and illustrated with black and white photographs, charts and maps. The book's major drawback is that it is now dated.

Comments: This is the only existing textbook on ANCSA. Unfortunately it is now out of print, but there are copies in most school districts throughout the state. ANF may reprint it in the future.

59. Barker, Jim and Sparck, Harold  
... A Special Relationship With the Land

Booklet published by Nunam Kitlutsisti. 1978. Length 16 pages. High school level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$7.00.

Covers: Subsistence and Native Cultures.

Evaluation: Relatively detailed coverage of topics.

Comments: This booklet was prepared for Congress during its deliberations on the D-2 Alaska National Interest Lands Conservation Act. It describes the Yupik decision-making process in seeking protection for its subsistence way of life.

60. Barker, Jim and Sparck, Harold  
... We Need Time!

Booklet published by Nunam Kitlutsisti. 1980. Length 12 pages. High school or college level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$7.00.

Covers: Subsistence and Off-shore Oil Exploration.

Evaluation: Overview of topics.

Comments: This is a report by bush Alaskan Villages on accelerated frontier off-shore oil exploration in the Bering Sea by the federal government. The booklet outlines areas of concern for subsistence resources put at risk by the expanded federal Outer Continental Shelf Program.

61. Barsh, Russel Lawrence  
"Why ANCSA Will Fail"

Article published by Alaska Native News. September 1985. Length 1 1/2 pages.  
Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501.  
Phone (907) 279-8611. Price \$3.50.

Covers: Subsistence and Land Issues.

Evaluation: Overview of topics.

Comments: This is a thought provoking article on the ability of ANCSA corporations to hold on to Native land. It would probably work well as a springboard for discussion in the classroom.

62. Berger, Thomas R.  
Village Journey, The Report of the Alaska Native Review Commission

Book published by Hill and Wang. 1985. Length 288 pages. High school or college level.  
Available in bookstores. Price \$16.95.

Covers: ANCSA Legislation, Corporate Organization, Regional Corporations, Village Corporations, Land Selections, Indian Reorganization Act, ANCSA Implementation, Subsistence, Federal Indian Relationship, Indian Law, Bureau of Indian Affairs, Sovereignty, Local Government, 1985 Study, 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, Elders, and Native Cultures.

Evaluation: Relatively detailed coverage of topics. Material is very readable, well organized, indexed, and up-to-date.

Comments: This is Thomas R. Berger's report on his work as the head of the Alaska Native Review Commission. He traveled to 62 villages and towns holding village meetings and listening to testimony from Alaska Natives while compiling this report. In this book he reflects on what he saw and heard during his travels in Alaska. He also suggests what changes in the law and in public attitude will be required to reach a fair accommodation with the Alaska Natives, enabling them to keep their land for themselves and for their descendants.

63. Bigjim, Fred and Ito-Adler, James

**Letters to Howard**

Book published by Alaska Methodist University Press. 1974. Length 105 pages. High school level. Available through the Book Cache, 436 W. 5th Ave., Anchorage, AK 99501. Phone (907) 277-2723. Price \$8.00 (paperback).

Covers: Pre-ANCSA History, ANCSA Legislation, Corporate Organization, Regional Corporations, The Land Settlement, The Cash Settlement, Land Selections, and 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Relatively detailed coverage of topics. Material is clear and readable.

Comments: "Letters to Howard" is a collection of letters to the editor of the Tundra Times, Howard Rock. They first appeared in the Tundra Times in March, 1973. They discuss problematic aspects of ANCSA in a clear and straight forward way. Many of these issues have still not been resolved and are today considered 1991 issues. The letters have not been rewritten—they appear as they were printed in the Tundra Times.

64. **Bristol Bay Native Corporation**  
**"BBNC's Approach to 1991, Part 2"**

Article published by Alaska Native News. April 1985. Length 3 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Land Claims Struggle, ANCSA Legislation, Corporate Organization, Amendments to ANCSA, and 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Overview of topics. Material is clear, readable, well organized, up-to-date, and illustrated with color photographs, charts, and maps.

Comments: This article discusses ANCSA and ANCSA corporations from a pro-corporation viewpoint.

\* NOTE: "BBNC's Approach to 1991, The People's Choice" (Part 1) is listed under Worl, Rosita.

65. **Bristol Bay Native Corporation**  
**"BBNC's Approach to 1991: The Shareholder Choice, (Part 3)"**

Article published by Alaska Native News. May 1985. Length 3 pages. College level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: ANCSA Implementation, Land Selections, and 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Relatively detailed coverage of topics. Material is readable, well organized, up-to-date, and illustrated with color photographs.

Comments: This article discusses dissenter's rights and different aspects of establishing a dollar value for corporate stock.

66. Bristol Bay Native Corporation  
"BBNC's Approach to 1991, Part 4"

Article published by Alaska Native News. June 1985. Length 7 pages. College level. Originally prepared for Bristol Bay shareholders. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Detailed coverage of topics. Material is technical.

Comments: This is a technical, detailed analysis of BBNC's position on 1991 issues. It would be best suited to advanced students in the Bristol Bay region.

67. Case, David S.  
Alaska Natives and American Laws

Book published by the University of Alaska Press. 1984. Length 586 pages. College level. Available through book stores or the University of Alaska Press.

Covers: Pre-ANCSA History, ANCSA Legislation, ANILCA, Subsistence, Federal Indian Relationship, Indian Law, Bureau of Indian Affairs, Indian Reorganization Act, Sovereignty, and Local Government.

Evaluation: Very detailed coverage of topics. Material is indexed, up-to-date, and technical.

Comments: This is a very academic work on Indian Law and Alaska Natives. It might be useful as reference material for teachers or advanced students.

68. Cornwall, Peter G. and McBeath, Gerald, Editors  
Alaska's Rural Development

Book published by Westview Press, Boulder, Colorado. 1982. Length 212 pages. College level. Available through bookstores or Westview Press.

Covers: Regional Corporations, Village Corporations, Land Management, Subsistence, Local Government, and Rural Development.

Evaluation: Very detailed coverage of topics. Material is well organized and indexed.

Comments: This is an academic collection of papers on rural development issues in Alaska. Both editors are faculty at the University of Alaska, Fairbanks.

69. Davidson, Art and Napoleon, Harold  
Does One Way of Life Have to Die So Another Can Live?

Booklet published by Nunam Kitlutsisti. 1973. Length 96 pages. High school or college level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$15.00.

Covers: Subsistence and Native Cultures.

Evaluation: Overview of topics.

Comments: This is a pioneering work about bush village subsistence confronting industrial development. The report was prepared for the Association of Village Council Presidents.

70. Demmert, Dennis  
"Native Leadership Gains Respect"

Article published by Alaska Native News. March 1985. Length 1 page. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Native Cultures and Leadership.

Evaluation: Overview of topics. Material is clear and readable.

Comments: This article discusses different approaches to leadership. It is short, clear, and thought provoking. It could be used to stimulate a discussion session in a classroom.

71. Demmert, Dennis  
"Native's Special Status Has Roots in Property"

Article published by Alaska Native News. January 1985. Length 1 page. High school level. Originally prepared for The Fairbanks Daily News Miner. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Pre-ANCSA History, Federal Indian Relationship, Indian Law, and Special Relationship of Native People to the Federal Government.

Evaluation: Overview of topics. Material is clear and readable.

Comments: This is a short article establishing the legal basis for the special relationship of Native Americans to the federal government. This article would work well as a springboard for discussion.

72. Demmert, Dennis  
"The Special Political Status of Natives"

Article published by Alaska Native News. January 1985. Length 1 page. High school level. Originally prepared for The Fairbanks Daily News Miner. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 297-8611. Price \$3.50.

Covers: Federal Indian Relationship and Education.

Evaluation: Overview of topics. Material is clear, readable, and well organized.

Comments: This is a short, thoughtful essay on the place of Native people in contemporary society. It would probably work well as a springboard for discussion in a high school classroom.

73. Department of Rural Development, College of Human and Rural Development, University of Alaska, Fairbanks  
Curriculum Resources for the Alaskan Environment

Booklet published by the Department of Rural Development, College of Human and Rural Development, University of Alaska, Fairbanks. May 1983. Length 34 pages. College level. Available through the Department of Rural Development, College of Human and Rural Development, University of Alaska, Fairbanks.

Comments: This is a review of secondary level ANCSA instructional materials. It lists and describes materials but does not say where they can be found.

74. Eboch, Ed  
"Native Village Corporations"

Article published by Alaska Native News. August 1985. Length 3 pages. High school or college level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Village Corporations.

Evaluation: Overview of topic.

Comments: This article discusses Native village corporations in general terms. It does not discuss specific corporations. Good overview for a high school audience.

75. Friday, David and Sparck, Harold  
A Study of Four Bush Villages' Subsistence Economies and the First Year Costs to Convert to a "Safeway Foodstores Way of Life"

Study published by Nunam Kitiutsisti. 1983. Length 26 pages. Available through Nunam Kitiutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$10.00.

Covers: Subsistence Issues.

Evaluation: Relatively detailed coverage of topic.

Comments: This study first identifies the total tonnage harvested by the villages in a target year, and the costs to village hunters and gatherers of these subsistence harvests. The report then attempts to estimate the cost of importing an equal tonnage of foods. This cost would include infrastructure costs, such as airport and electrical facilities, and a village distribution system.

76. Garbor, Bart  
"Balancing Individual and Group Rights After ANCSA"

Article published by Alaska Native News. January 1985. Length 5 pages. College level. This article was abstracted from a paper prepared for the Alaska Native Review Commission's (Berger Commission) ANCSA and 1991 Roundtable. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Pre-ANCSA History, ANCSA Legislation, Federal-Indian Relationship, Indian Reorganization Act, Sovereignty, 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders, and Native Cultures.

Evaluation: Relatively detailed coverage of topics.

Comments: This article discusses some complex and relatively technical issues. It presents good information and analysis, but in language and style it is probably beyond most high school students.

77. Hamm, Ken R.  
The Issue Is Survival

Booklet published by Nunam Kitiutsisti. 1975. Length 22 pages. High school level. Available through Nunam Kitiutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$7.00.

Covers: Subsistence.

Evaluation: Relatively detailed coverage of topic.

Comments: This is a summary of the Yukon Delta villager's testimony concerning federal- and state-accelerated off-shore oil and gas lease plans for the Norton Sound Basin and the Bering Sea. Villagers explain why they sought delays to conserve their subsistence way of life.



78. Hanrahan, John and Gruenstein, Peter  
Lost Frontier, the Marketing of Alaska

Book published by W.W. Norton & Company, Inc., New York. 1977. Length 363 pages. College level. Available through the bookstores.

Covers: Land Claims Struggle, ANCSA Legislation, ANCSA Implementation, Land Selections, 7(i) Settlement, Subsistence, 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, Elders, and Education.

Evaluation: Relatively detailed coverage of topics. Material is clear, readable, well organized, indexed, and illustrated with black and white pictures. Unfortunately it is dated.

Comments: In writing this book, two experienced Washington journalists explore the historical, political, and economic forces behind land and resource ownership and development in Alaska. Although it is now dated, the book presents a readable and interesting analysis of Alaskan history and politics. The chapter entitled "The Greening of the Natives" is an overview of ANCSA. This book is recommended as background information, especially for anyone new to Alaska.

79. Kresge, David T.; Morehouse, Thomas A.; and Rogers, George W.  
Issues in Alaska Development

Book published by the University of Washington Press. 1977. Length 223 pages. College level. Available through the University of Washington Press.

Covers: Pre-ANCSA History, ANCSA Legislation, Regional Corporations, Village Corporations, Economic Development, and Population Trends.

Evaluation: Very detailed coverage of topics. Material is clear and readable, well organized, indexed, and illustrated with charts and maps.

Comments: This is an academic discussion of research on trends in economic development, population and employment, and land and resource use in Alaska. This book would be most useful as reference material for teachers or advanced students.

80. MacDonald, Peter  
"A Statement by Peter MacDonald Regarding ANCSA"

Article published by Alaska Native News. December 1983. Length 4 pages. College level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: ANCSA Legislation, Corporate Organization, Federal Indian Relationship, 1985 Study, and 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Relatively detailed coverage of topics.

Comments: This article is probably too difficult to use as general reading material for high school, but it may be suitable for advanced students. MacDonald has an interesting point of view and some creative solutions to problems that resulted from ANCSA.

81. Mallott, Byron I.  
"One Day In The Life Of A Native Chief Executive, Part I"

Article published by Alaska Native News. September 1985. Length 2 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Regional Corporations, Sealaska Corporation, and New Natives.

Evaluation: Overview of topics.

Comments: This is a personal account of a day in the life of Sealaska's Chief Officer. He reflects on the day's events and on the Native issues they bring to mind. This article would be interesting and insightful for high school students.

82. Mallott, Byron I.  
"One Day In The Life Of A Native Chief Executive, Part II"

Article published by Alaska Native News. October 1985. Length 3 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Regional Corporations and Sealaska Corporation.

Evaluation: Overview of topics.

Comments: This is a continuation of Byron Mallott's description of what it's like to be the Chief Executive of a Native regional corporation.

83. McBeath, Gerald A. and Morehouse, Thomas A.  
The Dynamics of Alaska Native Self-Government

Book published by the University Press of America. 1980. Length 125 pages. College level. Available through the University Press of America, Inc., P.O. Box 19101, Washington, DC 20036.

Covers: Pre-ANCSA History, Land Claims Struggle, ANCSA Legislation, Corporate Organization, Regional Corporations, Village Corporations, Subsistence, Bureau of Indian Affairs, Indian Reorganization Act, Local Government, Education, and Native Cultures.

Evaluation: Very detailed coverage of topics. Material is well organized, indexed, and illustrated with charts and maps.

Comments: This is a very academic work on Alaska Native self-government by two professors from the University of Alaska. It may be useful as reference material for teachers or advanced students.

84. McDowell, Peter B.  
"1991 is Not Just for Natives"

Article published by Alaska Native News. May 1985. Length 1-1/2 pages. High school or above level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, and Elders.

Evaluation: Overview of topics. Material is clear, readable, well organized, and up-to-date.

Comments: This is a short, thoughtful essay on the three major changes that will occur around 1991: salability of stock in Native corporations, redrawing of legislative districts after the 1990 census, and decline of oil revenues in the state.

85. Paul, William L., Sr.  
"We Own the Land"

Article published by Alaska Native News. August 1984. Length 2 pages. College level. Originally prepared as a speech to AFN in October 1971. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Land Claims Struggle, ANCSA Legislation, The Land Settlement, The Cash Settlement, Federal Indian Relationship, and Indian Law.

Evaluation: Relatively detailed coverage of topics. Material is clear and readable.

Comments: This speech has tremendous historical significance. William Paul was the first Native lawyer in Alaska and one of the earliest advocates of Native land rights. This speech is recommended reading for a high school class.

86. Sparck, Harold  
A Short History of Wildlife Mismanagement in the Yukon-Kuskokwim Delta in Southwestern Alaska

Booklet published by Nunam Kitlutsisti. 1977. Length 25 pages. High school or college level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$5.00.

Covers: Subsistence and ANILCA.

Evaluation: Overview of topics.

Comments: This historic study reviews conflicts between local subsistence users of wildlife in the bush villages of the Delta and the State of Alaska's wildlife management. This study was presented to Congress, and was cited in the congressional ANILCA legislative history of the landmark Title VII subsistence section.

87. Sparck, Harold  
As Necessity Dictates: U.S. Alternatives in Arctic Maritime Delimitations in the Beaufort and Bering Seas' Contested Outer Continental Shelf Oil and Gas Lease Sale Basins.

Technical report published by Nunam Kitlutsisti. 1983. Length 65 pages. College level. Available through Nunam Kitlutsisti, P.O. Box 2068, Bethel, AK 99559. Phone (907) 543-2256. Price \$5.00.

Covers: Subsistence.

Evaluation: Relatively detailed coverage of topic.

Comments: This report describes the overlapping ocean claims of the United States, Canada, and the Soviet Union in the Arctic's Beaufort and Bering Seas. The paper explains the history of the claims, their relationship to national exploration and strategic objectives, and suggests alternatives to the current impasse in settlement.

88. Troll, Tim  
"Local Government in Rural Alaska: Self-determination, Sovereignty, and Second Class Cities"

Article published by Alaska Native News. September 1985. Length 3 pages. High school or college level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: Indian Reorganization Act, Sovereignty, and Local Government.

Evaluation: Relatively detailed coverage of topics.

Comments: This is a readable discussion of organizational and governmental options available to rural communities. The author looks at the different sides of each issue. This article would be suitable for advanced high school students.

89. Upicksoun, Joseph, and Edwardson, Charlie, Jr.  
"Why the Arctic Slope Inupiat Said NO to ANCSA"

Article published by Alaska Native News. September 1984. Length 2 pages. High school level. Originally sent as a letter to President Nixon. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: ANCSA Legislation, The Land Settlement, The Cash Settlement, and Land Selections.

Evaluation: Overview of topics. Material is clear and readable.

Comments: This letter has tremendous historical significance. It clearly outlines why the Arctic Slope Inupiat disagreed with ANCSA. It is recommended reading for a high school class.

90. Worl, Ricardo  
"Where's My Share"

Article published by Alaska Native News. October 1985. Length 1 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: New Natives.

Evaluation: Overview of topic.

Comments: This article discusses what changes Native corporations could make to enable Native children born after December 18, 1971 to participate in ANCSA.

91. Worl, Rosita  
"Chugach Natives, 1982 Land Claims Settlement"

Article published by Alaska Native News. November 1983. Length 2 pages. High school level. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: The history of the Chugach Alaska Corporation.

Evaluation: Overview of topic. Material is clear, readable, and well- organized.

Comments: This article would primarily be of interest to students in the Chugach area.

92. Worl, Rosita  
"BBNC's Approach to 1991, The People's Choice"

Article published by Alaska Native News. March 1985. Length 4 pages. College level. Originally prepared for Alaska Native News and BBNC Shareholders. Available through Alaska Native News, 600 Barrow, Suite 403, Anchorage, AK 99501. Phone (907) 279-8611. Price \$3.50.

Covers: 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, Elders, and AFN's 1991 Resolutions.

Evaluation: Relatively detailed coverage of topics. Material is clear, readable, and well organized, but it is dated.

Comments: This article includes an analysis of ANF's 1991 issues before they were amended at the March 1985 Special Convention. While this analysis is clear and concise, it is now slightly out-of-date.

## OTHER RESOURCES

93. **HOLDING OUR GROUND (Audio Cassettes)**  
Produced by Western Media Concepts. Scheduled to be released in December 1985. Approximately fifteen -hour tapes. High school level. Available through Western Media Concepts, P.O. Box 215, Anchorage, AK 99510. Phone (907) 279-2045. Price \$50 for complete set of 15.
- Covers: Subsistence, Sovereignty, Local Government, 1991 Issues, Corporate Control, Stock Alienation, Land Protection, New Natives, Elders, and Land.
- Comments: These audio tapes are based on testimony given at the Alaska Native Review Commission (Berger Commissions) hearings throughout Alaska.
94. **VILLAGE MANAGEMENT SIMULATION (Computer Disk)**  
Produced by Alaska Native Human Resource Development Program, University of Alaska, Fairbanks. 1982. High school level. Available through the Information Office, Cooperative Extension Service, Bunnell Building, University of Alaska, Fairbanks, Fairbanks, AK 99701. Phone (907) 474-7268. Price \$5.00.
- Covers: Village Corporations, Management, and Personnel Issues.
- Comments: This computer disk asks students to respond to situations that a manager of a village corporation might face. The computer then tells the student whether their answer is right or wrong and discusses why or why not. This program is very popular with students.

## INDEX

Alaska History .....	28
Alaska Native Review Commission.....	15
Amendments to ANCSA.....	64
ANCSA Implementation .....	45,48,58,62,65,78
ANCSA Legislation .....	15,16,17,18,26,30,31,32,33,45,50,58,62,63,64,67,76,78,79,80,83,85,89
ANILCA.....	14,24,25,26,44,67,86
Antiquities .....	24
Bristol Bay.....	5,64,65,66,92
Bureau of Indian Affairs.....	33,48,58,62,67,83
Business Management.....	3
Cash Settlement.....	58,63,85,89
Chugach Alaska Corporation.....	91
Coastal Zone Management.....	35
Cook Inlet Region, Inc. ....	36
Corporate Acquisitions.....	40,42,43
Corporate Control.....	23,38,39,49,53,62,63,64,65,66,76,78,80,84,92,93
Corporate Mergers .....	40,42,43
Corporate Organization.....	17,18,30,41,42,43,58,62,63,64,80,83
Corporate Takeovers.....	42
Cultural Identity .....	16
Education.....	15,34,45,72,78,83
Economic Development.....	79
Federal Indian Relationship .....	15,20,29,33,48,58,62,67,71,72,76,80,85
Financial Statements.....	3,37
Groups .....	58
Indian Law.....	20,29,33,62,67,71,85

Indian Reorganization Act (IRA).....	20,33,62,67,76,83,88
Indians of North America .....	29
International Land Claims Movement .....	21
Land Bank .....	30
Land Claims Struggle .....	16,26,30,33,34,58,64,78,83,85
Land .....	35,68
Land Protection .....	23,38,39,49,53,61,62,63,64,65,66,76,78,84,92,93
Land Selections.....	36,62,63,65,78,89
Land Settlement.....	58,63,85,89
Land Use Policy.....	26
Leadership.....	70,72
Local Government.....	19,35,62,67,68,83,88,93
NANA Spirit Movement .....	34
Native Cultures.....	27,28,31,34,44,45,46,47,48,50,62,69,70,76,83
Natural Resources Management.....	4
New Natives.....	23,38,39,49,53,59,62,63,64,65,66,76,78,80,81,84,90,92,93
1985 Study.....	15,52,62,80
1991 Issues.....	23,30,32,33,36,37,38,39,40,43,49,53,62,63,64,65,66,76,78,80,84,92,93
Population Trends.....	79
Pre-ANCSA History.....	15,16,17,18,26,33,34,58,63,67,71,76,79,83
Regional Corporations.....	4,15,36,58,62,63,68,79,81,82,83
Rural Development .....	68
Sealaska Corporation.....	54,81,82
7(i) Settlement.....	36,78
Sovereignty.....	19,20,33,62,67,76,88,93
State Land Disposal Program.....	26
Stock.....	36,37,40,41



Stock Alienation.....	23,38,39,49,53,62,63,64,65,66,76,78,80,84,92,93
Stock Market.....	41
Student Corporations.....	6
Subsistence .....	4,7,22,28,35,46,47,48,59,60,61,62,67,68,69,75,77,78,83,86,87,93
Valuation of Stock.....	36
Village Corporations.....	36,42,58,62,68,74,79,83,94

