

LEADERSHIP

Grade
1

A UNIT FOCUSED ON LEADERSHIP ROLES
WITHIN THE COMMUNITY

GRADE 1

*May be adapted for use in primary
multi-age classrooms.*

LENGTH: Six (6) lessons

CURRICULAR AREAS

Social Studies, Cultural Studies, Language Arts, World
Languages: Alutiiq

Reference: Alutiiq Language Level I & II Lessons:

- Level One, Lesson 3 My Family
- Level One, Lesson 5 Behaving
- Level One, Lesson 9 Where People Work
- Level Two, Lesson 4 My Family
- Level Two, Lesson 5 Family Activities
- Level Two, Lesson 6 Helping

OVERVIEW

This unit consists of ten lessons:

1. What is a leader? (30 min)
2. Our leaders (30 min)
3. Personal ownership (30 min)
4. Family ownership (30 min)
5. Group ownership (30 min)
6. Categories of ownership (30 min)

BACKGROUND

Though at the 1st grade level students are not expected to learn the Alaska Native Claims Settlement Act of 1971, which was a major historical milestone for all Alaskans and the state of Alaska, it is important to lay the groundwork early for learning about this sorely neglected subject in all of Alaska's schools. The Act designates large parcels of land near our towns and cities, as well as in remote areas that might otherwise be accessed by all Alaskans. Certain privileges are extended to Alaska Native people and



their descendants on some of these lands as profit corporations manage their use and sometimes their development. This unit captures the significance of individual, family and group ownership, as well as subsistence concepts and leadership roles at different levels in our society. It sets the groundwork for teaching children the basic concepts needed to understand the significance of the Alaska Native Claims Settlement Act later on in their school experience.

Much of history is taught from a national or statewide perspective. This unit gives children an opportunity to learn valuable concepts from a rural viewpoint. Because young children perceive their surroundings on a local level, it is necessary to teach them from a localized perspective.

Traditionally, the Kodiak Alutiiq stayed close to their communities, but traveled throughout the region for harvesting purposes. The land provided people with necessities for food, warmth, shelter, and tools. Moving away from the subsistence lifestyle has caused many Alaska Native people health problems; more specifically diabetes and heart-related illnesses have affected the People. Leaders rose up out of the Alaska Native population to protect the land and subsistence lifestyle that is so valued throughout Alaska. This unit lays the foundation for the study of the Alaska Native Claims Settlement Act and its importance to the Native people.

Developed by Chugachmiut, Inc.; Lennette Ronnegard, Local Education Coordinator, Cordova; Nancy Anderson, Sub-Regional Curriculum Development Coordinator, Anchorage; and Helen Morris, Sub-Regional Curriculum Development Coordinator, Anchorage.

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SUGGESTED MATERIALS

Alaska Federation of Natives. (1991). "A Scrapbook History: Alaska Native Claims Settlement Act," *Tundra Times*. (See indexed guide at http://www.alaskool.org/projects/Ancsa/ancsa_scrapbook/index.htm)

Arnold, R. D. (1975). *The Alaska Native Claims Settlement Act: Selected Student Readings, Teacher's Guide*, Anchorage, AK: The Alaska Native Foundation.

Arnold, R. D. (1975). *Alaska Native Land Claims*, Anchorage, AK: The Alaska Native Foundation.

Berger, T. R. (1999). *A Long & Terrible Shadow: White Values, Native Rights in the Americas, 1492-1992*, Vancouver, British Columbia: University of Washington Press.

Berger, T. R. (1985). *Village Journey: The Report of the Alaska Native Review Commission*. New York, NY: Hill & Wang.

Drabek, A. S. (2008). *Qik'rtarmiut Sugpiat Niugneret cali Patriitat* (Kodiak Island Sugpiaq Words and Pictures). Kodiak, AK: Alutiiq Museum & Archaeological Repository. (Also known as the Alutiiq Picture Dictionary).

Case, D. S. (1984). *Alaska Natives and American Law*, Anchorage, AK: University of Alaska Press.

Downing, S., ed. (1999). "Between Worlds: How the Alaska Native Claims Settlement Act Reshaped the Destinies of Alaska's Native People," *Juneau Empire Special Report*. Juneau, AK: Morris Communications Corporation.

Frey, L., et al. (1987). *ANCSA: Caught in the Act*, Anchorage, AK: The Alaska Native Foundation.

Jeffrey, S. & Drabek, A. (2002). "Kodiak's Native Organizations Profiled." Kodiak, AK: *Kodiak Daily Mirror*.

Lynch, K. (1974). *Alaska Native Claims Settlement Act, A Study Guide, Books I and II*. Anchorage, AK: Adult Literacy Laboratory.

Mallott, B. (2001). *Unfinished Business: Alaska Native Claims Settlement Act*. (Online essay accessible through www.litsite.org).

McClanahan, A. J. & Hillas, J. D. (2001). *Native Corporations: Building a Foundation for Alaska's Economic Destiny, 1-15*. Anchorage, AK: Association of ANCSA Regional Corporation Presidents/CEO's.

INTERNET LINKS

Revisiting the Alaska Native Claims Settlement Act Resource list at <http://www.alaskool.org/PROJECTS/ANCSA/ancsaindx.htm>



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GLOSSARY

Sugpiaq/Alutiiq

The Alutiiq word for “Real, genuine person,” often used to apply to a person Native to the Southcentral / Kodiak area and language.

Koniag, Inc.

The Kodiak Archipelago’s regional profit organization formed under the Alaska Native Claims Settlement Act. There are also a number of village corporations representative of the Kodiak Archipelago, including:

1. Afognak Native Corporation
2. Akhiok-Kaguyak, Inc.
3. Anton Larsen, Inc.
4. Leisnoi, Inc.
5. Natives of Kodiak, Inc.
6. Old Harbor Native Corporation
7. Ouzinkie Native Corporation

KANA, Inc.

The Kodiak Area Native Association is this region’s non-profit organization serving all the Native people in the Kodiak Archipelago in the areas of health, wellness and education.

Tribal Council

A group of leaders elected into office by their constituents to serve the needs of a Tribe. In the Kodiak region there are many federally recognized tribes, including:

1. Native Village of Afognak
2. Akhiok Tribal Council
3. Kaguyak Tribal Council
4. Karluk IRA Traditional Council
5. Larsen Bay Tribal Council
6. Old Harbor Tribal Council
7. Ouzinkie Tribal Council
8. Port Lions Traditional Tribal Council
9. Sun’aq Tribe of Kodiak
10. Woody Island Tribal Council



ALUTIIQ/SUGPIAQ LEADERSHIP TERMS

Boss — Kasa’inaq
Captain — Naraciik
Chief — Tuyuq
Leader — Angnertaq
Teacher — Litnauwista; Uciitilaq
Team (People Partnering)— Angayukut’sqat
Partner — Angayuk
Priest — Kas’aq
Principal — Skaulum (N)/Skuulum (S) Kasa’inaa

Alaska’s Governor — Alaskaam Angnertaa’a

LOCAL NATIVE LEADERSHIP DESCRIPTION

KODIAK'S NATIVE ORGANIZATIONS PROFILED

TRIBAL COUNCILS

The Kodiak Archipelago contains 10 federally recognized tribes. Throughout the United States there are approximately 550 federally recognized American Indian tribes. Alaska contains nearly half of these tribes, with 255 in our state. The U.S. Department of Interior designates tribes as “federally recognized,” acknowledging their status as sovereign governments.

Tribes operate as tax-exempt nonprofit entities funded through a combination of grants, federal contracts and operating income. While each council determines its own governance structure, elected tribal councils govern each tribe. Tribes practice self-governance in determining the services and programs they will operate. Common services offered include: economic development, education, social and cultural programs. All programs seek to serve the membership and protect the tribe's resources within their territory.

Beyond being nonprofit, tribes are different than ANCSA Native Corporations in other ways. They determine their membership and generally offer ongoing enrollment. Individuals who can document ancestral ties to the tribe or Natives who live within the village are among the most common elements of eligibility to becoming enrolled as a tribal member.

REGIONAL NONPROFIT

In 1966, 12 regional nonprofit organizations formed in Alaska to serve Native populations with health and social services. Kodiak Area Native Association (KANA) began offering services in the early 1970s. While KANA is not a tribe, it has contracts with some of Kodiak's tribes to offer tribal services.

To receive KANA services, individuals must have a Certificate Degree of Indian Blood, issued by the Bureau of Indian Affairs. A CDIB documents tribal affiliation and blood quantum of American Indians and Alaska Natives. Services offered at KANA include: medical, dental, mental health counseling, substance abuse counseling, job training and educational opportunities.

ANCSA CORPORATIONS

ANCSA's passage in 1971 established 13 regional Native corporations, representing Alaska's 12 cultural regions with the 13th corporation representing Alaska Natives at-large, living out of state. Under ANCSA, Alaska's Native people settled with the federal government for 44 million acres of land and \$962.5 million to end a 100-year old battle fought to claim ownership of their land.

The conflict began soon after the United States purchased Alaska from Russia in 1867. Tlingit leaders in Southeast Alaska protested the sale, saying the Russians had no right to sell land they didn't own since Alaska's Native people had lived on the land for thousands of years, long before the Russians arrived. The argument escalated in 1959 when Alaska became a state, which gave Alaska's state government the right to select more than 100 million acres of land to own and develop.

Land ownership conflicts between Alaska Natives and the state followed and culminated in Natives obtaining a “land freeze.” The moratorium stopped all transfers of land to the state that involved Native land claims. The issue climaxed in 1968 when oil was discovered in Prudhoe Bay. Oil companies backed the Natives to end the land freeze and gain access to the oil fields.

Under ANCSA several classes of Alaska Native Corporations developed: regional corporations, urban corporations, village corporations and village groups. Each class received a combination of land and/or money from the federal government through the settlement. The Koniag region has one urban corporation, five village corporations and seven village groups. Each corporation was established with a set number of shares. Natives born after 1971 and those who did not register through ANCSA can only inherit or be gifted shares.

by Alisha Drabek

LESSON 1: WHAT IS A LEADER?

OVERVIEW

During this activity, students will learn about leaders and what they do. Students learn about leaders at home and at school and explore the concept that leaders often go first and show others the way to go.

STANDARDS ADDRESSED

Alaska Content

Government and Citizenship E.1, E.2, E.5
Culture A.7

GOALS/OBJECTIVES

Students will:

- Lead a group;
- Follow a leader.

TEACHER PREPARATION MATERIALS

- Teacher-made signs that say 'LEADER' made from heavy paper (one sign per group)

ACTIVITY PROCEDURE

1. Play "Follow the Leader" with the teacher wearing a "Leader" sign and acting as leader.
2. Talk about what leaders do (e.g., a leader tells others what to do; shows others what to do; tells others when to take action, etc.).
3. Divide the classroom into smaller groups of five or six.
4. Appoint a 'leader' in each group. The leader wears a "LEADER" sign.
5. The leader shows or tells their group what to do. Example: Leader says 'raise your hands' and shows the group by raising his/her hands. The group follows the leader.
6. After two to three minutes, change 'leaders.' Give each child a turn to be the leader.

ASSESSMENT ACTIVITY

When the activity has ended, the teacher will discuss leadership with the students. The teacher should allow children to talk about what actions the leaders took and how they were followed. Ask the children to describe how they felt being leaders and followers.



LEADERSHIP

LESSON 2: OUR LEADERS

OVERVIEW

During this activity, students will learn who their leaders are and that those people may help in many ways.

STANDARDS ADDRESSED

Alaska Content

Government and Citizenship E.5
Culture A.7

GOALS/OBJECTIVES

Students will:

- Identify who their leaders are;
- Explain what their leaders do.

TEACHER PREPARATION MATERIALS

- 3" x 5" pictures (or larger) of leaders from the community including, a teacher, principal, priest, chief and/or mayor. Also gather pictures of leaders from the state and country to include the governor and president.

Note: Each of the larger communities on the Kodiak Archipelago, including the town of Kodiak, is governed by a Tribal Council and a City Mayor. The entire area is also governed by the Borough that elects a mayor, also. There is no hierarchy of governance among these organizations, but rather specific areas of responsibility for each. It should also be noted that each Tribal Council is recognized by the Federal Government and has a unique government-to-government relationship with the Federal Government of the United States.

ACTIVITY PROCEDURE

1. Begin with a classroom discussion about leaders. Talk about what a leader does.
2. Hang up pictures of leaders on one side and hang up pictures of who they lead on the other side.



3. Talk with children about what each leader does (example: a teacher is in charge of the classroom and teaches lessons).
4. Have children match up photos of leaders with the pictures of who/what they lead.

ASSESSMENT ACTIVITY

Discuss the work of all other leaders you have identified. Have students describe what they do and where they work.



LESSON 3: PERSONAL OWNERSHIP

OVERVIEW

During this activity, students will come to understand the concept that we, ourselves, may own things, and that some things are owned by only one person. This is a common activity that is often done as 'show and tell' in an elementary classroom setting.

STANDARDS ADDRESSED

Alaska Content

History A.5

Culture E.1, E.4

OBJECTIVES

Students will:

- Show and tell about an object belonging to the student.

TEACHER PREPARATION MATERIALS

- Teacher will ask each student to bring an object to class for show and tell about the object, and how it became theirs.

ACTIVITY PROCEDURE

1. Start with a discussion about ownership. Ask students what it means to own something.
2. Have students take turns showing the objects they brought in, telling who the object belongs to, and where it came from.

ASSESSMENT ACTIVITY

Teacher should conclude lesson with a discussion about ownership and what makes an object belong to the student.



LEADERSHIP

LESSON 4: FAMILY OWNERSHIP

OVERVIEW

During this activity, students will come to understand the concept of family and personal ownership.

STANDARDS ADDRESSED

Alaska Content

History A.5

Culture E.1, E.4

OBJECTIVES

Students will:

- Identify objects belonging to an individual;
- Identify objects belonging to the family.

TEACHER PREPARATION MATERIAL

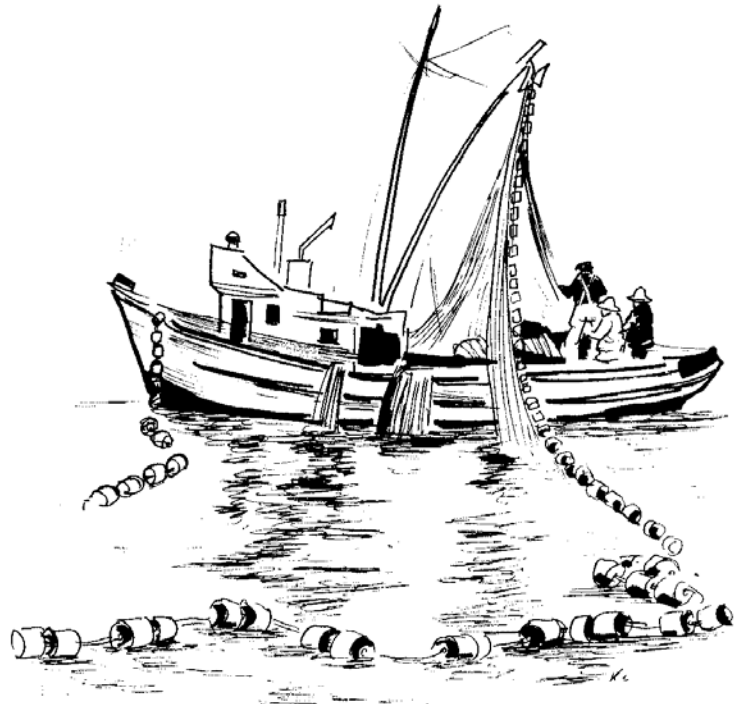
- Pictures from each student's home
- 8 ½" x 14" paper for each student
- Scissors
- Glue sticks

TEACHER PREPARATION STEPS

- Call each student's parent(s)/guardian(s) and ask them to send two groups of pictures to school with the child. One group of pictures should be of objects that the child owns. The second group of pictures should be of objects that the family or other members of the family owns. If photos from children's homes are not available, pictures cut out from magazines may be used as substitutions.
- Draw a line down the center of each 8 ½" x 14" piece of paper. Label one side of the paper "Family" and the other side "Me" or use the child's name.

ACTIVITY PROCEDURE

1. Begin with a classroom discussion about ownership. Ask students what it means to own something personally and what it means to own something as a family.



2. Have students take out their pictures. Ask them to separate the pictures into two different groups. One group should be pictures of things the student owns. The second group should be pictures of things the student's family owns.
3. Have students cut the pictures to size and glue them to the correct category on their 8 ½" x 14" paper.

ASSESSMENT ACTIVITY

When finished, divide students into groups of four or five. Have each student share with the group their favorite picture.

LESSON 5: GROUP OWNERSHIP

OVERVIEW

During this activity, students will learn about sharing ownership and that some things are owned by a group of people. Students will see themselves as an individual belonging to a larger community within their classroom.

STANDARDS ADDRESSED

Alaska Content

Government and Citizenship E.1
Culture E.1

OBJECTIVES

Students will:

- Identify something that can be owned by a group.

TEACHER PREPARATION MATERIALS

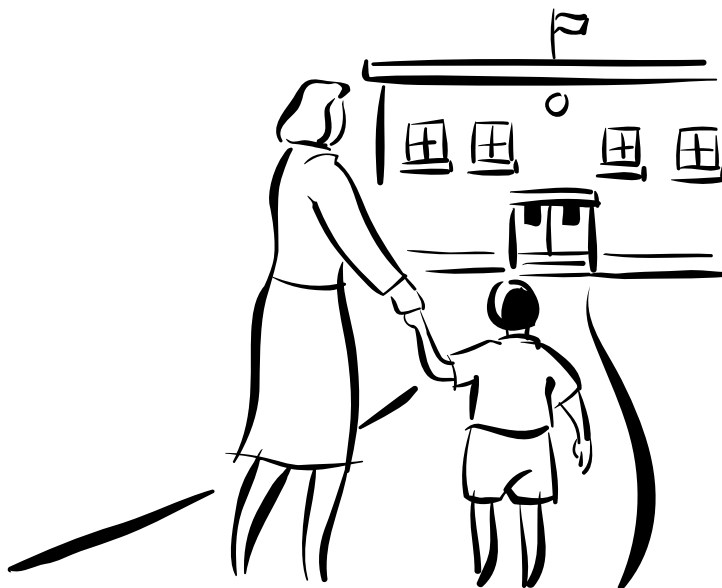
- Large piece of paper to put portraits on (butcher paper works well for this)
- Self-Portrait drawings by each student
- Crayons or markers
- Hair-colored yarn (black, brown, yellow, orange/red)
- Glue

ACTIVITY PROCEDURE

1. Begin with a classroom discussion about group ownership. The teacher will tell the class they will be making something that will belong to all of them.
2. Give each student a portrait page, crayons or markers, yarn in their hair color and glue.
3. Ask each student to make a self portrait.
4. Put up the large piece of butcher paper on the wall with the title "(Teacher's Name) Class." Glue/tape the students' pictures to the butcher paper as they are completed. Tell the students the mural belongs to the whole class.

ASSESSMENT ACTIVITY

Student identifies himself or herself as a member of the class.



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LESSON 6: CATEGORIES OF OWNERSHIP

OVERVIEW

During this activity, students will learn about individual ownership, family ownership, and group ownership, reinforcing concepts learned from previous lessons.

STANDARDS ADDRESSED

Alaska Content

Government and Citizenship E.1

Culture E.1, E.8

OBJECTIVES

Students will:

- Distinguish ownership by a person, a family, or another group.

TEACHER PREPARATION MATERIALS

- Large piece of butcher paper placed on the wall
- Pictures of objects that are owned by a person, family, and group
- *Oik'rtarmiut Sugpiat Niugneret cali Patriitat* (Kodiak Island Sugpiaq Words and Pictures) by Alisha Drabek. (pictures can be copied).
- Crayons or markers

ACTIVITY PROCEDURE

1. Start with a discussion about individual, family, and group ownership.
2. Draw three vertical lines on the paper with the following titles above each section: "Individual," "Family," and "Group or Town." Ask students to name something owned by an individual (e.g., bike, coat, toy, etc.). Have student find a picture of the item in that category, repeat with other categories.

ASSESSMENT ACTIVITY

While students are naming the items and attaching them to the poster, discuss why that item belongs in its category. For example: Family – house, car, television; Town – school, stop sign, fire truck.



LEADERSHIP

UNIT ASSESSMENT

Student: _____

Scale: 4 — Independent 3 — Proficient 2 — Developing 1 — Beginning

EXPECTED OUTCOMES FOR UNIT

1. Student was both a leader and follower and could describe the feeling of being each.	
2. Student was able to identify at least one leader and tell what the leader did as a leader and where he or she works.	
3. Student could show and tell about an object he or she owned.	
4. Student was able to distinguish between objects belonging to an individual and to a family.	
5. Student was able to identify himself or herself as a part of a group which has "ownership."	
6. Student was able to classify objects by ownership including individual, family, or a group.	
7. Student participated effectively in lesson activities.	
8. Student treated classmates, teacher, and guests with respect and listened attentively to guest speakers.	
9. Student worked to the best of his or her ability.	

Teacher comments: