

Brown v. Board of Education (1954)

School Segregation, Equal Protection

In the early 1950s, Linda Brown was a young African American student in the Topeka, Kansas school district. Every day she and her sister, Terry Lynn, had to walk through the Rock Island Railroad Switchyard to get to the bus stop for the ride to the all-black Monroe School. Linda Brown tried to gain admission to the Sumner School, which was closer to her house, but her application was denied by the Board of Education of Topeka because of her race. The Sumner School was for white children only.

Under the laws of the time, many public facilities were segregated by race. The precedent-setting *Plessy v. Ferguson* case, which was decided by the Supreme Court of the United States in 1896, allowed for such segregation. In that case, a black man, Homer Plessy, challenged a Louisiana law that required railroad companies to provide equal, but separate, accommodations for the white and African American races. He claimed that the Louisiana law violated the Fourteenth Amendment, which demands that states provide "equal protection of the laws." However, the Supreme Court of the United States held that as long as segregated facilities were qualitatively equal, segregation did not violate the Fourteenth Amendment. In doing so, the Court classified segregation as a matter of social equality, out of the control of the justice system concerned with maintaining legal equality. The Court stated, "If one race be inferior to the other socially, the constitution of the United States cannot put them on the same plane."

At the time of the Brown case, a Kansas statute permitted, but did not require, cities of more than 15,000 people to maintain separate school facilities for black and white students. On that basis, the Board of Education of Topeka elected to establish segregated elementary schools. Other public schools in the community were operated on a nonsegregated, or unitary, basis.

The Browns felt that the decision of the Board violated the Constitution. They sued the Board of Education of Topeka, alleging that the segregated school system deprived Linda Brown of the equal protection of the laws required under the Fourteenth Amendment.

No State shall . . . deny to any person within its jurisdiction the equal protection of the laws. —*Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution*

Thurgood Marshall, an attorney for the National Association for the Advancement of Colored People (NAACP), argued the Brown's case. Marshall would later become a Supreme Court justice.

The three-judge federal district court found that segregation in public education had a detrimental effect upon black children, but the court denied that there was any violation of Brown's rights because of the "separate but equal" doctrine established in the Supreme Court's 1896 *Plessy* decision. The court found that the schools were substantially equal with respect to buildings, transportation, curricula, and educational qualifications of teachers. The Browns appealed their case

to the Supreme Court of the United States, claiming that the segregated schools were not equal and could never be made equal. The Court combined the case with several similar cases from South Carolina, Virginia, and Delaware. The ruling in the *Brown v. Board of Education* case came in 1954.

QUESTIONS TO CONSIDER

1. What right does the Fourteenth Amendment give citizens?
2. What problems did Linda Brown encounter in Topeka that eventually resulted in this case?
3. What precedent did the *Plessy v. Ferguson* (1896) ruling establish? How was that precedent related to *Brown*?
4. This case is based on what the concept of "equality" means. What are the conflicting points of view on this concept in this case?

Plessy v. Ferguson (1896)

"Separate but Equal," Equal Protection

In 1890, Louisiana passed a statute called the Separate Car Act, which stated "that all railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations. . . ." The penalty for sitting in the wrong compartment was a fine of \$25 or 20 days in jail.

The Plessy case was carefully orchestrated by both the Citizens' Committee to Test the Constitutionality of the Separate Car Act, a group of blacks who raised \$3000 to challenge the Act, and the East Louisiana Railroad Company, which sought to terminate the Act largely for monetary reasons. They chose a 30-year-old shoemaker named Homer Plessy, a citizen of the United States who was one-eighth black and a resident of the state of Louisiana. On June 7, 1892, Plessy purchased a first-class passage from New Orleans to Covington, Louisiana and sat in the railroad car designated for whites only. The railroad officials, following through on the arrangement, arrested Plessy and charged him with violating the Separate Car Act. Well known advocate for black rights Albion Tourgee, a white lawyer, agreed to argue the case without compensation.

In the criminal district court for the parish of Orleans, Plessy argued that the Separate Car Act violated the Thirteenth and Fourteenth Amendments to the Constitution.

Thirteenth Amendment Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Fourteenth Amendment Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

John Howard Ferguson was the judge presiding over Plessy's criminal case in the district court. He had previously declared the Separate Car Act "unconstitutional on trains that traveled through several states." However, in Plessy's case he decided that the state could choose to regulate railroad companies that operated solely within the state of Louisiana. Therefore, Ferguson found Plessy guilty and declared the Separate Car Act constitutional.

Plessy appealed the case to the Louisiana State Supreme Court, which affirmed the decision that the Louisiana law as constitutional. Plessy petitioned for a writ of error from the Supreme Court of the United States. Judge John Howard Ferguson was named in the case brought before the United States Supreme Court (*Plessy v. Ferguson*) because he had been named in the petition to the Louisiana Supreme Court and not because he was a party to the initial lawsuit.

Socratic Seminar Graphic Organizer

First & Last Name: _____

| Questions that Came Up During the Discussion | Note-Worthy Comments/Ideas | Things I Still Have Questions About |
|--|----------------------------|-------------------------------------|
| | | |
| Summary of Discussion (Complete Paragraph) | | |

This script was inspired by and is adapted from Terrence M. Cole's article titled, "Jim Crow in Alaska: The Passage of the Equal Rights Act of 1945" that appeared in An Alaska Anthology: Interpreting the Past. The book was written by Stephen W. Haycox and Mary Childers and produced by the University of Washington in 1996.

SCENE 1: Governor Gruening sits at a desk and reads a letter from Roy & Elizabeth Peratrovich pleading with him to remove the "No Natives Allowed" signs from businesses in the community.

Narrator: In Alaska, as in many other American communities, World War II demonstrated the contradictions between the nation's fight for freedom overseas and its denial of equal opportunities at home. On 30 December, 1941, about three weeks after Pearl Harbor, Elizabeth Peratrovich, the grand vice-president of the Alaska Native Sisterhood, and her husband, Roy Peratrovich, the grand president of the Alaska Native Brotherhood, sent an angry letter to Governor Gruening complaining about the "No Natives Allowed" sign over the door of the Douglas Inn, across Gastineau Channel from Juneau. They complained that Natives in Alaska were being treated like Jews in Germany and challenged the hypocrisy of such prejudice. The Peratroviches wrote that... *(Spotlight Elizabeth)*

Elizabeth Peratrovich: "...especially because of the present emergency, when unity is being stressed, isn't such a sign very UnAmerican?"

Narrator: Their letter continued...

Elizabeth Peratrovich: "In the present emergency, our native boys are being called upon to defend our beloved country, just as the white boys. There is no distinction being made there but yet when we try to patronize some business establishments we are told in most cases that natives are not allowed." *(Pause)*

"We appeal to you, Governor Gruening, because we know you have the interest of the native people at heart and we are asking that you use your influence to eliminate this discrimination, not only in Juneau or Douglas, but in the whole territory." *(Fade out Elizabeth and Roy)*

SCENE 2: Governor Gruening approaches John Marin at the Douglas Inn to ask him to remove signs.

Narrator: In fact, Governor Gruening had already taken action. He had previously asked both the mayor of Anchorage and the mayor of Douglas to use their influence to have any signs in their communities "indicating discrimination between native and whites removed. The governor had also personally asked the owner of the Douglas Inn, John Marin, an immigrant from Italy whose real name was Martini, to remove his offensive sign."

Governor Gruening "Let me level with you John, you know this is bad for our whole community. Can you please take the signs down?"

John Marin "I can't have a lot of dirty drunken natives in my place."

Governor Gruening "The United States is opposed to the idea (that there is a master race) and all that goes with it. So I urge you to paint out that sign." *(Gruening exits scene, John unfolds his arms and continues wiping countertops)*

Narrator: When Martin still refused to remove the sign from the Douglas Inn, Gruening determined that the only answer was legislation specifically outlawing such practices. *(Fade out lights)*

How Did Local Groups Like the Alaska Native Brotherhood & the Alaska Native Sisterhood Impact State Legislation?

American Government/Civics Grade 9-12

Introduction

Historically, Alaska Native tribes used art and the spoken word as a form of expression and/or a way to maintain cultural traditions versus abiding by the written word. They were all affected by the settlement of whites, as their arrival introduced religion, boarding schools, disease, sickness and the implementation of new ways of learning and knowing that contradicted their existing belief systems. That, in combination with the introduction of new germs and diseases depleted many Alaska Native populations. Those who survived would face cultural changes.

“First contact with the Europeans occurred in 1741. By the early 1800s, the Tlingit were trading regularly with non-Natives. They were eager to possess modern goods and follow the white man’s trends. By the time the United States purchased Alaska from Russia in 1867, acculturation was well underway. Toward the turn of the century, the Tlingit depended on guns, tools and other modern goods, played imported musical instruments and integrated non-traditional foods into their diet.”¹ Some natives sought to assimilate by abandoning their traditions and adopting white cultural norms and values.

“In the early 1900s, outsiders began to settle in Haines in large numbers. The United States Army established a base at Fort Seward, later called Chilkoot Barracks, to protect American interests near the Canadian border. At this time the Natives organized activities such as a regular dance night and basket socials and the ‘Haines Progressive Club’ whose goal was to improve their social conditions. The club of thirty-two, the forerunner of the Alaska Native Brotherhood, saw the importance of adapting to the ways of the dominant American settlers in order to achieve their peaceful coexistence. They discouraged upholding Tlingit traditions such as the potlatch, the singing and the dancing. Their weekly two-hour meetings focused on how to keep and care for a home (individual family dwellings, rather than the more extensive tribal

¹ Light, David P. Brothers in Harmony: The Haines Alaska Native Brotherhood Founders. D.P. Light, 2002. Page 3.

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house arrangements, were still a novelty at this point), care of the sick, ‘proper’ dress, cooking and instruction in U.S. citizenship. If they wished to become U.S. citizens, Tlingit Indians were required to sign a certificate vowing to abandon tribal customs and relationships and to adopt the habits of ‘civilized’ life. Upon completion of the form, the teachers of the U.S. Government School at Haines, Alaska, verified whether the individuals did in fact cease to practice Tlingit culture.”²

Many Alaska Native Brotherhood (ANB) members attended the Sitka Training School, where they learned from Sheldon Jackson and Richard Henry Pratt, to oppose instilling reservations in Alaska, as they “...would only promote segregation and lead to Native dependence on government annuities. The leaders of the ANB promoted Pratt’s and Jackson’s assimilationist ideas by advocating equal citizenship rights, educational opportunities and the abolition of what they considered to be outmoded aboriginal customs.”³ While in an ideal society, all groups would have equal rights and protection under the law, such was not the case in Alaska. Equal citizenship and was hard sought after by the Alaska Native Brotherhood/Alaska Native Sisterhood.

“Because, as non-citizens of the United States, Alaska Natives were not eligible to vote or hold office, none were elected to the First Territorial Legislature in 1912. A resolution adopted at the Juneau educational conference of 1912 that led to the beginning of the Alaska Native Brotherhood stated: ‘It is the paradoxical position of the Alaskan Indian that he is not a citizen nor an alien, nor, like the plains Indian, a ward of the government...we believe that there is absolutely no reasonable doubt that there are many Indians who by reason of their ability to read and write English, their adoption of civilized customs and manner of life, their knowledge of and conformity to the government laws and their manifest loyalty to the flag of the United States, are qualified for American citizenship and we believe that it is a gross injustice to withhold it from them or to leave them in an indefinite position.’ The Alaska Native

² Light, David P. Brothers in Harmony: The Haines Alaska Native Brotherhood Founders. D.P. Light, 2002. Page 7.

³ Haycox, Stephen W. and Mary Childers. “The New Deal and Alaskan Natives, 1936-1945.” An Alaska Anthology: Interpreting the Past. Seattle: University of Washington, 1996. N. pag. Print. Page 271.

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Brotherhood and, subsequently, the Alaska Native Sisterhood, organized to address the injustices imposed on them by non-Native society.”⁴

This early organization (ANB/ANS) led to establishing tribal governments such as the Central Council Tlingit & Haida Indian Tribes of Alaska, but until 1931, the Federal Government demonstrated little concern for Alaska Natives’ well-being and they refused to appropriate funding needed to operate village governments, thereby undermining the effectiveness of said governments. Meanwhile, the federal government bolstered Alaska’s economy by funding Anchorage with utilities, fire protection, a hospital, schools and city management. Alaska’s proximity to Russia gave it strategic value to the United States during the Cold War and after the Japanese attacked the Aleutian islands of Attu and Kiska, modern development exploded in our state. In addition to bringing defense dollars and thousands of people north, World War II was a pivotal moment for Alaska, as the government established military bases and built the ALCAN Highway to move people and materials across our state. In the 1940’s, local leaders from ANB/ANS advocated for equal rights and protection under the law and in 1945, the Territory of Alaska passed the Anti-Discrimination Act. Alaskans had finally demonstrated their maturity to Congress and on January 3, 1959, we became the 49th state to join the Union. Soon afterwards, southern states would follow the path cleared by ANB/ANS and begin a movement advocating for equal rights and equal protection under the law- this movement is known as the American Civil Rights Movement led by Dr. Martin Luther King, Jr.

⁴ Metcalfe, Kimberly L. In Sisterhood: The History of Camp 2 of the Alaska Native Sisterhood. Hazy Island Books, 2008. Pages 32-33.

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Unit Overview

As a result of this unit students will understand:

- The acronym “ANB/ANS” stands for the Alaska Native Brotherhood/Alaska Native Sisterhood.
- “Jim Crowism” in Alaska negatively impacted Alaska Natives.
- ANB/ANS formed to support Native rights, uphold tradition and participate in western methods of decision-making.
- As different cultures had opposing views about equal protection under the law, ANB/ANS initiatives were controversial for our state.
- Roy and Elizabeth Peratrovich were key members in ensuring the passage of Alaska’s 1945 Anti-Discrimination Act, which entitles ALL Alaskan citizens to equal enjoyment of privileges.
- ANB/ANS initiatives towards equal protection under the law happened nearly 20 years prior to the American Civil Rights Movement that took place in the Southern United States.
- In an effort to advocate for their rights, Alaska Natives developed regional corporations and governments and led to the “Americanization” of Alaska Native tribes. ANB/ANS works in close partnership with these tribal governments and corporations to advocate for our rights and preservation of culture.

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

- Analyze and evaluate information related to the Alaska Native Brotherhood/Alaska Native Sisterhood and express ideas both in writing and orally.
- Examine how moving from a traditional decision making process to a western way of decision-making has impacted Tlingit culture.
- Explore ways in which we can revitalize Tlingit cultural traditions.
- Evaluate the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Educational Significance

- This unit will emphasize the impact of participating in both traditional and western decision-making processes has had on Tlingit culture.
- This unit will emphasize revitalizing Tlingit cultural traditions that may have weakened as a result moving into the western world of business and politics.
- In addition, this unit will emphasize the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Elder or Culture Bearer Role

- An elder who experienced Jim Crowism in Alaska, contributed to the Alaska Native Brotherhood/Alaska Native Sisterhood, endured the legislation process and experienced the lasting effects of the Anti-Discrimination Act would be a valuable resource during this unit.
- Panel members from a local ANB/ANS chapters would be welcome to come testify to their work responsibilities and the importance of succeeding participating in legislation and being active members of the community.

Culminating Project or Event

- Prepare and present a play about the Alaska Native Brotherhood/Alaska Native Sisterhood to elders, cultural specialists, ANB/ANS panel members and extended family members and offer them traditional food to thank them for their support in the community and in the classroom.

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Lesson Overview

| Lesson Description | Literacy Strategies | Vocabulary |
|---|---|----------------------|
| <p>1 Introduction to Unit Expectations The purpose of this lesson is to both activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of the Alaska Native Brotherhood/Alaska Native Sisterhood (ANB/ANS) and are introduced to respect protocols and expectations. The teacher describes the classroom expectations: be present, be prepared and be productive. Students do a quick write describing their ideas about how these words are defined and what they look like in action. Students share their ideas with an elbow partner and pick two ideas to report out to the group. The group agrees to adhere to protocol of respecting one another and valuing what each person brings to the table while we learn. The teacher defines “Alaska Native Brotherhood/Alaska Native Sisterhood” and students begin a vocabulary foldable (word on one flap, definition and illustration on the other side). As a group, the class develops a K-W-L graphic organizer. Students are assessed on sharing ideas within small groups or adding ideas to the whole group discussion about the graphic organizer. Homework: ask someone in our community what they know about ANB/ANS.</p> | <p>Collaboration Fast Write Elbow Partner Vocabulary Foldable Graphic Organizer</p> | <p>ANB/ANS</p> |
| <p>2 Backstory: Jim Crowism in Alaska The teacher defines “Jim Crow Laws” and students add this term to their vocabulary foldable. The teacher teaches students how to take Cornell Notes (topic on top during class, notes in the right-hand column during class, Level 2 or Level 3 questions to organize thoughts in the left-hand column after class, highlight key topics after class, summary at the bottom of the page after class). Students take Cornell Notes while the teacher describes the reality of everyday life for an Alaska Native in Alaska during the late 1930’s. Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions) and taking quality Cornell Notes. Teacher models quality Level 2 and Level 3 questions and a summary with the document viewer. Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes AND develop at least 5 thought-provoking questions to pose during a Socratic Seminar about race and segregation in our state.</p> | <p>Vocabulary Foldable Cornell Notes Written Summary</p> | <p>Jim Crow Laws</p> |
| <p>3 Early Formation: Why was there a need for ANB/ANS? Students whip around the room share one of their Socratic Seminar questions. Teacher facilitates a Socratic Seminar based on the question: “Why were racial segregation and Jim Crow policies standard practice throughout Alaska’s early history?” Tell us what you think and why. If your group is listening, you’re responsible for taking notes on your graphic organizer during the discussion. When it’s your turn to participate, please offer thought-provoking questions and comments to the discussion. Teacher highlights the need for establishing ANB/ANS. Homework: summarize today’s discussion in ½ page or more.</p> | <p>Collaboration Socratic Seminar Graphic Organizer Written Summary</p> | |

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| Lesson Description | Literacy Strategies | Vocabulary |
|---|--|--|
| <p>4 Who Led This Alaskan Grass Roots Movement? The teacher defines “Roy & Elizabeth Peratrovich” and “Governor Ernest Gruening” and students add these terms to their vocabulary foldable. Students take Cornell Notes while the teacher describes who led this Alaskan grass roots movement. Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions) and taking quality Cornell Notes. Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes</p> | <p>Vocabulary Foldable Cornell Notes Written Summary</p> | <p>Roy & Elizabeth Peratrovich Governor Ernest Gruening</p> |
| <p>5 What Did These Groups Advocate For? The teacher defines “Nelson Act of 1905”, “Citizenship Act of 1924”, “Alaskan Literacy Law of 1925” and “boycott” and students add these terms to their vocabulary foldable. The teacher explains how to go about marking the text and students practice this skill while reading the article titled, “Jim Crowism in Alaska: The Passage of the Equal Rights Act of 1945.” Underline/highlight key ideas, write questions they’d like to find out the answers to (in margins), they take notes about what they can recall from their reading and they mark (with a triangle) weird words and vocabulary words. While students read the article aloud in a whole group, the teacher thinks aloud and demonstrates how to mark the text and use context clues to define weird words within the text. Students review and mark the last sections without direct instruction; they share their work with an elbow partner and report out to the group. Teacher encourages students to revisit their K-W-L graphic organizer; has anything changed or should we make any edits? Homework: describe two things that you learned in class today, summarize this conversation in your notebook.</p> | <p>Vocabulary Foldable Think Aloud Marking the Text Using Context Clues Think-Pair-Share Graphic Organizer</p> | <p>Nelson Act of 1905 Citizenship Act of 1924 Alaskan Literacy Law of 1925 Boycott</p> |
| <p>6 Rest Stop/Check for Understanding Students trade Cornell Notes with a classmate and compare their classmates’ work with the sample provided by the teacher. Students provide each other with verbal and written feedback about their organization, clarity in writing and ability to use their Cornell Notes as a study guide in the future. Teacher explains storyboard expectations (divide your paper into 10 slides, draw 1 picture on each slide, use less than 10 words/slide and tell us what we need to know about ANB/ANS). Teacher provides class with a sample storyboard. Students review their notes and collaborate in small groups to identify the 10 most important facts/details/events related to ANB/ANS. Each student submits their list of facts/details/events to the teacher for approval and they complete a storyboard. Students are assessed on whether or not they include accurate content related to ANB/ANS in their storyboards. Homework: complete storyboard and develop at least 5 thought-provoking questions for ANB/ANS panel members.</p> | <p>Collaboration Cornell Notes Storyboards Written Summary</p> | |
| <p>7 Gaining Access to Legislation & Public Schooling The teacher defines “Acculturation”, “Socialization”, “Discrimination” and “Anti-Discrimination Act of 1945” and students update their vocabulary foldable. Teacher talks with students about the efforts ANB/ANS went through to help Alaska Natives gain access to legislation and desegregated public schools. Teacher introduces panel of ANB/ANS members and students demonstrate respect protocols and add to their Cornell Notes while the panel talks about their experiences and their advocacy. Students are assessed on participation (active listening skills), demonstrating respect protocols during the panel discussion and offering thought-provoking questions to the panel members. Homework: write down thoughts about today’s discussion and questions you were left with after you heard from our guests.</p> | <p>Vocabulary Foldable Cornell Notes ANB/ANS Panel Written Summary</p> | <p>Acculturation Socialization Discriminate Anti-Discrimination Act of 1945</p> |

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| Lesson Description | Literacy Strategies | Vocabulary |
|---|---|---|
| <p>8 Parallels in Legislation and Church Teacher facilitates a chalk talk session about the hurdles ANB/ANS members strove to overcome (students receive a writing utensil and cannot speak, they must write down their ideas on paper and they can respond to each others' ideas in writing). Students are encouraged to start with their thoughts/questions after yesterday's panel discussion. Teacher facilitates a whole group discussion based on comments/questions that surfaced. The teacher talks with the students about the parallels that exist between early church groups and Alaska's legislation (these groups developed the ANB/ANS protocol/Constitution that helped them succeed in the western legislation system). The teacher provides samples of poetry related to ANB/ANS and asks students to prepare at least 3 poems of their own. Students are assessed on chalk talk participation- beginning new threads of thought and responding to their peers' ideas, writing at least 3 thoughtful poems related to ANB/ANS and are offered extra credit for sharing their work with others or writing additional poems. Homework: finish writing poetry.</p> | <p>Chalk Talk Discussion Poetry Presentations</p> | |
| <p>9 Setting a Precedent for the Southern Civil Rights Movement Teacher defines "Alberta Schenck" while students update their vocabulary foldable. The teacher talks with students about the Alaskan Civil Rights Movement that was led by ANB/ANS in the early 1940's and how this group set a precedent for Southern Civil Rights Movement leaders in the 1960's. Teacher explains "Versus" Imagery expectations (students fold an 8.5x11 paper in half and use one side to draw imagery related to the ANB/ANS Civil Rights Movement and the Southern Civil Rights Movement on the other side; students are encouraged to use less than 10 key words/phrases on each side of the paper, unless they include some of their poetry). Students are assessed on active listening and their effort to analyze the similarities/differences between both Civil Rights Movements. Homework: finish "Versus" Imagery and explain your work to someone you see outside of school.</p> | <p>Vocabulary Foldable "Versus" Imagery</p> | <p>Alberta Schenck</p> |
| <p>10 Southern Supreme Court Cases Teacher defines "Plessy v. Ferguson (1896)" and "Brown v. Board of Education (1954)" while students update their vocabulary foldable. Students break out into groups of 4 and divide into 2 smaller groups to Jigsaw 2 Supreme Court Case rulings: "Plessy v. Ferguson (1896)" and "Brown v. Board of Education (1954)". Students read their article with a partner, practice marking the text, collaborate with their partner to organize their thoughts and what they plan to tell their other group members, then report back to the other 2 members about key ideas/concepts from their assigned article. Each group takes notes and asks questions of one another. After both groups share their knowledge, students complete a 2 minute fast write describing these two Supreme Court Cases and why they're related to ANB/ANS. Teacher follows up with a whole group discussion about their writing topic. Students are assessed on collaborative skills, willingness to share their ideas with others and completion of their Cornell Notes. Homework: complete Cornell Notes, revisit K-W-L Graphic Organizer and make updates.</p> | <p>Vocabulary Foldable Collaboration Jigsaw Marking the Text Cornell Notes Fast Write Graphic Organizer</p> | <p>Plessy v. Ferguson (1896) Brown v. Board of Education (1954)</p> |

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| Lesson Description | Literacy Strategies | Vocabulary |
|---|--|--|
| 11 Future Organizations & Partners The teacher defines “Alaska Organic Act of 1884” and “Alaska Reorganization Act of 1936” while students update their vocabulary foldable. Teacher talks with students about how other groups/organizations developed as a result of state law and how and why groups like the Central Council Tlingit & Haida Indian Tribes of Alaska, Sealaska, Goldbelt, Huna Totem Corporation, Douglas Indian Association and the University of Alaska Southeast interact with and partner with ANB/ANS. Students add this information to Cornell Notes and they’re assessed on active listening skills. | Vocabulary Foldable Cornell Notes Written Summary Elbow Partner | Alaska Organic Act of 1884 Alaska Reorganization Act of 1936 |
| 12 Literacy: Making Meaning of Our Learning The teacher shares “We Appeal to You” and asks for volunteers to read the beginning of the skit. Depending on class interest, students use remaining learning sessions to continue analyzing “Jim Crow in Alaska: The Passage of the Equal Rights Act of 1945”, writing the play, asking for community support with venues/donations/backdrops/food and preparing a presentation to share with extended family members, other classes and ANB/ANS Panel Members. Students are assessed on participation, teamwork and time management skills. | Play It Community Networking Collaboration Stage Design Rehearsal | |
| 13 Sharing Our Learning: We Appeal to You Students invite elders, cultural specialists, ANB/ANS panel members and extended family members to come see what they’ve done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank their families, cultural specialists and panel members for helping them out during the unit, thank people for coming and invite people to have a light snack while they share their play. Students display storyboards, “Versus” Imagery, poetry and related to work and teacher thanks everyone for their support upon completion of the play presentation. Students are assessed on willingness to contribute and help out, willingness to share their work with others and demonstrating respectful listening skills. | Culminating Activity | |

Suggested Pacing

| Lesson | 50 Minute Class Sessions |
|---|--------------------------|
| 1 Introduction to Unit Expectations | 1 |
| 2 Backstory: Jim Crowism in Alaska | 1 |
| 3 Early Formation: Why Was There a Need for ANB/ANS? | 1 |
| 4 Who Led This Alaskan Grass Roots Movement? | 1 |
| 5 What Did These Groups Advocate For? | 1 |
| 6 Rest Stop/Check for Understanding | 1-2 |
| 7 Gaining Access to Legislation & Public Schooling | 1 |
| 8 Parallels in Legislation and Church | 1 |
| 9 Setting a Precedent for the Southern Civil Rights Movement | 1 |
| 10 Southern Supreme Court Cases | 1 |
| 11 Future Organizations & Partners | 1 |
| 12 Literacy: Making Meaning of Our Learning | 2-5 |
| 13 Sharing Our Learning: We Appeal to You | 1 |
| Total Class Sessions | 14-20 |

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Standards Addressed in this Unit

| Content Area | Alaska State Standards Addressed |
|---------------------------|--|
| English/Language Arts | <ul style="list-style-type: none"> A. A Student should be able to speak and write well for a variety of purposes and audiences. B. A student should be a competent and thoughtful reader, listener and viewer of literature, technological materials and a variety of other information. C. A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively. D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. E. A student should understand and respect the perspectives of others in order to communicate effectively. |
| Science | <ul style="list-style-type: none"> F. A student should understand the dynamic relationships among scientific, cultural, social and personal perspectives. |
| Geography | <ul style="list-style-type: none"> A. A student should be able to make and use maps, globes and graphs to gather, analyze and report spatial (geographic) information. B. A student should be able to utilize, analyze and explain information about the human and physical features of places and regions. D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns and political units in the state, nation and world. E. A student should understand and be able to evaluate how humans and physical environments interact. F. A student should be able to use geography to understand the world by interpreting the past, knowing the present and preparing for the future. |
| Government & Citizenship | <ul style="list-style-type: none"> A. A student should know and understand how societies define authority, rights and responsibilities through a governmental process. B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation. C. A student should understand the character of government and the state. E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen. |
| History | <ul style="list-style-type: none"> A. A student should understand that history is a record of human experiences that links the past to the present and the future. B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events. C. A student should develop the skills and processes of historical inquiry. D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner. |
| Skills for a Healthy Life | <ul style="list-style-type: none"> A. A student should be able to acquire a core knowledge related to well-being. B. A student should be able to demonstrate responsibility for the student's well-being. C. A student should understand how well-being is affected by relationships with others. D. A student should be able to contribute to the well-being of families and communities. |
| Arts | <ul style="list-style-type: none"> A. A student should be able to create and perform in the arts. B. A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation and the world. C. A student should be able to critique the student's art and the art of others. D. A student should be able to recognize beauty and meaning through the arts in the student's life. |

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Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

| Content Area | Alaska State Standards Addressed |
|------------------------------|---|
| World Languages | <p>B. A student should expand the student’s knowledge of peoples and cultures through language study.</p> <p>C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international workplace.</p> |
| Technology | <p>A. A student should be able to operate technology-based tools.</p> <p>B. A student should be able to use technology to locate, select and manage information.</p> <p>C. A student should be able to use technology to explore ideas, solve problems and derive meaning.</p> <p>D. A student should be able to use technology to express ideas and exchange information.</p> |
| Employability | <p>A. A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.</p> |
| Library/Information Literacy | <p>A. A student should understand how information and resources are organized.</p> <p>B. A student should understand and use research processes necessary to locate, evaluate and communicate information and ideas.</p> <p>C. A student should recognize that being an independent reader, listener and viewer of material in print, non-print and electronic formats will contribute to personal enjoyment and lifelong learning.</p> <p>D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.</p> |
| Cultural Standards | <p>A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.</p> <p>B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p> <p>C. Culturally-knowledgeable students are able to actively participate in various cultural environments.</p> <p>D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</p> <p>E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p> |

Teacher Preparation for Unit

- Review lesson plans and outlines.
- Get a document viewer and a projector.
- Make copies of vocabulary foldable template and all articles.
- Get markers, highlighters, glue, scissors and butcher paper.
- Recruit ANB/ANS panel members to come in for a presentation.

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Master English Academic Vocabulary List

- **Acculturation:** the process of adopting the cultural traits or social patterns of another group.
- **Alaska Organic Act of 1884:** "...allowed Natives to remain undisturbed on the land they occupied until their title was confirmed by future legislation." ⁵
- **Alaskan Literacy Law of 1925:** designed and implemented to limit Native voting.
- **Alaska Reorganization Act of 1936:** "...allowed Natives to establish village self-government and borrow money from a federal credit fund in order to combat the effects of the Great Depression." ⁶
- **Alberta Schenck:** young half-Eskimo woman who was arrested in Nome, Alaska in 1944 for daring to sit in the "white only" section at the movie theatre.
- **ANB/ANS:** Alaska Native Brotherhood/Alaska Native Sisterhood, first significant Native political organization in Alaska.
- **Anti-Discrimination Act of 1945:** ended Alaska Native segregation from whites in education, housing and business establishments, entitled ALL Alaskans to equal privileges.
- **Boycott:** to abstain from buying or using.
- **Brown v. Board of Education (1954):** Supreme Court ruled that state laws establishing separate public schools (for black and white students) unconstitutional.
- **Citizenship Act of 1924:** Alaska's first inhabitants were considered full citizens of the United States.
- **Discriminate:**
 1. An act or instance of discriminating or making a distinction.
 2. Treatment or consideration of or making a decision in favor of or against, a person or thing based on the group, class or category to which that person or thing belongs rather than on individual merit;
 3. Something that serves to differentiate.
- **Governor Ernest Gruening:** 1940's governor, appointed by Franklin D. Roosevelt, thought that Jim Crowism scarred Alaska's profile and fought to eradicate it.
- **Jim Crow Laws:** any state law or unsaid expectation that discriminates against a person of color.
- **Nelson Act of 1905:** fractured Alaska's educational system into two separate and supposedly equal parts (native and non-native).
- **Plessy v. Ferguson (1896):** Supreme Court ruled that states should provide (public transportation) with "equal but separate accommodations for the white and colored races".
- **Roy & Elizabeth Peratrovich:** members of the Alaska Native Brotherhood/Alaska Native Sisterhood, advocated for equal protection under the law.
- **Socialization:** a continuing process whereby an individual acquires a personal identity and learns the values, behavior and social skills appropriate to his or her social position.

⁵ Haycox, Stephen W. and Mary Childers. "The New Deal and Alaskan Natives, 1936-1945." An Alaska Anthology: Interpreting the Past. Seattle: University of Washington, 1996. N. pag. Print. Page 269.

⁶ Haycox, Stephen W. and Mary Childers. "The New Deal and Alaskan Natives, 1936-1945." An Alaska Anthology: Interpreting the Past. Seattle: University of Washington, 1996. N. pag. Print. Page 268.

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Lesson Plan #1

Introduction to Unit Expectations

Duration: 50 minutes

Description

The purpose of this lesson is to both activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of the Alaska Native Brotherhood/Alaska Native Sisterhood (ANB/ANS) and are introduced to respect protocols and expectations. The teacher describes the classroom expectations: present, prepared and productive. Students do a quick write describing their ideas about how these words are defined and what they look like in action. Students share their ideas with an elbow partner and pick two ideas to report out to the group. The group agrees to adhere to protocol of respecting one another and valuing what each person brings to the table while we learn.

State Standards Addressed

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

Learning Targets

- I can collaborate with others to identify what it means to be prepared, present and productive while learning.
- I can define ANB/ANS.

English Academic Vocabulary

- **ANB/ANS:** Alaska Native Brotherhood/Alaska Native Sisterhood, first significant Native political organization in Alaska.

Materials Needed

- White board/butcher paper
- Dry erase marker/makers
- Paper/notebook (for each student)
- Writing utensils (for students)
- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on verbal participation, actively listening, adhering to the designated protocol and sharing ideas within our small groups or during the whole group discussion about the graphic organizer.

Independent Practice/Homework

- Ask someone in our community what they know about ANB/ANS.

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Lesson Plan #1 Outline

Introduction to Unit Expectations

Duration: 50 minutes

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

2. Introductions/Orientation to Unit
 - a) Introduce yourself to the group and ask students to introduce themselves and one thing others might not know about them.
 - b) Tell students that we're going to be examining the Alaska Native Brotherhood/Alaska Native Sisterhood (ANB/ANS) and how these groups impacted state legislation.

3. Develop Working Protocol
 - a) Ask students to write a quick write about what it means to be present, prepared and productive.
 - b) Students share their ideas with an elbow partner and decide which ideas to offer to the whole group during the report out.
 - c) Invite one student to write down ideas on the board/poster.
 - d) Ask students to contribute ideas that exemplify respect that will help us foster a positive learning environment.
 - e) Ask students to list ways in which they can adhere to our working protocol while we learn about ANB/ANS.

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

5. K-W-L Graphic Organizer
 - a) Ask students to jot down some ideas that they already have about ANB/ANS (accessing prior knowledge), share their ideas with an elbow partner and then report out to the group.
 - b) One person scribes ideas on the K-W-L (Know, Want to Know, Learned) poster while classmates share their ideas.

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

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Lesson Plan #2

Backstory: Jim Crowism in Alaska

Duration: 50 minutes

Description

The teacher defines “Jim Crow Laws” and students add this term to their vocabulary foldable. The teacher teaches students how to take Cornell Notes (topic on top during class, notes in the right-hand column during class, Level 2 or Level 3 questions to organize thoughts in the left-hand column after class, highlight key topics after class, summary at the bottom of the page after class). Students take Cornell Notes while the teacher describes the reality of everyday life for an Alaska Native in Alaska during the late 1930’s. Teacher models quality Level 2 and Level 3 questions and a summary with the document viewer.

State Standards Addressed

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

Learning Targets

- I can define Jim Crow Laws and analyze how “Jim Crowism” impacted Alaskan Natives.

English Academic Vocabulary

- **Jim Crow Laws:** any state law or unsaid expectation that discriminates against a person of color.

Materials Needed

- White board/butcher paper
- Dry erase marker/makers
- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions), taking quality Cornell Notes and adding quality level 2 and level 3 questions to their Cornell Notes.

Independent Practice/Homework

- Add Level 2 and Level 3 questions and a summary to your Cornell Notes and
- Develop at least 5 thought-provoking questions to pose during a Socratic Seminar about race and segregation in our state.

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Lesson Plan #2 Outline

Backstory: Jim Crowism in Alaska

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Review learning expectations
 - a) Ask students to share ways in which they can adhere to our working protocol while we learn about ANB/ANS.
3. Orientation to Today's Lesson
 - a) Tell students that we're going to talk about Jim Crowism in Alaska and they're going to evaluate the reality of everyday life for an Alaska Native during the late 1930's.
4. Introduce New Vocabulary
 - a) Define Jim Crow Laws (students add this word to their foldable).
5. Explain Cornell Notes Layout/Expectations
 - a) Top portion: topic (listed while organizing layout)
 - b) Right hand column: notes (taken during class)
 - c) Left hand column: Level 2 or Level 3 questions (done after class, after you reflect on notes)
 - d) Bottom portion: summary reflecting on topic (done after class, after you reflect on notes)
6. Introduce New Content
 - a) Ask students to take Cornell Notes while you talk about the reality of everyday life for an Alaska Native in Alaska during the late 1930's.
 - b) Ask students to check in with one another to compare notes.
7. Model Level 2 and Level 3 Questions and Assign Homework
 - a) Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes AND develop at least 5 thought-provoking questions to pose during a Socratic Seminar about race and segregation in our state.
8. Ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #3

Early Formation: Why was there a need for ANB/ANS?

Duration: 50 minutes

Description

Students whip around the room share one of their Socratic Seminar questions. Teacher facilitates a Socratic Seminar based on the question: "Why were racial segregation and Jim Crow policies standard practice throughout much of Alaska in our early history?" Tell us what you think and why. If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion. Teacher highlights the need for establishing ANB/ANS.

State Standards Addressed

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

Learning Targets

- I can offer thought-provoking questions and comments to our discussion about Jim Crow policies/practices in Alaska.

Materials Needed

- White board/butcher paper
- Dry erase marker/makers

Assessments

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

Independent Practice/Homework

- Summarize today's discussion in ½ page or more in your journal.

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Lesson Plan #3 Outline

Early Formation: Why was there a need for ANB/ANS?

Duration: 50 minutes

1. Organizational Prep
 - a) Reorganize work space so the students can participate in a whole group discussion (circle of desks or chairs works well).
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to discuss the following question: "Why were racial segregation and Jim Crow policies standard practice throughout Alaska's early history?"
3. Explain Socratic Seminar Expectations
 - a) We will divide into two small groups and use our class time to have a discussion.
 - b) One group will speak while the other group takes notes, then we'll rotate.
 - c) If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion.
 - d) Questions and answers.
4. Socratic Seminar
 - a) Why were racial segregation and Jim Crow policies standard practice throughout Alaska's early history?
5. Assign homework and ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #4

Who Led this Alaskan Grass Roots Movement?

Duration: 50 minutes

Description

The teacher defines “Roy & Elizabeth Peratrovich” and “Governor Ernest Gruening” and students add these terms to their vocabulary foldable. Students take Cornell Notes while the teacher describes who led this Alaskan grass roots movement. Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions) and taking quality Cornell Notes. **Homework:** add Level 2 and Level 3 questions and a summary to your Cornell Notes

State Standards Addressed

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

Learning Targets

- I can identify local leaders and describe their actions that resulted in improving Alaska Natives’ overall social status and lifestyle.

English Academic Vocabulary

- **Roy & Elizabeth Peratrovich:** members of the Alaska Native Brotherhood/Alaska Native Sisterhood, advocated for equal protection under the law.
- **Governor Earnest Gruening:** 1940’s governor, appointed by Franklin D. Roosevelt, thought that Jim Crowism scarred Alaska’s profile and fought to eradicate it.

Materials Needed

- White board/butcher paper
- Dry erase marker/makers
- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions) and taking quality Cornell Notes.

Independent Practice/Homework

- Add Level 2 and Level 3 questions and a summary to your Cornell Notes.

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Lesson Plan #4 Outline

Who Led this Alaskan Grass Roots Movement?

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to talk about key players who were involved with advancing the social status/improving the quality of life for Alaska Natives.
3. Introduce New Vocabulary
 - a) Define Roy & Elizabeth Peratrovich and Governor Earnest Gruening (students add these words to their foldable).
4. Introduce New Content
 - a) Ask students to take Cornell Notes while you talk about the Peratrovich's and Governor Gruening.
 - b) Ask students to check in with one another to compare notes.
5. Assign homework and ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #5

What Did These Groups Advocate For?

Duration: 50 minutes

Description

The teacher defines “Nelson Act of 1905”, “Citizenship Act of 1924”, “Alaskan Literacy Law of 1925” and “boycott” and students add these terms to their vocabulary foldable. The teacher explains how to go about marking the text and students practice this skill while reading the article titled, “Jim Crowism in Alaska: The Passage of the Equal Rights Act of 1945.” Underline/highlight key ideas, in the margins of their text, students write questions they’d like to find out the answers to, they take notes about what they can recall from their reading and they mark (with a triangle) weird words and vocabulary words. While students read the article aloud in a whole group, the teacher thinks aloud and demonstrates how to mark the text and use context clues to define weird words within the text. Students review and mark the last sections without direct instruction; they share their work with an elbow partner and report out to the group. Teacher encourages students to revisit their K-W-L graphic organizer; has anything changed or should we make any edits?

State Standards Addressed

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

Learning Targets

- I can practice “marking the text” while I examine and evaluate what ANB/ANS advocated for and why they felt the need to participate in local legislation.

English Academic Vocabulary

- **Nelson Act of 1905:** fractured Alaska’s educational system into two separate and supposedly equal parts (native and non-native).
- **Citizenship Act of 1924:** Alaska’s first inhabitants were considered full citizens of the United States.
- **Alaskan Literacy Law of 1925:** designed and implemented to limit Native voting.
- **Boycott:** to abstain from buying or using.

Materials Needed

- Document viewer
- Highlighters
- Scissors
- Glue
- Vocabulary foldable templates
- Copies of Article (for each student): “Jim Crowism in Alaska: The Passage of the Equal Rights Act of 1945”

Assessments

Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions) and marking their text appropriately.

Independent Practice/Homework

- Describe 2 things that you learned during class today, summarize this conversation in your notebook.

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Lesson Plan #5 Outline

What Did These Groups Advocate For?

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to talk about ANB/ANS and their efforts to overcome the legalities that impacted Alaska Natives negatively.
3. Introduce New Vocabulary
 - a) Define Nelson Act of 1905, Citizenship Act of 1924, Alaskan Literacy Law of 1925 and boycott (students add these words to their foldable).
4. Explain Marking the Text Expectations
 - a) Underline/highlight key ideas.
 - b) Margins: students write questions you'd like to find out the answers to.
 - c) Cornell Notes: write down what you recall from their reading.
 - d) Mark (with a triangle) weird words and vocabulary words.
5. Introduce New Content
 - a) Ask students to practice "marking the text" while they read the article, "Jim Crowism in Alaska: The Passage of the Equal Rights Act of 1945".
 - b) Use document viewer to model how to mark the text while you think aloud about your methods.
6. Assign homework and ask students to revisit K-W-L graphic organizer, reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #6

Rest Stop/Check for Understanding

Duration: 50-100 minutes

Description

Students trade Cornell Notes with a classmate and compare their classmates' work with the sample provided by the teacher. Students provide each other with verbal and written feedback about their organization, clarity in writing and ability to use their Cornell Notes as a study guide in the future. Teacher explains storyboard expectations (divide your paper into 10 slides, draw 1 picture on each slide, use less than 10 words/slide and tell us what we need to know about ANB/ANS). Teacher provides class with a sample storyboard. Students review their notes and collaborate in small groups to identify the 10 most important facts/details/events related to ANB/ANS. Each student submits their list of facts/details/events to the teacher for approval and they complete a storyboard.

State Standards Addressed

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

Learning Targets

- I can collaborate with others and provide classmates with feedback about their organization, clarity in writing and the ease at using their Cornell Notes as a study guide.
- I can collaborate with others to identify the 10 most important facts/details related to ANB/ANS and prepare a 10-slide storyboard.

Materials Needed

- Document viewer
- Blank unlined paper
- Rulers
- Coloring supplies
- Sample Cornell Notes
- Sample storyboard

Assessments

Students are assessed on whether or not they include accurate content related to ANB/ANS in their storyboards.

Independent Practice/Homework

- Complete storyboard and develop at least 5 thought-provoking questions for ANB/ANS panel members.

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Lesson Plan #6 Outline

Rest Stop/Check for Understanding

Duration: 50-100 minutes

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

2. Orientation to Today's Lesson
 - a) Tell students that we're going to collaborate with on another to review and evaluate each other's Cornell Notes, identify the 10 most important facts/details related to ANB/ANS and complete a storyboard.

3. Cornell Notes Workshop
 - a) Students trade Cornell Notes with a classmate and compare their classmates' work with the sample provided by the teacher. Student should look for Level 2 and Level 3 questions and a well-written paragraph summary in their partner's notes.
 - b) Students provide each other with verbal and written feedback about their organization, clarity in writing and the ease at using their Cornell Notes as a study guide.

4. Explain Storyboard Expectations
 - a) Divide your paper into 10 slides, draw one picture on each slide, use less than 10 words/slide and tell us what we need to know about ANB/ANS.
 - b) Teacher provides class with sample storyboard.

5. Storyboard Workshop
 - a) Students review their notes and collaborate in small groups to identify the 10 most important facts/details related to ANB/ANS.
 - b) Each student submits their list of facts/details to the teacher for approval and they complete a storyboard.
 - c) Students work on storyboards for the remainder of class.

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

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Lesson Plan #7

Gaining Access to Legislation & Public Schooling

Duration: 50 minutes

Description

The teacher defines “Acculturation”, “Socialization”, “Discrimination” and “Anti-Discrimination Act of 1945” and students update their vocabulary foldable. Teacher talks with students about the efforts ANB/ANS went through to help Alaska Natives gain access to legislation and desegregated public schools. Teacher introduces panel of ANB/ANS members and students demonstrate respect protocols and add to their Cornell Notes while the panel talks about their experiences and their advocacy.

State Standards Addressed

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

Learning Targets

- I can demonstrate respectful listening skills and ask our panel members thought-provoking questions about the complexities of establishing/participating in the Alaska Native Brotherhood/Alaska Native Sisterhood.

English Academic Vocabulary

- **Acculturation:** the process of adopting the cultural traits or social patterns of another group.
- **Socialization:** a continuing process whereby an individual acquires a personal identity and learns the values, behavior and social skills appropriate to his or her social position.
- **Discriminate:**
 1. An act or instance of discriminating or making a distinction;
 2. Treatment or consideration of or making a decision in favor of or against, a person or thing based on the group, class or category to which that person or thing belongs rather than on individual merit;
 3. Something that serves to differentiate.
- **Anti-Discrimination Act of 1945:** ended Alaska Native segregation from whites in education, housing and business establishments, entitled ALL Alaskans to equal privileges.

Materials Needed

- Water for panel members
- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on participation (active listening skills), demonstrating respect protocols during the panel discussion and offering thought-provoking questions to the panel members.

Independent Practice/Homework

- Write down thoughts about today’s discussion and questions you were left with after you heard from our guests.

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Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

Lesson Plan #7 Outline

Gaining Access to Legislation & Public Schooling

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome panel members and invite them to make themselves comfortable while students arrive. Offer guests some water.
 - d) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to hear from panel members about ANB/ANS efforts to establish themselves and to advocate for Alaska Natives rights.
3. Introduce New Vocabulary
 - a) Define acculturation, socialization, discriminate and Anti-Discrimination Act of 1945 (students add these words to their foldable).
4. Panel Discussion
 - a) Introduce panel members.
 - b) Panel members testify to their efforts to establish ANB/ANS and to advocate for Alaska Native rights.
 - c) Questions and answers.
5. Thank panel members for coming, assign homework and ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

Lesson Plan #8

Parallels in Legislation & Church

Duration: 50 minutes

Description

Teacher facilitates a chalk talk session about the hurdles ANB/ANS members strove to overcome (students receive a writing utensil and cannot speak, they must write down their ideas on paper and they can respond to each others' ideas in writing). Students are encouraged to start with their thoughts/questions after yesterday's panel discussion. Teacher facilitates a whole group discussion based on comments/questions that surfaced. The teacher talks with the students about the parallels that exist between early church groups and Alaska's legislation (these groups developed the ANB/ANS protocol/Constitution that helped them succeed in the western legislation system). The teacher provides samples of poetry related to ANB/ANS and asks students to prepare at least 3 poems of their own.

State Standards Addressed

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

Learning Targets

- I can examine how moving from a traditional decision making process to a western way of decision-making has impacted local cultures.

Materials Needed

- One large piece of butcher paper
- Tape (to tape up paper)
- One marker for each student
- Sample poems and poetry guideline ideas

Assessments

Students are assessed on chalk talk participation- beginning new threads of thought and responding to their peers' ideas, writing at least 3 thoughtful poems related to ANB/ANS and they are offered extra credit for sharing their work with others or writing additional poems.

Independent Practice/Homework

- Finish writing poetry.

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Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

Lesson Plan #8 Outline

Parallels in Legislation & Church

Duration: 50 minutes

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

2. Orientation to Today's Lesson
 - a) Tell students that today we're going to participate in an activity called "Chalk Talk" and talk about the parallels that exist between early church groups and Alaska's legislation (these groups developed the ANB/ANS protocol/Constitution that helped them succeed in the western legislation system).

3. Chalk Talk: What are your thoughts/questions after yesterday's panel discussion?
 - a) Students receive a writing utensil and they cannot speak, they must write down their ideas on paper and they can respond to each other's ideas in writing.
 - b) Students are assessed on beginning new threads of thought and responding to their peers' ideas.
 - c) Whole group discussion based on ideas that surfaced.

4. Introduce New Content
 - a) Talk with students about the parallels that exist between early church groups and Alaska's legislation (these groups developed the ANB/ANS protocol/Constitution that helped them succeed in the western legislation system. Talk about how transitioning to this new decision-making system impacted local cultures.
 - b) Provide students with sample poems related to ANB/ANS.

5. Poetry Workshop
 - a) Students use the remaining time to prepare at least 3 ANB/ANS poems.

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

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Lesson Plan #9

Setting a Precedent for the Southern Civil Rights Movement

Duration: 50 minutes

Description

Teacher defines “Alberta Schenck” while students update their vocabulary foldable. The teacher talks with students about the Alaskan Civil Rights Movement that was led by ANB/ANS in the early 1940’s and how this group set a precedent for Southern Civil Rights Movement leaders in the 1960’s. Teacher explains “Versus” Imagery expectations (students fold an 8.5x11 paper in half and use one side to draw imagery related to the ANB/ANS Civil Rights Movement and the Southern Civil Rights Movement on the other side; students are encouraged to use less than 10 key words/phrases on each side of the paper, unless they include some of their poetry).

State Standards Addressed

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

Learning Targets

- I can analyze the similarities/differences between the ANB/ANS Civil Rights Movement and the Southern Civil Rights Movement.

English Academic Vocabulary

- **Alberta Schenck:** young half-Eskimo woman who was arrested in Nome, Alaska in 1944 for daring to sit in the “white only” section at the movie theatre.

Materials Needed

- Blank unlined paper
- Coloring supplies
- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on active listening and their effort to analyze the similarities/differences between both Civil Rights Movements.

Independent Practice/Homework

- Finish “Versus” Imagery and explain your work to someone outside of school.

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Aan Yatxu Saani Deiyi: Noble People’s Path (Grant Award 84.356A)

Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

Lesson Plan #9 Outline

Setting a Precedent for the Southern Civil Rights Movement

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to compare the Alaskan Civil Rights Movement to the Southern Civil Rights Movement and produce an assignment called "Versus" Imagery.
3. Introduce New Vocabulary
 - a) Define Alberta Schenck (students add these words to their foldable).
4. Introduce New Content
 - a) Talk about the Alaskan Civil Rights Movement (in the early 1940's) and how this group set a precedent for Southern Civil Rights Movement leaders (in the 1960's).
5. Explain "Versus" Imagery Expectations
 - a) Students fold an 8.5x11 paper in half and use one side to draw imagery related to the ANB/ANS Civil Rights Movement and the Southern Civil Rights Movement on the other side.
 - b) Students are encouraged to use less than 10 key words/phrases on each side of the paper, unless they include some of their poetry.
6. "Versus" Imagery Workshop
 - a) Students use remaining class time to work on their visual.
7. Assign homework and ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #10

Southern Supreme Court Cases

Duration: 50 minutes

Description

Teacher defines “Plessy v. Ferguson (1896)” and “Brown v. Board of Education (1954)” while students update their vocabulary foldable. Students break out into groups of 4 and divide into 2 smaller groups to Jigsaw 2 Supreme Court Case rulings: “Plessy v. Ferguson (1896)” and “Brown v. Board of Education (1954)”. Students read their article with a partner, practice marking the text, collaborate with their partner to organize their thoughts and what they plan to tell their other group members, then report back to the other 2 members about key ideas/concepts from their assigned article. Each group takes notes and asks questions of one another. After both groups share their knowledge, students complete a 2 minute fast write describing these two Supreme Court Cases and why they’re related to ANB/ANS. Teacher follows up with a whole group discussion about their writing topic.

State Standards Addressed

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

Learning Targets

- I can explain why ANB/ANS initiatives were so revolutionary in comparison to better-known historical events that pushed for the same thing almost 20 years later.

English Academic Vocabulary

- **Plessy v. Ferguson (1896):** Supreme Court ruled that states should provide (public transportation) with “equal but separate accommodations for the white and colored races”.
- **Brown v. Board of Education (1954):** Supreme Court ruled that state laws establishing separate public schools (for black and white students) unconstitutional.

Materials Needed

- Document viewer
- Highlighters
- Scissors
- Glue
- Vocabulary foldable templates
- Copies of Articles (for each student): “Plessy v. Ferguson (1896)” and “Brown v. Board of Education (1954)”.

Assessments

Students are assessed on collaborative skills, willingness to share their ideas with others and completion of their Cornell Notes.

Independent Practice/Homework

- Complete Cornell Notes, revisit K-W-L Graphic Organizer and make updates.

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Lesson Plan #10 Outline

Southern Supreme Court Cases

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine Southern Supreme Court Cases and why they're a significant part of Alaska's history as it relates to ANB/ANS.
3. Introduce New Vocabulary
 - a) Define Plessy v. Ferguson (1896) and Brown v. Board of Education (1954), (students add these words to their foldable).
4. Jigsaw Articles/Marking the Text
 - a) Students break out into groups of 4 and divide into 2 smaller groups to Jigsaw Supreme Court cases "Plessy v. Ferguson (1896)" and "Brown v. Board of Education (1954)".
 - b) Students read their selected article with a partner, practice marking the text, collaborate with their partner to organize their thoughts and what they plan to tell their other group members.
 - c) They return to groups of 4 then report back to them about key ideas/concepts from their assigned article. Each group takes Cornell Notes and ask questions of one another while they find out more information about the other Supreme Court Case.
5. Explain Fastwrite Expectations
 - a) Take 2 minutes to describe these two Supreme Court Cases and why they're related to ANB/ANS, you are expected to write continuously for the entire 2 minutes.
6. Fast write/Discussion
 - a) Students complete fast write and teacher facilitates whole group discussion about the prompt upon completion.
7. Assign homework and ask students to revisit K-W-L graphic organizer and reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #11

Future Organizations & Partners

Duration: 50 minutes

Description

The teacher defines “Alaska Organic Act of 1884” and “Alaska Reorganization Act of 1936” while students update their vocabulary foldable. Teacher talks with students about how other groups/organizations developed as a result of state law and how and why groups like the Central Council Tlingit & Haida Indian Tribes of Alaska, Sealaska, Goldbelt, Huna Totem Corporation, Douglas Indian Association and the University of Alaska Southeast interact with and partner with ANB/ANS. Students add this information to their Cornell Notes.

State Standards Addressed

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

Learning Targets

- I can describe the reasons why tribal corporations and tribal governments were established and how and why they partner with ANB/ANS.

English Academic Vocabulary

- **Alaska Organic Act of 1884:** “...allowed Natives to remain undisturbed on the land they occupied until their title was confirmed by future legislation.”
- **Alaska Reorganization Act of 1936:** “...allowed Natives to establish village self-government and borrow money from a federal credit fund in order to combat the effects of the Great Depression.”

Materials Needed

- Scissors
- Glue
- Vocabulary foldable templates

Assessments

Students are assessed on active listening skills and the thoroughness of their Cornell Notes.

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Lesson Plan #11 Outline

Future Organizations & Partners

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to examine how other groups/organizations developed as a result of state law and how and why they interact with and partner with ANB/ANS.
3. Introduce New Vocabulary
 - a) Define Alaska Organic Act of 1884 and Alaska Reorganization Act of 1936 (students add these words to their foldable).
4. Introduce New Content
 - a) Talk with students about how other groups/organizations developed as a result of state law and how and why groups like the Central Council Tlingit & Haida Indian Tribes of Alaska, Douglas Indian Association, Sealaska, Goldbelt, Huna Totem Corporation and the University of Alaska Southeast interact with and partner with ANB/ANS.
 - b) Students take Cornell Notes while processing this information and check in with an elbow partner to address their learning target.
5. Ask students to reflect in learning log about their learning targets, clean up and reorganize workspace.

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Lesson Plan #12

Literacy: Making meaning of Our Learning

Duration: 100-250 minutes

Description

The teacher shares “We Appeal to You” and asks for volunteers to read the beginning of the skit. Depending on class interest, students use remaining learning sessions to continue analyzing “Jim Crow in Alaska: The Passage of the Equal Rights Act of 1945”, writing the play, asking for community support with venues/donations/backdrops/food and preparing a presentation to share with extended family members, other classes and ANB/ANS Panel Members.

State Standards Addressed

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

Learning Targets

- I can synthesize what I’ve learned about ANB/ANS into a play format to share with others.

Materials Needed

- We Appeal to You
- “Jim Crow in Alaska: The Passage of the Equal Rights Act of 1945” articles (students should already have these)
- Phone/phone book to network with community stakeholders
- Art supplies
- Supplies to build a backdrop
- Supplies to make costumes
- Computers/printers

Assessments

Students are assessed on participation, teamwork and time management skills.

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Lingit Tundatane: Language, The Pathway to Multi-Literacy (Grant Award T365C110007)

Lesson Plan #12 Outline

Literacy: Making Meaning of Our Learning

Duration: 100-250 minutes

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

2. Orientation to Culminating Activity
 - a) Share scenes 1 and 2 of “We Appeal to You”.
 - b) Tell students that they will be responsible for writing additional scenes for the play (based on the chapter “Jim Crow in Alaska: The passage of the Equal Rights Act of 1945”), preparing the backdrop and costumes and performing the play for people they have invited.

3. Preparation for Culminating Activity
 - a) Students break into committees based on interest and begin their work: playwriting, set design, costume design, directors/stage managers and community networking (supplies and invitations).
 - b) Teacher provides groups with supervision, feedback and support.

4. Teacher/Directors/Stage Managers Preparations
 - a) Teacher has the class sign thank you cards for ANB/ANS panel members.
 - b) Make sure all groups contribute to the final product- skit, set, costumes.
 - c) Secure a venue for the culminating activity.
 - d) Invite elders, cultural specialists, panel members and extended family members to come join us.
 - e) Assign students to prepare and bring snacks and beverages for the event.
 - f) Run a dress rehearsal with the students so they have a chance to practice presenting their work to a larger audience.

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

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Lesson Plan #13

Sharing Our Learning: We Appeal to You

Duration: 50 minutes

Description

Students invite elders, cultural specialists, ANB/ANS panel members and extended family members to come see what they've done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank their families, cultural specialists and panel members for helping them out during the unit, thank people for coming and invite people to have a light snack while they share their play. Students display storyboards, "Versus" Imagery, poetry and related to work and teacher thanks everyone for their support upon completion of the play presentation.

State Standards Addressed

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

Learning Targets

- I can share my work with others.

Materials Needed

- Completed poetry, storyboards, "Versus" Imagery and set
- Food and drinks to share with the guests
- Thank you cards for panel members
- Electronic equipment to present students' work
- Microphone with sound system
- Elders, cultural specialists, panel members and extended family members

Assessments

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

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Lesson Plan #13 Outline

Sharing Our Learning: We Appeal to You

Duration: 50 minutes

1. Preparation for Culminating Activity
 - a) Gather presentation materials.
 - b) Run a dress rehearsal with students so that they're prepared to share their work with a larger audience.

2. 30 Minutes Prior to Culminating Activity
 - a) Ask students to prepare and arrange snacks and drinks to serve to guests after the show.
 - b) Assign students to usher guests in and to help seat elders.
 - c) Assign students to bring snacks and drinks to elders after the show.

3. Culminating Activity
 - a) Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank the elders, cultural specialists and panel members for helping them out during the unit, thank people for coming and invite people to enjoy what they've prepared for them.
 - b) Students share their play, "We Appeal to You".
 - c) Students present thank you cards to panel members.
 - d) Teacher thanks the students for all their hard work and thanks the audience for their support. Teacher invites the guests to have some snacks/drinks with the students and encouraged kids to help clean up and usher elders to their transportation.

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