



For the Rights of All

Ending Jim Crow in Alaska

Viewer's Guide



TERRITORY OF ALASKA JUNEAU, ALASKA

CHAPTER 2 AN ACT

(H.B. 14)

To provide for full and equal accommodations, facilities and privileges to all citizens in places of public accommodation within the jurisdiction of the Territory of Alaska; to provide penalties for violations.

Be it enacted by the Legislature of the Territory of Alaska:

Section 1. All citizens within the jurisdiction of the Territory of Alaska shall be entitled to the full and equal enjoyment of accommodations, advantages, facilities and privileges of public inns, restaurants, eating houses, hotels, soda fountains, soft drink parlors, taverns, roadhouses, barber shops, beauty parlors, bathrooms, resthouses, theaters, skating rinks, cafes, ice cream parlors, transportation companies, and all other conveyances and amusements, subject only to the conditions and limitations established by law and applicable alike to all citizens.

Section 2. Any person who shall violate or aid or incite a violation of said full and equal enjoyment; or any person who shall display any printed or written sign indicating a discrimination on racial grounds of said full and equal enjoyment, for each day for which said sign is displayed shall be deemed guilty of a misdemeanor and upon conviction thereof shall be punished by imprisonment in jail for not more than thirty (30) days or fined no more than two hundred fifty (\$250.00) dollars, or both.

Approved February 16, 1945.



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** For a “one time” general audience viewing, these sections will be the most useful.*

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Steering Committee : Marjorie Menzi, Marie Olson, George Brown, Carolyn Brown, Cheryl Jebe

Viewer’s Guide Author: Brenda Campen

Project Evaluator & Editor: Annie Calkins

Viewer’s Guide Reviewers: Sealaska Heritage Institute, ANB, ANS Camp 70

Curriculum Pilot Sites: Thorne Bay School, Sitka High School, Gustavus School, Mt. Edgecumbe High School



I. Introduction

With the 2009 production of the film, *For the Rights of All: Ending Jim Crow in Alaska*, the League of Women Voters of Juneau resolved to support dissemination of the film to schools and libraries in Alaska. The League also supported the writing of a viewer's guide for use by facilitators of both school and general public presentations. With grant support from the Alaska Humanities Forum and the League of Women Voters of Alaska, the film and guide are initially being made available in Southeast Alaska communities to further discussion of civil rights in Alaska and foster behaviors promoting social justice.

Objectives for the Viewers Guide of *For the Rights of All: Ending Jim Crow in Alaska*:

- Provide a knowledge base about the civil rights movement in Alaska and the 1945 Anti-Discrimination Act in particular – the context, major players, and issues;
- Expand knowledge and understanding of the influential individuals, organizations, and events connected to the Alaska civil rights movement;
- Establish relevance of the 1945 Anti-Discrimination Act to contemporary contexts;
- Inspire and encourage citizen action to continue civil rights work in Alaska and elsewhere;
- Prompt questions and reflections on our communal values, ethics and civic responsibilities;
- Honor the legacy of individuals and organizations associated with civil rights initiatives in Alaska.

II. Film Segments (film length - 57 minutes)

Chapter 1 – Opening – “Civilized”

Chapter 2 – Birth of the Brotherhood – ANB/ANS

Chapter 3 – William Paul Sr./The Depression

Chapter 4 – Ray and Elizabeth Peratrovich/Ernest Gruening

Chapter 5 – World War II/Incident at the Dream Theater in Nome

Chapter 6 – Watershed

Chapter 7 – Keeping the Faith

Chapter 8 – Baranof Ballroom/Epilogue



III. Chronology of Events Related to the Film

- 1867** Treaty of Cession- U.S. purchase of Alaska from Russia
- 1872** Mining Act - restricted mining claims to U.S. citizens/those immigrants becoming citizens/ AK Natives were not citizens
- 1884** Organic Act - first civilian government for Alaska; first land law for Alaska ; first U.S. recognition of Native land rights
- 1905** Nelson Act – established schools outside of incorporated towns for “white children and children of mixed blood who lived a civilized life” outside of incorporated towns
- 1912** Alaska Native Brotherhood founded to pursue civil rights - Sitka
- 1914** Alaska Native Sisterhood founded - Wrangell (confirmation of date/place still being researched)
- 1924** U.S. Citizenship Act granted voting rights to Native Americans; first Alaska Native elected to the Territorial Legislature (William L. Paul Sr.)
- 1935** Jurisdictional Act (Tlingit-Haida Case) – U.S. allowed Alaska Natives to sue for the taking of lands in Southeast Alaska; lawsuit pursued in the U.S. Court of Claims
- 1939-45** World War II- many Alaska Natives served in the U.S. military
- 1943** First introduction of Anti-Discrimination bill in Territorial Legislature – it was defeated
- 1944** Reapportionment bill enacted which enlarged Territorial Legislature; Frank Peratrovich and Andrew Hope elected to Territorial Legislature; Elizabeth and Roy Peratrovich elected as ANS and ANB Grand Presidents
- 1945** Re-introduction of Anti-Discrimination bill – **passed February 16, 1945**
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- 1955-56** Writing of Alaska Constitution (ownership and use of traditional Alaska Native lands recognized but not resolved)
- 1958-59** Alaska Statehood bill passed by Congress and signed by President Eisenhower
- 1959** U.S. Court of Claims decision in Tlingit/Haida Case
- late **1950's-1971** Encroachment on Native lands increases
- 1966** Alaska Federation of Natives founded to resolve land claims issues
- 1971** Alaska Native Claims Settlement Act (ANCSA) to resolve Native land claims – U.S. granted title to over 40 million acres of land and \$962.5 million to Alaska Natives, and authorized creation of Native regional and village corporations to manage the land and money
- 1980** Alaska National Interest Lands Conservation Act (ANILCA) passed by Congress
- 1988** State of Alaska established February 16 as Elizabeth Peratrovich Day



IV. Suggestions for Viewing/Discussion

Logistics

Timing Film runs 57 minutes – it can be broken into chapter segments to accommodate school schedule

Scheduling of Film For schools - as it fits with curriculum

For general public - recommended dates: Jan. 21 (Martin Luther King Jr. Day), Feb. 16 (Elizabeth Peratrovich Day), Oct. 18 (Alaska Day), November (Native American Awareness Month), Dec. 10 (Human Rights Day)

Pre-film/Prep Time 15 minutes -Especially for students to review vocabulary/terms and to pose questions

Post-Film Discussion Flexible – 30-45 minutes suggested

Follow-up Activities Optional

Responsive Actions Optional

School courses (secondary or university) for which this film is appropriate:

Alaska History/Alaska Studies

Contemporary Alaska Issues

U.S. History - civil rights, post-WW II history

Government/Civics - legislative process, leadership, power

Global Studies/Issues - rights of indigenous peoples, human rights, colonialism, equality

English/Language Arts – writing topics

Humanities – issues-related art, dance, music

Health – interpersonal relations, social/cultural relations, issues of healthy schools and communities

Terms

Depending on the audience, it may be helpful to post and discuss these terms prior to the film presentation. In a classroom, students could be asked to consider meanings for each term, and to listen for these terms throughout the film. Various vocabulary activities could be employed to support comprehension and usage.

lobby/lobbyist
discriminate/discrimination
racism/racist
prejudice
assimilate/assimilation
“civilized”
enfranchise/disenfranchise
diversity/cultural diversity

literacy
indigenous
Jim Crow
de jure
de facto
civil rights
anti-Semitism
citizenship

legislature
segregate/segregation
integrate/desegregate
tolerance/intolerance
nonviolence (as a political strategy)
social justice
equity
cross cultural understanding

Alaska Native Brotherhood
Alaska Territorial Legislature
ANCSA (Alaska Native Claims Settlement Act)

Alaska Native Sisterhood
Alaska Federation of Natives

NCAI (National Congress of American Indians)
ANILCA (Alaska National Interest Lands Conservation Act)



Pre-Film

(These notes are primarily directed to teachers of middle/high school students; they may be adapted for a general audience. Specific questions for students/audience are written in italics.)

Terms – Have these posted and ready before class begins (whiteboard, Smartboard, poster, cards). Ask students (as individuals or by teams) to consider the meanings (without using resources). Encourage students to briefly discuss these among themselves; doing so may bring out a variety of meanings. Don't define/correct at this point.

- Note the variety in meanings and ask students to listen for these terms in the film. Assure them that the terms will be revisited in the post-film discussion.
- Jim Crow – Define this term to help students understand the film title.
- Definition - state/local laws from late 1800's – 1960's establishing "separate but equal" rationale for segregated facilities for African Americans, evidenced by segregation in education, public facilities, public transportation and housing; resulted in limited economic, social, and political opportunities. The 1954 Supreme Court decision *Brown vs. Board of Education*, Topeka, Kansas began the repeal of these laws.

Film Prep

BEFORE showing the film, "bait the hook".

1. Ask: What do you know about the following individuals?* Briefly note some of the responses on a whiteboard/poster/screen:

Susan B. Anthony	Elizabeth Cady Stanton	Billy Mills
Martin Luther King	Abraham Lincoln	Vine Deloria, Jr.
Frederick Douglas	Julian Bond	William L. Paul, Sr.
Bayard Rustin	Nelson Mandela	Frank Johnson
Cesar Chavez	Malala Yousafzai	Louis Shotridge
U.S. Rep. Keith Ellison	Rosa Parks	Willie Hensley

*Add/delete names as appropriate to the group of students/audience.

2. Ask : *Are any connections between these any of these people? Do they have anything in common? Guide this discussion to the common thread of human and civil rights issues. Briefly mention the U.S. civil rights movement of 1950's-1970's and the Civil Rights Act of 1964.*
3. Ask: *Have there ever been civil rights issues in Alaska? Any issues related to prejudice, discrimination, racism, equality? Briefly discuss responses and/or examples offered, and record on board/screen.*
4. Ask: *Do you know that in Alaska, two decades prior to the U.S. Civil Rights Act of 1964, the Alaska Territorial Legislature passed the Anti-Discrimination Act 1945, the first such legislation in the U.S. since the Civil War? Does anyone know how that happened, or why? Does anyone have any ideas about who was involved?*

Introduce the film Tell students that they will watch a film which explains the "who, what, when, where, and how" of the civil rights issue in Alaska. Tell them that the film focuses on the fight for equal rights for Alaska Natives that resulted in a law for all Alaskans.

Direct students to record, during the film, the names of the major players in this effort, and to write down any questions they have. Adjust for the needs/skills of the group.

Film Viewing – the entire film or by chapter.

Post-Film

The following is a list of suggested discussion questions for use in school and/or community settings. Teachers and facilitators should feel free to adapt these, in any way, to suit the audience. The post-film discussion will also present an opportunity to clarify meanings/usage of terms introduced earlier.



Reactions— Begin by opening the floor for questions and comments (Depending on timeframe, students could write a brief reaction as homework for use in the next class). The facilitator should listen for any common threads in the post-film comments, and use these to guide the subsequent discussion.

Ask: *To what degree did you know any of this history?*
Do the events in the film relate to anything in your life? Your school/community?

Review of the film

- *Who were the major players in the passage of the Anti-Discrimination Act 1945? Identify both individuals and organizations.*
- *What body passed the legislation?*
- *In what areas of Alaska did the events in the film take place?*
- *What were the issues that motivated the effort for passage of this law? What was the Alaska version of “Jim Crow”?*
- *Was inequality in Alaska set by law (de jure) or by common practice (de facto)?*
- *What actions resulted in the passage of the law?*

The Main Players

- *What did Elizabeth and Roy Peratrovich do to advance the cause of equality for Alaska Natives?*
- *What contributions were made by the Alaska Native Brotherhood/Sisterhood? Governor Gruening?*
- *Who else played a role? Are there other leaders whose stories need to be told?*
- *What leadership skills did these people and organizations demonstrate that contributed to passage of the law?*

The Issues

- *Have you experienced any discrimination yourself? Explain.*
- *What is the difference between discrimination and racism? Give examples of each.*
- *Does discrimination exist in Alaska today? If so, what does it look like?*
- *Did discrimination in Alaska end completely with passage of the Anti-Discrimination Act of 1945? Why or why not?*
- *How have Alaska Natives made gains toward equal opportunity and treatment since 1945? (Ask for examples.)*
- *The Anti-Discrimination Act 1945 established, in law, equal treatment for all citizens. So, how is it that prejudice and discrimination can still exist?*
- *Can laws change attitudes and behaviors? Why or why not? What are the most significant influences on our attitudes and behaviors? What can make you change a behavior or an attitude you have?*
- *Do issues of inequality, prejudice, and discrimination occur in other settings and/or with other groups of people? If so, discuss and provide examples. (Responses may include women, African-Americans, other ethnic/racial groups, homosexuals/transgender/bisexuals, religious groups, political groups, children....)*
- *“For the Rights of All” – How does society define “all”? Is there a consensus about who is “all” in our state? Our country? If not, how do we as citizens address this?*
- *What kind of leadership led to the success of the passing of the Anti-Discrimination Act of 1945?*
- *Think about indigenous peoples around the world. What are the civil rights issues they face today? (Ask for examples.)*

The Legacy

- *How did the efforts of individuals/organizations connected to the Anti-Discrimination Act 1945 influence the Alaska Native land claims movement that came later?*
- *What lessons are offered to younger generations by the actions of those who fought in the 20th century for equal rights in Alaska?*
- *What is the value of remembering and commemorating the work of Elizabeth and Roy Peratrovich, William L. Paul Sr. and Louis Paul, Frank Johnson, Louis Shotridge, Andrew Hope, Frank Peratrovich, the ANB/ANS, and others who pushed for equal rights? Why should we honor them?*
- *How has life in Alaska been affected by the passage of the Anti-Discrimination Act 1945?*
- *What obligation do citizens have to promote equality and tolerance?*



V. Follow-up Activities and Actions

The following are suggested activities for use in school and/or community settings following the viewing and discussion of the film. Teachers and facilitators should feel free to adapt these to suit the audience.

Activities (themes of equality, tolerance, cultural identity, political action, human rights, social justice)

• **Writing projects:**

Make journal entries, create a play script, write a position paper on civil rights, develop an action plan to address a theme, research and write biographies of Alaska equal rights leaders, interview local leaders about local issues related to the themes, create poems, write and illustrate a children's book about one or more of the themes in the film/discussion, write an opinion piece for school, local or regional newspaper, use social media to initiate discussion on topics in the film

• **Art projects:**

Create a mural or sculpture featuring one or more themes, create and perform a dance or musical composition fitting the themes or the historical events, make a short film about local issues, illustrate a comic book/graphic novel of the historical events, build a chronology of people/events related to civil rights in Alaska for display in a school or community setting, create an online art piece

• **Presentations:**

Write and deliver a speech, debate the issues from the film, poetry recitation, show original short film to peers/community, enact a dramatic scene derived from the film, role-play one or more situations involving discrimination and prejudice, create and present a power point/slide show about one of the themes

• **Primary sources analysis:**

Investigate primary sources associated with the passage of the Anti-Discrimination Act 1945 (see Resources list)

Actions (Goal – for students to have actual experience as engaged citizens)

- List ways that young people can help prevent prejudice and discrimination in schools, clubs, teams, peer groups, work place. Prioritize the list and design action plan to address the issues.
- Identify civil rights and social justice issues that need to be addressed today.
- “Think globally, act locally”. Brainstorm ways of addressing the issues in the local area.
- List organizations in the local area that could provide resources related to issues of social justice. Create a directory to disseminate.
- Search for organizations on the state, national and international levels that focus on human rights and create a way to share this information with others. (ex. Human Rights Watch, Amnesty International, Southern Poverty Law Center)
- Attend local government/tribal government meetings to discuss local human rights issues.
- Share follow-up activities in a public forum.



VI. Alaska Education Standards Addressed in Film and Viewer's Guide

(Detailed descriptions of each standard are available at www.eed.state.ak.us/standards)

History:

- Standard A Understand that history is a record of human experiences that links the past to the present and the future.
- Standard B Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events.
- Standard C Develop the skills and processes of historical inquiry.
- Standard D Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Government and Citizenship:

- Standard A Know and understand how societies define authority, rights, and responsibilities through a governmental process.
- Standard B Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- Standard C Understand the character of government of the state.
- Standard E Possess the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

Cultural Standards:

Culturally-knowledgeable students are:

- Standard A Well grounded in the cultural heritage and traditions of their community.
- Standard B 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.
- Standard C Able to actively participate in various cultural environments.

Alaska History Standards: (These standards are more detailed. Refer to the website above for the language of each standard.)

- AH.PPE 3 relate to people, places, environment
- AH.ICGP 3 relate to individual, citizenship, governance, power
- AH.ICGP 8 relate to individual, citizenship, governance, power
- AH.ICGP 10 relate to individual, citizenship, governance, power
- AH.ICGP 11 relate to individual, citizenship, governance, power
- AH.CC 3 relate to continuity and change



VII. Additional Resources — for teachers, students, general public*

Alaska History and Culture Websites

- alaskacivilrights.org—website for the film, includes additional material not in film
- alaskool.org—many resources (including relevant primary sources) related to AK Native cultures- historical and contemporary, with sections related to AK Native Brotherhood and Sisterhood, Anti-Discrimination Act 1945, Elizabeth Peratrovich
- sealaskaheritage.org—Sealaska Heritage Institute –collections and publications
- sealaskaheritage.org/programs/CURRICULUM/Tlingit/peratrovichunit.pdf —Sealaska Heritage Institute curriculum materials specific to Elizabeth Peratrovich
- akhistorycourse.org—general site for Alaska history topics with teacher guide and lesson plans; excellent site for “foundation” information
- ankn.uaf.edu—Alaska Native knowledge systems, curriculum resources
- firstalaskans.org—leadership, internships, collaboration, information and research
- sled.alaska.edu—“SLED” entry point for Alaska libraries
- whm.org/education—resources/biography/biographies/elizabeth-wanamaker-peratrovich—short Elizabeth Peratrovich biography
- archives.alaska.gov/collections/collections.htm—records of AK Territorial Legislature
- alaskanative.net —site of the Alaska Native Heritage Center
- nativefederation.org—site of the Alaska Federation of Natives

Issues of Civil Rights and Social Justice

- tolerance.org - teacher/student resources related to equity, diversity, respect, civil rights movements
- splcenter.org - website for the Southern Poverty Law Center which produces the “Teaching Tolerance” materials
- ohchr.org/en/udhr/pages/introduction.aspx - Universal Declaration of Human Rights official site
- youthforhumanrights.org - Site devoted to youth for human rights education
- ochr.org/EN/Issues/IPeoples/Pages/Declaration.aspx - Declaration on the Rights of Indigenous Peoples official site
- narf.org - Native Americans Rights Fund
- humanrights.alaska.gov - Alaska State Commission for Human Rights.

Photos/Videos/Audio Recordings

- vilda.alaska.edu/ - VILDA – Alaska Digital Archives

Other

- Alaska State Library - Peratrovich papers located in Historical Collections

Case, David s. and David A Voluck. Alaska Natives and American Law.
Third Edition. University of Alaska Press, Fairbanks, AK, 2012.

Culp, Wanda, researcher. A Recollection of Civil Rights Leader Elizabeth Peratrovich 1911-1958.
Central Council of Tlingit and Haida, Sealaska Corp., Juneau, AK, 1991.

Gruening, Ernest. Many Battles, The Autobiography of Ernest Gruening.
Liveright Press, New York, 1973

Miller, Donald C. Sold American, The Story of Alaska Natives and Their Land 1867-1959.
University of Alaska Press, Fairbanks, AK, 1997



Please give us your Feedback!

The Alaska League of Women Voters and developers of this Guide are very interested in your feedback on use of the Guide. This short, online survey will only take a few minutes. All responses and suggestions will be used to revise the Guide on an annual basis. Just connect to this Survey Monkey:

<https://www.surveymonkey.com/s/TBKTSH>

Every six months there will be a drawing for small gifts for those who have completed the survey. If you are interested you will be asked to give us your name.

In advance, thank you for your time and ideas. We appreciate both.