Basket Bay History
as told by Robert Zuboff

Raven Boat
as told by Jennie White

Kaakex’wti
as told by Willie Marks

by Nora Marks Dauenhauer and Richard Dauenhauer, from Haa Shuká, Our Ancestors–Tlingit Oral Narratives
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Literature
The Developmental Language Process (DLP) is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school.

The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral output stage of language acquisition.

As more language goes into a child’s long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the Process, Creative Speaking. All of these steps in the Process reflect the natural sequence of language development.

The listening and speaking skill areas represent true language skills; most cultures, including Alaska Native cultures, never went beyond them to develop written forms. Oral traditions are inherent in the listening and speaking skills.

However, English does have abstract forms of language in reading and writing. Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the concepts of reading and writing before ever dealing with them as skills areas. It is vital for the children to understand that reading and writing are talk in print.

The Developmental Language Process integrates the real language skills of listening and speaking with the related skills of reading and writing. At this stage in the Process, the students are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.

As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.
Many Alaskan school attics are filled with reading programs that didn’t work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, has the students writing sentences of their own, using the key words and language from their long-term memories. This high level skill area calls upon the students to not only retrieve language, but to put the words in their correct order within the sentences, to spell the words correctly and to sequence their thoughts in the narrative.

The Developmental Language Process is represented in this chart:

![Diagram of the Developmental Language Process]

At the end of the Process, the students participate in enrichment activities based on recognized and research-based best practices. By this time the information and vocabulary will be familiar, adding to the students’ feelings of confidence and success.

The Unit’s Assessment is also administered during the Extension Activities section of the Process. This test provides the teacher with a clear indication of the students’ progress based on the objectives for basic listening, basic reading, reading comprehension, basic writing and creative writing.

Since the DLP is a process and not a program, it can be implemented with any materials and at any grade or readiness level. A student’s ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, is dependent upon how much language he/she has in long-term memory.
Alaska State Literature Standards
Used in the Process

Basket Bay History

Alaska State Standards used in the process

R3.2 Read text aloud
   3.2.1, 3.2.2

R4.1 Read unfamiliar words
   4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5

R4.2 Summarize information
   4.2.1, 4.2.2

R4.3 Support main idea/critique arguments
   4.3.1, 4.3.2, 4.3.4

R4.4 Follow multi-step directions
   4.4.1

R4.5 Analyze conventions of genres
   4.5.1

R4.6 Analyze story elements
   4.6.1

R4.7 Make assertions
   4.7.2

R4.8 Analyze themes
   4.8.1, 4.8.2, 4.8.3

R4.9 Analyze historical/cultural influences
   4.9.1, 4.9.2
### Introductory Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Image</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Adze</td>
<td><img src="image" alt="Adze" /></td>
<td>an ax-like tool with a curved blade at right angles to the handle, used for shaping wood.</td>
</tr>
<tr>
<td>Namesake</td>
<td>Jr.</td>
<td>person named for the sake of someone</td>
</tr>
<tr>
<td>Sapwood</td>
<td><img src="image" alt="Sapwood" /></td>
<td>the young sap-containing and usually lighter-colored wood found just beneath the bark of a tree</td>
</tr>
<tr>
<td>Grotto</td>
<td><img src="image" alt="Grotto" /></td>
<td>an artificial structure made to resemble a natural cave</td>
</tr>
<tr>
<td>Accordingly</td>
<td><img src="image" alt="Accordingly" /></td>
<td>in accordance; agreement</td>
</tr>
<tr>
<td>Brim</td>
<td><img src="image" alt="Brim" /></td>
<td>the edge or rim of something hollow</td>
</tr>
<tr>
<td>Migrate</td>
<td><img src="image" alt="Migrate" /></td>
<td>to change position or location</td>
</tr>
<tr>
<td>Based</td>
<td><img src="image" alt="Based" /></td>
<td>a fundamental part; main ingredient</td>
</tr>
<tr>
<td>Founded</td>
<td><img src="image" alt="Founded" /></td>
<td>to bring into existence</td>
</tr>
</tbody>
</table>
Order of Operations

Activities below from Replacing Thing-a-ma-jig - The Developmental Language Process by Jim MacDiarmid

Motivation
Introduce/develop the vocabulary illustrations for the key words. Students will not see printed words until Basic Reading (Sight Recognition) activities later in the lesson.

BASIC LISTENING
1. Flick – Give selected students flashlights. Tell students to listen for a certain word. Begin saying vocabulary words and when student hears the certain word, they should flick the flashlight.

2. Fanball - Tape the vocabulary illustrations to the floor and group the students around them. Give a “hand fan” and an inflated balloon to two students. Say one word. Students should use fans to move balloons to the illustration for the vocabulary word said.

3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

BASIC SPEAKING
1. What’s That Word? - Hang illustrations on the board. Tell a “running story” and point to the words as they appear in the running story. When you point to an illustration, students should say the vocabulary word for it. Repeat this process a number of times.

2. Mesh words - Prepare mesh words prior to activity (liquid+ solid= solquid). Mount mesh words on board. Students must say the two words that make up the vocabulary term.

LISTENING COMPREHENSION
1. Potted Marbles - Give students an aluminum pot with marbles in it. Student tries to walk to other side of the room without making any noise. If any sound is heard, student needs to say a word based on the definition that the teacher gives.

CREATIVE SPEAKING
1. Wild Balloon - Have illustrations hung on a board at the front of the room. Stand in front of the students and inflate a balloon. Hold the end of the balloon closed. Then, release the balloon. When the balloon lands, the student closest to it should say a complete sentence using the vocabulary picture you point to.
Sight Recognition
1. Snip Snip - Prepare two long, narrow strips of paper. Write the sight words on each strip, leaving no spaces. Place both strips on the floor. Place a pair of scissors beside each strip of paper. Put class into two teams, say “go”. First students will cut a word out of the strips. The first player to cut and read the word wins the round.

2. Use the Activity Pages from the Student Support Materials.

READING COMPREHENSION
1. Bottle of Fortune - Each student needs to write his or her name on a name card. Collect students’ name cards and lay them out in a circle. Mount the vocabulary illustrations on the board and number the illustrations. Place a bottle in the center of the circle of name cards. Spin the bottle. When the bottle stops, that student needs to read a closure sentence (about the concept being studied) and replace the missing word with the illustration number.

2. Student Support Materials

BASIC WRITING
1. Use the Activity Pages from the Student Support Materials.

2. Write one definition for each word. Read the definitions; the students write the words.

CREATIVE WRITING
1. Use the Activity Pages from the Student Support Materials.

2. Make sentences with words missing. Students complete orally or written, using words of their own.
<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
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<tbody>
<tr>
<td>Image 3</td>
<td>Image 4</td>
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<td>Image 5</td>
<td>Image 6</td>
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<td>Image 7</td>
<td>Image 8</td>
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<tr>
<td>Image 9</td>
<td>Image 10</td>
</tr>
</tbody>
</table>

**Jr.**
STUDENT SUPPORT MATERIALS

Sight Recognition Activity Pages
<table>
<thead>
<tr>
<th>highlight/circle the correct word to match the picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>adze namesake sapwood grotto accordingly brim migrated based founded</td>
</tr>
<tr>
<td>adze namesake sapwood grotto accordingly brim migrated based founded</td>
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<td>adze namesake sapwood grotto accordingly brim migrated based founded</td>
</tr>
<tr>
<td>sapwood</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>accordingly</td>
</tr>
<tr>
<td>founded</td>
</tr>
</tbody>
</table>

ajdujdbtueqioqoakaadsfkjigkladfnndhhfoiuiwerhlk
ajbdfaesapwoodbgbvhecialdkmpqoaladzelqpiop
qewertyuiopasdfgbrimasklhhadflkjiwefsdflkegh
qlcimigrateklabyaasdbycnhgygrottobxczcvjkjhas
dfjkqcliaccordinglywawiuyqweqweyhiuytoiwe
rtyuqwerkljahsdfbjasdfrkacnfoundediruyadsfjkg
egrottoroiqwopurpjkjasdeadgmigratemkbasdfkj
hbasedwriouequatoryaqkljhzabasdbrimhasdfiuq
yekladzejhadfsfkherkfejiehadslnamesakeefabas
edbvbfeprimeridianheuakadsflkasjdfhaiuiwerlkdf
lkjhafsapwoodiuyqadfjeigenamesakehasdfiuya
hboainakeiuthgladkngiturhdafaeitjg owgaqwraf
ouunedcuhasdfiaccordinglydelk
sapwood
america
accordingly
founded

namesake
adze
migrate

based
brim
grotto

ajdujdbtueqioqoakaadsfkjigkladfdhdhfoiuwerhlk
ajbdfaesapwood bgbvheialdkmpqoal adze lqiop
qewertyuiopasdg brimaskl hvadflkjiewfsdlkegh
qlcimigrateklabyaasdbycnhggy grotto bxczcvjkjhas
dfjkqcli accordingly wawiuyqweqweyhiuytoiuiuert
ryuqwerkijahsdfbjasdfkacnfoundediruyadsfjkgegrottori
qwopurqkjasdeadgmigratemkbasdfkJ
hbasedweriouequatoryaqklhazbasdbrim hasdfiuqu
eykladzejhadsfkhw erkf jeij hadsl namesake efabs
edbvbfeprimerid anheuakad sfklasjdfhaiuwerlkdf
lkjhasapwoodiuywqadfjeigen namesake hasdfiuya
hboainakeiuthgd kngi turhdafa eitjg ow gawraf
ounded cu hasdfia accordingly delk
STUDENT SUPPORT MATERIALS

Encoding Activity Pages
Activity Page 1

Match the word half to create the proper vocabulary word.

ad  tto
sapw  ated
gro  ake
accor  rim
b  ed
names  ded
migr  ood
bas  zed
foun  dingly
Activity Page 2

Each set of boxes contains the syllables of the vocabulary words. Use the boxes to correctly spell the words below the boxes.

ed         found

to         grot

ed         mi         grat

ed         found

sake         name

wood         sap

ing         ac         cord         ly
### Activity Page 3

The vocabulary words below are missing letters. Write in the missing letters to spell the vocabulary correctly.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ad____d</td>
<td>a____ord____ly</td>
</tr>
<tr>
<td>br___</td>
<td>_<strong>r___tt</strong></td>
</tr>
<tr>
<td>s__w___d</td>
<td>ba___</td>
</tr>
<tr>
<td>mi__at___</td>
<td><em><strong>mesa</strong></em></td>
</tr>
<tr>
<td>___unded</td>
<td></td>
</tr>
</tbody>
</table>
Write a complete sentence containing the vocabulary.

brim

based

namesake

migrate

sapwood

accordingly

adze

founded

grotto
STUDENT SUPPORT MATERIALS

Large Vocabulary Illustrations
adze
namesake Jr.
sapwood
grotto
accordingly
brim
migrate
STUDENT SUPPORT MATERIALS

Word Wall
adze

namesake
sapwood

grotto
accordingly

brim
migrate

based
Story
Basket Bay History

told by Robert Zuboff

That land of ours,
that land of ours
is called Kák’w;
but in English
Basket Bay.
You know, they used to club seals,
at that place.
That place is kind of strange.
When the tide was almost out
they would send one man as guard.
People would keep
a watch on the tide.
They would go underneath the village
in a grotto, by the light of sapwood,
underneath the village.
Down the bay from Shark’s Cave,
to the head north of Kaakáakw,
to the head north of this they would cross over
to go under the village.
A ladder was adze there
a huge one;
it was a tree.
This is what was made into a ladder.
This is what they came down on to go underneath
the village.
Sapwood torches were held; they would be lighted.
By the light of this they clubbed seals,
underneath the village.
Many different kinds of animals would gather
down there.
And you know, there would be tide watchers.
One would stand out on the beach.
One would sit on the top of a house.
The third one would stand at the arch of Kaakáakw;
the fourth one would stand right at the mouth of the hole.
As soon as the tide started coming up
he would cry out,
“The Tiieeeide is starting uuuuuuuup.”
As if it were put in his mouth
the one sitting on top of the house repeated
“The Tiieeeide is starting uuuuuuuup.”
Accordingly,
men would pull up the seal stomachs
through the throats
of their kills.
They would blow them up through the throat.
They tied them off;
they tied them off;
they tied them off.
The tide comes in under us very quickly,
like filling a container to the brim
is how quick it is.
It’s like cutting off any escape under us.
They would work very hard,
on this kill of theirs.
No sooner would they finish the last one
than they would run
quickly;
they would run up the ladder in the dark;
only by the light of the sapwood
would they run up.
They would even go home from their kill.
When the tide was finally nearly up,
when the tide was nearly up,
was when out from the village, in the bay,
in front of Spring Water Point
their kills would pop up out of the water.
You know, this is the way it was.
Then they would just get them by boat.
This is how the history is told,
about
Basket Bay, from the time it’s been ours,
from the time it’s been ours,
ages.
It was long ago,
it’s been long,
since the histories have been told of us;
we are named for it,
Kak’weidi.
For the things that happened
to the Tlingits
in the beginning,
many say
we migrated here
through the south,
the south.
And, you know, there are many
who migrated down the Stikine River,
down the Stikine River.
The story of my fathers is always told,
of when they migrated down the Stikine.
At one place, there,
in the river,
the river flowed under a glacier.
This is where they tied a raft together.
They put the elderly women on it.
One’s name was Awasti and the other Koowasikx,
these elderly women.
They are the first ones who were pushed under
the glacier.
Having drifted under it and through to the
other side,
they started singing.
Floating under the glacier
gave them their song.
Based on this
a raft was made.
Some went on it.
Under it, under the glacier, they floated,
down the river.
But many of them
were afraid
to float under the glacier.
This is why they start over it,
some started over the glacier.
These are the ones who came down the Chilkat,
the relatives of my fathers,
the Dakl’aweidi.
They became the Chilkats.
The name that came from those
who went over the glacier
is Sit’ká indeed,
those who came down through Chilkat,
are named Sit’ká.
Those of us who are Deisheetaan,
still
tell it like this,
as coming from the South,
from the south.
I wonder where we came out, those of us.
I wonder where we came out.
From there we finally went northward,
northward,
we began searching.
They tried many places.
Villages were founded in many places.
At that time across from Brown Bear Fort,
when it froze,
they walked over ice at the time,
at the point when they moved across.
Well! There are many who are our relatives,
these Deisheetaan,
some are living in the Interior.
Since long ago,
they have been living there.
They are many,
Nahóowu lives there
and this namesake of mine.
Shaadaax’ is also there,
in the Interior.
You know, thinking about them,
if they’ve been living there a long time,
maybe we separated and migrated from them.
This is what I’m thinking about them.
This is why we
gathered here on the coast.
This is where I will end
this story.
Basket Bay History

told by Robert Zuboff

That land of ours,
that land of ours
is called Ká:k’w;
but in English
Basket Bay.
You know, they used to club seals,
at that place.
That place is kind of strange.
When the tide was almost out
they would send one man as guard.
People would keep
a watch on the tide.
They would go underneath the village
in a ____________, by the light of ____________.
underneath the village.
Down the bay from Shark’s Cave,
to the head north of Kaakáakw,
to the head north of this they would cross over
to go under the village.
A ladder was adze there
a huge one;
it was a tree.
This is what was made into a ladder.
This is what they came down on to go underneath
the village.
Sapwood torches were held; they would be lighted.
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Many different kinds of animals would gather
down there.
And you know, there would be tide watchers.
One would stand out on the beach.
One would sit on the top of a house.
The third one would stand at the arch of Kaakáakw;
the fourth one would stand right at the mouth of the hole.
As soon as the tide started coming up
he would cry out,
“The Tiiiiiiide is startinguuuuuuup.”
As if it were put in his mouth
the one sitting on top of the house repeated
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______________.
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They would blow them up through the throat.
They tied them off;
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like filling a container to the ____________
is how quick it is.
It’s like cutting off any escape under us.
They would work very hard,
on this kill of theirs.
No sooner would they finish the last one
than they would run quickly;
they would run up the ladder in the dark;
only by the light of the ____________
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and this ____________ of mine.
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You know, thinking about them,
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This is why we
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This is where I will end
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Student Story
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told by Robert Zuboff

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Basket Bay.  
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at that place.  
That place is kind of strange.  
When the tide was almost out  
they would send one man as guard.  
People would keep  
a watch on the tide.  
They would go underneath the village  
in a grotto, by the light of sapwood,  
underneath the village.  
Down the bay from Shark’s Cave,  
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to the head north of this they would cross over  
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They would blow them up through the throat.
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ages.
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it’s been long,
since the histories have been told of us;
we are named for it,
Kak’weidi.
For the things that happened
to the Tlingits
in the beginning,
many say
we migrated here
through the south,
the south.
And, you know, there are many
who migrated down the Stikine River,
down the Stikine River.
The story of my fathers is always told,
of when they migrated down the Stikine.
At one place, there,
in the river,
the river flowed under a glacier.
This is where they tied a raft together.
They put the elderly women on it.
One’s name was Awasti and the other Koowasikx,
these elderly women.
They are the first ones who were pushed under
the glacier.
Having drifted under it and through to the
other side,
they started singing.
Floating under the glacier
gave them their song.
Based on this
a raft was made.
Some went on it.
Under it, under the glacier, they floated,
down the river.
But many of them
were afraid
to float under the glacier.
This is why they start over it,
some started over the glacier.
These are the one who came down the Chilkat,
the relatives of my fathers,
the Dakl’aweidi.
They became the Chilkats.
The name that came from those
who went over the glacier
is Sit’ká indeed,
those who came down through Chilkat,
are named Sit’ká.
Those of us who are Deisheetaan,
still
tell it like this,
as coming from the South,
from the south.
I wonder where we came out, those of us.
I wonder where we came out.
From there we finally went northward,
northward,
we began searching.
They tried many places.
Villages were founded in many places.
At that time across from Brown Bear Fort,
when it froze,
they walked over ice at the time,
at the point when they moved across.
Well! There are many who are our relatives,
these Deisheetaan,
some are living in the Interior.
Since long ago,
they have been living there.
They are many,
Nahóowu lives there
and this namesake of mine.
Shaadaax’ is also there,
in the Interior.
You know, thinking about them,
if they’ve been living there a long time,
maybe we separated and migrated from them.
This is what I’m thinking about them.
This is why we
gathered here on the coast.
This is where I will end
this story.
Assessment
Grade 10 Literature: Basket Bay History Quiz

Name: ____________________
Date: ____________________

Fill in the Blank: Fill in each blank with the word that fits best. Choose from the words provided in the word bank.

<table>
<thead>
<tr>
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<td>founded</td>
<td>grotto</td>
</tr>
<tr>
<td>immigrated</td>
<td>migrated</td>
<td>namesake</td>
</tr>
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1) When the people of Basket Bay were underground, they would use the light of the ________________, the young sap and lighter colored wood just beneath the bark of the tree.

2) When they were pulling up the seal stomachs and tying them off, the tide would come in under them quickly, filling to the ________________, the rim or the edge of where they were, so they had to work very fast.

3) It was said that the Tlingit ________________ through the south and other down the Stikine River, moving from one location to another.

4) Villages were ________________ or brought into existence, in many different places.

5) When the people in Basket Bay when to get seal, they would go underneath the village into a ________________, an artificial structure made to resemble a natural cave.

Multiple Choice: Select one of the choices to complete the sentence. Circle the best choice to complete the sentence.

6) Accordingly means...
   a) in conflict with
   b) in agreement with
   c) in opposition to
   d) the same as
7) An adze is....
   a) a cooking utensil
   b) an axlike tool with a curved blade
   c) an important part of a boat

8) Someone's namesake is....
   a) a momento or souvenir
   b) a person named for someone else.
   c) a keepsake.

Matching: Match the key vocabulary on the left with the definition on the right. Write the letter in front of the definition in front of the word it matches.

9) ______ namesake
   a. the edge or rim of something hollow
10) ______ grotto
    b. person name for the sake of someone
11) ______ brim
    c. to change position or location
12) ______ migrate
    d. an artificial structure that's like a cave
Grade 10 Literature: Basket Bay History Quiz

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9)  b namesake          a. the edge or rim of something hollow
10) d grotto           b. person name for the sake of someone
11) a brim             c. to change position or location
12) c migrate          d. an artificial structure that's like a cave
The Developmental Language Process (DLP) is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school. The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community.

Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral output stage of language acquisition.

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This is not

Sealaska Heritage Institute

Raven Boat
as told by Jennie White
Alaska State Literature Standards
Used in the Process

Raven Boat

Alaska State Standards used in the process

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   3.2.1, 3.2.2

R4.1 Read unfamiliar words
   4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5

R4.2 Summarize information
   4.2.1, 4.2.2

R4.3 Support main idea/critique arguments
   4.3.1, 4.3.2, 4.3.4

R4.4 Follow multi-step directions
   4.4.1

R4.5 Analyze conventions of genres
   4.5.1

R4.6 Analyze story elements
   4.6.1

R4.7 Make assertions
   4.7.2

R4.8 Analyze themes
   4.8.1, 4.8.2, 4.8.3

R4.9 Analyze historical/cultural influences
   4.9.1, 4.9.2
# Introductory Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
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<tbody>
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<td>to become or cause to become upset or overturned</td>
</tr>
<tr>
<td>Lituya Bay</td>
<td>a fjord located in Alaska. It is 9 miles long and 2 miles wide at its widest point.</td>
</tr>
<tr>
<td>Resembled</td>
<td>to be like or similar to</td>
</tr>
<tr>
<td>Intestines</td>
<td>the part of the body that is a long tube composed of the small intestine and the large intestine. It helps to digest food and absorb nutrients and water. It also carries waste matter to be discharged.</td>
</tr>
<tr>
<td>Tlingits</td>
<td>a society that developed a complex hunter-gatherer culture in the temperate rainforest of the southeast Alaska coast.</td>
</tr>
<tr>
<td>Canvas</td>
<td>stiff material that has regular meshes for working with a needle</td>
</tr>
<tr>
<td>Devil’s club</td>
<td>large shrub native to the cool moist forests of western North America. It is noted for its large palmate leaves and erect, woody stems covered in brittle spines.</td>
</tr>
<tr>
<td>Hollowed</td>
<td>having a hole inside, not solid throughout</td>
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<tr>
<td>Schooner</td>
<td>a ship with a fore-and-aft rig and two or more masts</td>
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Order of Operations

Activities below from Replacing Thing-a-ma-jig - The Developmental Language Process
by Jim MacDiarmid

**Motivation**
Introduce/develop the vocabulary illustrations for the key words. Students will not see printed words until Basic Reading (Sight Recognition) activities, later in the lesson.

**BASIC LISTENING**
1. Flashlight Find - Mount the DLP pictures around the board. Have students compete to find the word with the flashlight beam when you say the vocabulary.

2. Mesh Words - Prepare mesh pictures prior to the activity (hollowed + schooner = hollooner). Mount the vocabulary illustrations on the board. Say a mesh word. Students must find the two illustrations that make up the word. Repeat.

3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

**BASIC SPEAKING**
1. Being Lippy - Stand in front of the room and lip a word. Students should say the word after you. Use full sentences after practice with single words.

2. Whisper - Put students into two teams. Whisper a vocabulary word to the first person on each team. Teacher says “Go.” Students then turn and whisper the word to the next player. Last person should run two the front of the room and say the word orally.

**LISTENING COMPREHENSION**
1. Teacher writes a number between 1 and 10 down, without letting anyone see it. Call on students to guess the number. When a student guesses the correct number, they need to say a definition for a vocabulary word given by the teacher.
Basic Reading

Sight Recognition
1. Face - Mount words around room. Darken room. Give first student a flashlight. Say a word. Student turns on flashlight and tries to find the word. Can do this in two teams and race against other team to find word.

2. Use the Activity Pages from the Student Support Materials.

3. Sight Word Sequence Bingo - Give each student a sheet with all of the sight words. Students need to cut words apart and place three words on their desk in any sequence. Teacher says a sequence of three words. If a student has those three words in the order given, they win. Continue.

READING COMPREHENSION
1. Bingo - Give students Bingo sheet; have them write each word in a square. Show a definition of DLP word. Students cover up the word for that definition. Repeat until there is a winner.

2. What’s the Answer - Students should choose the correct answer to written questions.

BASIC WRITING
1. Use the Activity Pages from the Student Support Materials.

2. Introduce the International Pilots’ Alphabet to the students – Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Gulf, Hotel, India, Juliette, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whiskey, X-ray, Yankee, Zulu. Spell words, using the alphabet terms – the students write only the first letter of each of the alphabet words you say. Afterwards, read whole sentences in this way. The students transcribe the letters and later break the words up to form the sentence.

CREATIVE WRITING
1. Use the Activity Pages from the Student Support Materials.

2. Have the students write true and false sentences, related to the story. The students should write their sentences on individual strips of paper. Place all of the sentences in a container. Have the students take turns removing the sentences, reading them, and telling if they are true or false.
STUDENT SUPPORT MATERIALS

Basic Listening Activity Page

Mini Illustrations
STUDENT SUPPORT MATERIALS

Sight Recognition Activity Pages
Highlight/circle the correct word to match the picture.

capsized Lituya Bay resembled intestines Tlingits canvas devil’s club hollowed schooner
capsized Lituya Bay resembled intestines Tlingits canvas devil’s club hollowed schooner
resembled intestines Lituya Bay
tlingits hollowed schooner
capsized devil’s club
<table>
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<tr>
<th>resembled</th>
<th>intestines</th>
<th>Lituya Bay</th>
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<tr>
<td>Tlingits</td>
<td>hollowed</td>
<td>canvas</td>
</tr>
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ajdujdbtueqioqoakanddhfoiudfaeresembledbgbv
hceialdkschoonermpqoalcapsizedlqpiopqwerty
uiopasdfgcanvasasklhvsdfkkehqlcidevisclubkla
byaasdbycnhgyintestinesbxczcvjkjhsdfjkadfqcli
Tlingitswaiuyqweqweyhiuytoiuwertyfjiuwerk
lschoonerjahsdfbjasdfkacnhollowediruyadsfjkg
eintestinesroiqwopurpkjasdeadgdevilsclubmky
aqkljhsdfkjizasdasdcanvashasdfiuqyklcapsizedjh
afkhwerkfjeijhadsLituyabyefabvbfepimeridia
nheuakadsflkasjdfhaiuwerlkdfkjhafresemblediu
ywqadfjeigeLituyabyhasdfiuahboainkeiuth
gladkngowgaqwrahollowedcuhasdfiTlingitsdelk
Activity Page 1
Match the word halve to create the proper vocabulary word.

cap as
rese uya Bay
intes tines
Tli wed
canv ooner
dev ngits
Lit il’s club
hollo sized
sch mbled
Activity Page 2
Each set of boxed contain the syllables of the vocabulary words. Use the boxes to correctly spell the words below the boxes.

sized cap
re bled sem
tes in tines
club de vil’s
ner schoo
lowed hol
vas can
Lit Bay u ya
**Activity Page 3**

The vocabulary words below are missing letters, write in the missing letters to spell the vocabulary correctly.

| ca__ize_ | c__vas |
| __vil’s cl__ | ___tes___nes |
| __sem__ed | ___ooner |
| T__ng__s | Li__ya Ba__ |
| | H__llo___ |
STUDENT SUPPORT MATERIALS

Basic Writing
Write a complete sentence containing the vocabulary.

- canvas
- Lituya Bay
- devil’s club
- schooner
- resembled
- Tlingits
- capsized
- hollowed
- intestines
resembled
intestines
Tlingits
devil's club

Oplopanax horridum
Apiaceae
© G. D. Carr
hollowed
capsized

Lituya Bay
resembled intestines
Tlingits
canvas
devil’s club
hollowed schooner
**Raven Boat**
told by Jennie White

The rapids are very scary.
Twice the L’uknaádi capsized there.

This one boat travelled out of Lituya Bay
when the tide had dropped.
No white man knew of Alaska.
The bundle of furs
floated out to the face of the clouds.
The intestines resembled a plastic bag.
Brown Bear intestines.
They are cut and sewn back together.
The intestinal
bag of furs floated to the face of the clouds
from Lituya Bay.
The ones the people drowned with.
This is why
the Russians searched for Alaska.
That’s how they found Tlingits in Alaska.
They didn’t
have machines either they’d just
sail with canvas.
A Russian boat first sailed into Lituya Bay.
And so
the Tlingits didn’t tell it like it really was.
It was the Raven boat,
was what they told one another,
the Raven boat.
That’s what they were saying about the Russians.
If you looked directly at it you would turn to stone.
Even today the Tlingits are like that.
And that
devil’s club.
They drilled holes in them
and
dog droppings
were sewn like bags
and put into their children’s clothes.
You would turn to stone.
That’s the way the Tlingits talked about this.
This blue hellebore
was hollowed through though,
let’s see, like binoculars.
As it sailed into Lituya Bay they looked at it through these. Then they wouldn’t turn to stone. Dog droppings too were hung around children’s necks. But the larger devil’s club had holes drilled through them too. They were put on the necks of their children. That’s the way things happened in the beginning when they awaited the schooner.
Story with Closure
Raven Boat
told by Jennie White

The rapids are very scary.
Twice the L’uknaḵádi ___________ there.

This one boat travelled out of ___________ ___________
when the tide had dropped.
No white man knew of Alaska.
The bundle of furs
floated out to the face of the clouds.
The ___________ ___________ a plastic bag.
Brown Bear ___________
They are cut and sewn back together.
The ___________
bag of furs floated to the face of the clouds
from ___________ ___________,
the ones the people drowned with.
This is why
the Russians searched for Alaska.
That’s how they found ___________ in Alaska.
They didn’t
have machines either they’d just
sail with ___________.
A Russian boat first sailed into ___________ ___________.
And so
the ___________ didn’t tell it like it really was.
It was the Raven boat,
was what they told one another,
the Raven boat.
That’s what they were saying about the Russians.
If you looked directly at it you would turn to stone.
Even today the ___________ are like that.
And that
_____________ ___________.
They drilled holes in them
and
dog droppings
were sewn like bags
and put into their children’s clothes.
You would turn to stone.
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As it sailed into ___________ ___________
they looked at it through these.
Then they wouldn’t turn to stone.
Dog droppings too were hung around children’s
  necks.
But the larger
  devil’s club
had holes drilled through them too.
They were put on the necks of their children.
That’s the way things happened in the beginning
  when they awaited the ___________.
The rapids are very scary.  
Twice the L’uknax̱ádi capsized there.

This one boat travelled out of Lituya Bay 
when the tide had dropped.  
No white man knew of Alaska.  
The bundle of furs 
floated out to the face of the clouds.  
The intestines resembled a plastic bag.  
Brown Bear intestines.  
They are cut and sewn back together.  
The intestinal bag of furs floated to the face of the clouds

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the ones the people drowned with.  
This is why  
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That’s how they found Tlingits in Alaska.  
They didn’t have machines either they’d just sail with canvas.  
A Russian boat first sailed into Lituya Bay.  
And so  
the Tlingits didn’t tell it like it really was.  
It was the Raven boat, was what they told one another, the Raven boat.  
That’s what they were saying about the Russians.  
If you looked directly at it you would turn to stone.  
Even today the Tlingits are like that.  
And that devil’s club.

They drilled holes in them and

dog droppings were sewn like bags and put into their children’s clothes.  
You would turn to stone.  
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This blue hellebore was hollowed through though, let’s see, like binoculars.  
As it sailed into Lituya Bay they looked at it through these.  
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Dog droppings too were hung around children’s necks.
But the larger devil’s club had holes drilled through them too.
They were put on the necks of their children.
That’s the way things happened in the beginning when they awaited the schooner.
Assessment
Grade 10 Literature: Raven Boat Quiz

Name: __________________________
Date: __________________________

1) Lituya Bay in Alaska is very long and narrow and is like a __________.
   a) fjord
   b) river
   c) lake

2) Devil's club has many different uses for people in SE Alaska. It is best described as.....
   a) a tiny plant with shiny leaves that grows close to the ground.
   b) a large plant, with palm like leaves, woody stems with stickers.
   c) a large club like piece of wood coming from a fir tree.

3) The bear intestines floating on the water _________________ a plastic bag,
   a) resembled
   b) sank like
   c) assimilated

4) The ___________ bag is the long narrow tube in the lower part of the body where food is
    digested, nutrients are absorbed, waste matter is carried from the body.
   a) esophageal
   b) pancreatic
   c) intestinal

5) When the rapids in the river were big and very scary, the canoe turned over and ____________.
   a) forged ahead
   b) capsized in the water
   c) drifted to shore
Matching: Match the key vocabulary on the left with the definition on the right. Put from the definition in front of the word it matches.

6) ______ canvas  
   a. heavy stiff fabric or cloth used for making tents and boat sails

7) ______ schooner  
   b. a type of boat with canvas rigging, both a fore and aft mast

8) ______ hollow  
   c. something with a hole that is not solid throughout

True/False: Read the statement and determine if it is true or false. Circle the answer you think is correct.

9) Devil’s club is a piece of wood used in battle to scare the enemy.
   a) True  
   b) False

10) A schooner can be any kind of boat.
    a) True  
    b) False

11) Lituya Bay located in SE Alaska, is long and narrow.
    a) True  
    b) False

12) Tlingit are a Native society that developed a complex hunter-gatherer culture in the temperate rainforest of SE Alaska.
    a) True  
    b) False
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Kaakex’witi
as told by Willie Marks

Sealaska Heritage Institute
Alaska State Literature Standards
Used in the Process

Kaakex’wti

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R4.5 Analyze conventions of genres
   4.5.1

R4.6 Analyze story elements
   4.6.1

R4.7 Make assertions
   4.7.2

R4.8 Analyze themes
   4.8.1, 4.8.2, 4.8.3

R4.9 Analyze historical/cultural influences
   4.9.1, 4.9.2
## Introductory Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient</td>
<td>having existed for many years</td>
</tr>
<tr>
<td>Midship</td>
<td>Middle of a ship</td>
</tr>
<tr>
<td>Grotesque</td>
<td>unnaturally odd or ugly</td>
</tr>
<tr>
<td>Reprimand</td>
<td>a severe or formal criticism</td>
</tr>
<tr>
<td>Stern</td>
<td>the rear end of a boat</td>
</tr>
<tr>
<td>Hooligan</td>
<td>Small ocean fish</td>
</tr>
<tr>
<td>Gratitude</td>
<td>the state of being grateful</td>
</tr>
<tr>
<td>Motioned</td>
<td>to direct or signal by a movement or sign</td>
</tr>
<tr>
<td>Coppers</td>
<td>a copper or bronze coin</td>
</tr>
<tr>
<td>Embers</td>
<td>a glowing piece of coal or wood from a fire; <em>especially</em> such a piece smoldering in ashes</td>
</tr>
<tr>
<td>Settlement</td>
<td>a small village</td>
</tr>
<tr>
<td>Proverb</td>
<td>a brief popular saying expressing a wise thought</td>
</tr>
<tr>
<td>Acquired</td>
<td>to come to have often by one's own efforts</td>
</tr>
<tr>
<td>Midsection</td>
<td>Middle part of something</td>
</tr>
</tbody>
</table>
Activities below from Replacing Thing-a-ma-jig - The Developmental Language Process
by Jim MacDiarmid

Motivation
Introduce/develop the vocabulary illustrations for the key words. Students will not see printed words until Basic Reading (Sight Recognition) activities, later in the lesson.

BASIC LISTENING
1. Flick - Give selected students each a flashlight. Tell students to listen for a certain word. Begin saying vocabulary words and when student hears the certain word, they should flick the flashlight.

2. Fanball - Tape the vocabulary illustrations to the floor and group the students around them. Give a “hand fan” and an inflated balloon to two students. Say one word. Students should use fans to move balloons to the illustration for the vocabulary word said.

3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

BASIC SPEAKING
1. What’s That Word? - Hang illustrations on the board. Tell a “running story” and point to the words as they appear in the running story. When you point to an illustration, students should say the vocabulary word for it. Repeat this process a number of times.

2. Mesh words - Prepare mesh words prior to activity (liquid + solid = solquid). Mount mesh words on board. Students must say the two words that make up the vocabulary term.

LISTENING COMPREHENSION
1. Potted Marbles - Give students an aluminum pot with marbles in it. Student tries to walk to other side of the room without making any noise. If any sound is heard, student needs to say a word based on the definition that teacher gives.

2. Use the Activity Pages from the Student Support Materials.

CREATIVE SPEAKING
1. Wild Balloon - Have illustrations hung on board at the front of room. Stand in front of the students and inflate a balloon. Hold the end of the balloon closed. Then, the release the balloon. When the balloon lands, the student closest to it should say a complete sentence using the vocabulary picture you point to.
Basic Reading

Activities below from Replacing Thing-a-ma-jig - The Developmental Language Process by Jim MacDiarmid

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Highlight/circle the correct word to match the picture.

ancient
midship
grotesque
reprimanded
stern
hooligan
gratitude
motioned
coppers
embers
settlement
proverb
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coppers
embers
settlement
proverb
acquired
midsection
grotesque  setlement  motioned
  stern     midsection  hooligan
  proverb   embers     acquired
  coppers   midship     gratitude
  reprimand  ancient    

ajdumidsectionjdbtueqioqoakasettlementnnddhfoi
uwerhlproverbkajbdfaacquiredadsffdgrotesque
bgbvhceialdkembersmpqoalancientlqpiopqewert
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cncoppersiruyadsfjkqgereprimandroiqwopurpkja
sdeadggratitudekmkasdkfjhmotionedwerioequa
toryaqkljhzabasdhoooliganhasdfiuqyeklancientjha
dsfkhwerkfjejihadslmidshipfamotionedbvbfepri
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ymidsectionahboaknakeiuthgladkndfaeurhdafaeitjgowgaqwracopperscuasdfissterndelk
grotesque settlement reprimand
stern midsection motioned
proverb embers hooligan
coppers midship acquired
coppers ancient
grotesque settlement
stern midsection reprimand
proverb hooligan
coppers ancient
coppers
STUDENT SUPPORT MATERIALS

Encoding Activity Pages
Activity Page 1
Match the word half to create the proper vocabulary word.

anc         sque
mids        pers
grote       ern
reprim       ude
st           bers
hooli        ned
gratit       red
motio        ient
cop          ment
em           gan
settle       verb
pro          hip
acqui        ction
midse        and
Activity Page 2
Each set of boxes contain the syllables of the vocabulary words. Use the boxes to correctly spell the words below the boxes.

- cient an
- pers cop
- sec tion mid
- verb pro
- ment set tle
- ship mid
tioned mo
bers em
tude ti gra
li gan hoo
quired ac
tesque gro
ed rep mand ri
### Activity Page 3

The vocabulary words below are missing letters; write in the missing letters to spell the vocabulary correctly.

<table>
<thead>
<tr>
<th>an___nt</th>
<th>___prim___ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>se____le_____</td>
<td>co_____er__</td>
</tr>
<tr>
<td>___rat___ude</td>
<td>pro_____</td>
</tr>
<tr>
<td>___bers</td>
<td>mid___ip</td>
</tr>
<tr>
<td>st___n</td>
<td>a_____ired</td>
</tr>
<tr>
<td>mo_____ed</td>
<td>__ooli_____n</td>
</tr>
<tr>
<td>grot_____e</td>
<td><em><strong><strong>sect</strong></strong></em></td>
</tr>
</tbody>
</table>
Write a complete sentence containing the vocabulary.

hooligan

motioned

settlement

midship

gratitude

acquired

embers

grotesque

stern
ancient

coppers

reprimand
ancient
grotesque
stern
"THANK YOU"
motioned
coppers
embers
proverb
midsection
ancient midship
grotesque

toremand
hooligan

stern
gratitude

motioned
settlement

proverb
acquired midsection
Kaakex’wti

told by Willie Marks

Now, I will tell of Kaakex’wti.
This place called Gathéeni
is where people lived, out there along the ocean.
On the mainland from Cape Spencer the place
is called Gathéeni.
It was this kind of a place ancient people lived in.
They used to live there
away from
war parties; they lived in a safe place.
A difficult place; this was how people lived.

Seals
were killed at night
for people to eat.
That’s why
he went.
His paddlers were also with him
also the one who sits midship in the canoe.
I wonder how the midsection man was related to him,
and to the one who paddled.
They were anchored
where the seals swam by at night.
He had a spear.
Perhaps they killed some.
Maybe it was getting light,
time to return.
What was it that kept flying past his face? It bothered him
when it flew to his face.
When it did this again he waved his paddle.
It flew into the paddle.
It dropped in the canoe.
What did he compare it to? It was grotesque.
Then what? Perhaps he threw that thing in
the sea,
that bird.
(I have been reprimanded just recently.)
They began paddling to the village.

They had just begun to paddle; they had not been going long
when his midsection paddler keeled over,
the one sitting in the midsection.
Maybe when they were nearing their village
his stern man
keeled over also.
People would fall asleep.
Maybe people were dying then,
That man
had clubbed his sleep.
When he brought his dead crew to the village perhaps to the beach of the village perhaps
he was yelling
“What’s happened to my crew?”
Why was there no one?
He didn’t see a single human
at the village.
People were sleeping forever.
When he went up from the beach,

they were gone. They had all died.
This happened to the one village.

Perhaps he buried these relatives of his.
Only then he began walking.

Traps
were around long ago. He had
those things called traps.

Probably
he also had some of those things
he might hunt with.

Which way did he go? Maybe he came down
behind Mt. Fairweather.
He walked.
Faaaaaaaaa!
Probably many many months passed during his walk.
That’s when he came on them,

those things,
a man’s footprints
along a river bank.
What are these little dead falls
doing here, sitting there in the water?

They were placed close to one other.
Inside the farthest on
lay one little hooligan.
Some footprints were around them.
He knew that **hooligans** were being trapped.
(If you trap one, how many will it feed?)
He knew he had come on humans.

That’s why he made it,
the thing they make in our land,
those things used to catch **hooligans**, the thing that is used to kill them.
He wove
the one that is called
a trap, indeed.

That’s when
he hooked it down
out there in the river.
When he thought it was very full
he waded out there.
It was full.

Then he dumped them by the traps.
Again by the ones beyond them he’d dump some.
Until the traps disappeared
that’s how he did it.

When day was breaking
he heard people’s voices.
He ran away from there to hide.
Weh-weh-weh-weh-weh.
People were coming out.

He saw
the Athabaskans.
They could see his footprints.
It was easy to see they were trying to talk to
him; it was easy to see.

No!
He didn’t show himself.
They left again.
Perhaps for long; perhaps for just one night.
That’s when he heard people’s voices again.

They were coming again,
they knew a human was there; one had come.
How many the **hooligans** were; there was a lot of food,
the **hooligans** he dumped there.
Because they wanted to show their **gratitude** to him
they called him.
Wasn’t that a woman they had brought along?
It was a woman for him.

Perhaps they tried to talk to him.
Perhaps they pointed her out to him.
“Here is a wife for you,” they said.
Only then did he finally come out of the forest.
They **motioned** to him in sign language
“She’s all yours.”
He left to go home with them.

That’s how he remained there; for how many years
did he live among them?
Then there were children,
his children.
All of a sudden --
(but I forgot what he would say.)
They were already fully grown,
perhaps over sixteen
fifteen years; that’s what Tlingits call
already fully grown.
I guess he wanted to go back.
Why not try along the shore line?

(I told it wrong.)
First he left there
alone
toward the way back.
He knew how he had come along the shore line
through the forest
from behind the mountain.
That’s why he knew how he would go along the beach.

**F a r r r r !** How long he walked.
Lituya Bay.
Perhaps he made a raft to cross it.
On the near side of it
this south side of it
is what is called Nagootk’i.
Hey!
A Tlingit was coming toward Kaakex’wti.

There is a song for this,
the one who was coming toward him,
but I don’t know it.
His pack was very tall.  
When he was closer to him he thought he lifted his head.
Hey!
It was a rock.
That’s why it’s called even till today “the Little Walker.”
It was given that name then.

He went back again.

Then perhaps he stayed long at home.  
Perhaps a mouth went by.  
Maybe here he collected those coppers he came upon, whatever else with them all his children could pack.  
When they were ready they began walking along the beach.

They walked.

Maybe they came up there toward the head of Dixon Harbor.  
But where were they?  
People had just left.  
The wood was still embers.

That was the settlement they came on also a settlement.  
The Chookaneidi lived uppermost in the bay.  
Next to them lived the Kaagwaantaan.  
The Kaagwaantaan had a shaman.  
He was the one who would predict when he sang.  
He would compare it to Tl’anaxéedákw.  
He told his men, “Be brave.”  
All of a sudden people came out there.  
People were across the river.

People were talking there; they were speaking their language.  
Maybe it was a “hard case” Chookaneidi who ran out there.  
“They’re down the bay! The people who were cutting tongues to get you, you little land otter people,” is what he said.  
He claimed they were land otter people.  
So Kaakex’wti told his children, “They’re telling us to go down the bay.”

That’s why there’s a proverb about “sending Athabaskans down the opposite bay.”
It was a Chookaneidi who did that.
The shaman was already there, the Kaagwaantaan shaman.
That’s when they told him “There are some people across the bay.”
The shaman immediately told them “They are the ones, they are the ones.”
Then the people ran out to them.  
“Hey! They have coppers!”
That is when he told what happened to him.  
Maybe that’s when he told what happened to him.  
Maybe that’s when he tried by boat.  
Boats went to the Copper River.  
That is where copper was acquired.  
But only for the rich people.  
It was brought here for the rich people.
Story with Closure
Kaakex’wti

Now, I will tell of Kaakex’wti.
This place called Gathéeni
is where people lived, out there along the ocean.
On the mainland from Cape Spencer the place
is called Gathéeni.
It was this kind of a place _______ people lived in.
They used to live there
away from
war parties; they lived in a safe place.
A difficult place; this was how people lived.

Seals
were killed at night
for people to eat.
That’s why
he went.
His paddlers were also with him
also the one who sits ___________ in the canoe.
I wonder how the __________ man was related to him,
and to the one who paddled.
They were anchored
where the seals swam by at night.
He had a spear.
Perhaps they killed some.
Maybe it was getting light,
time to return.
What was it that kept flying past his face? It
bothered him
when it flew to his face.
When it did this again he waved his paddle.
It dropped into the paddle.
It dropped in the canoe.
What did he compare it to? It was ____________.
Then what? Perhaps he threw that thing in
the sea,
that bird.
(I have been ___________ just recently.)
They began paddling to the village.

They had just begun to paddle; they had not
been going long
when his ___________ paddler keeled over,
Some footprints were around them.
He knew that ____________ were being trapped.
(If you trap one, how many will it feed?)
He knew he had come on humans.
That’s why he made it,
the thing they make in our land,
those things used to catch ____________,
the thing that is used to kill them.
He wove
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When he thought it was very full
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They were coming again,
they knew a human was there; one had come.
How many the ____________ were; there was a lot of food,
the ____________ he dumped there.
Because they wanted to show their ____________ to him
they called him.
Wasn’t that a woman they had brought along?
It was a woman for him.

Perhaps they tried to talk to him.
Perhaps they pointed her out to him.
“Here is a wife for you,” they said.
Only then did he finally come out of the forest.
They ____________ to him in sign language
“She’s all yours.”
He left to go home with them.

That’s how he remained there; for how many years
did he live among them?
Then there were children,
his children.
All of a sudden --
(but I forgot what he would say.)
They were already fully grown,
perhaps over sixteen
fifteen years; that’s what Tlingits call
already fully grown.
I guess he wanted to go back.
Why not try along the shore line?
(I told it wrong.)
First he left there
alone
toward the way back.
He knew how he had come along the shore line
through the forest
from behind the mountain.
That’s why he knew how he would go along the beach.

F a  r  r  r  r  ! How long he walked.
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On the near side of it
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There is a song for this,
the one who was coming toward him,
but I don’t know it.
His pack was very tall.  
When he was closer to him he thought  
he lifted his head.  
Hey!  
It was a rock.  
That’s why it’s called even till today  
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again.

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he came upon,  
whatever else with them  
all his children could pack.  
When they were ready  
they began walking  
along the beach.

They walked.

Maybe they came up there toward the head of  
Dixon Harbor.  
But where were they?  
People had just left.  
The wood was still __________.

That was the ____________ they came on  
also a ____________.
The Chookaneidi lived uppermost in the bay.  
Next to them lived the Kaagwaantaan.  
The Kaagwaantaan had a shaman.  
He was the one who would predict when he sang.  
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The shaman immediately told them  
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they are the ones.”  
Then the people ran out to them.  
“Hey! They have ____________!”  
That is when  
he told what happened to him.  
Maybe that’s when  
he told what happened to him.  
Maybe that’s when  
he tried by boat.  
Boats went to the ____________ River.  
That is where ____________ was ____________.  
But only for the rich people.  
It was brought here for the rich people.
Student Story
Kaakex’wti

told by Willie Marks

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is where people lived, out there along the ocean.
On the mainland from Cape Spencer the place
is called Gathéení.
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away from
war parties; they lived in a safe place.
A difficult place; this was how people lived.

Seals
were killed at night
for people to eat.
That’s why
he went.
His paddlers were also with him
also the one who sits midship in the canoe.
I wonder how the midsection man was related to him,
and to the one who paddled.
They were anchored
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He had a spear.
Perhaps they killed some.
Maybe it was getting light,
time to return.
What was it that kept flying past his face? It
bothered him
when it flew to his face.
When it did this again he waved his paddle.
It flew into the paddle.
It dropped in the canoe.
What did he compare it to? It was grotesque.
Then what? Perhaps he threw that thing in
the sea,
that bird.
(I have been reprimanded just recently.)
They began paddling to the village.

They had just begun to paddle; they had not
been going long
when his midsection paddler keeled over,
the one sitting in the midsection.

Maybe when they were nearing their village
his stern man
keeled over also.
People would fall asleep.
Maybe people were dying then,
That man
had clubbed his sleep.
When he brought his dead crew to the village
perhaps to the beach of the village perhaps
he was yelling
“What’s happened to my crew?”
Why was there no one?
He didn’t see a single human
at the village.
People were sleeping forever.
When he went up from the beach,

they were gone. They had all died.
This happened to the one village.

Perhaps he buried these relatives of his.
Only then he began walking.
Traps
were around long ago. He had
those things called traps.
 Probably
he also had some of those things
he might hunt with.

Which way did he go? Maybe he came down
behind Mt. Fairweather.
He walked.
Faaaaaaraaah!
Probably many many months passed during his walk.
That’s when he came on them,

those things,
a man’s footprints
along a river bank.
What are these little dead falls
doing here, sitting there in the water?

They were placed close to one other.
Inside the farthest on
lay one little hooligan.
Some footprints were around them.
He knew that hooligans were being trapped. (If you trap one, how many will it feed?)
He knew he had come on humans.
That’s why he made it, the thing they make in our land, those things used to catch hooligans, the thing that is used to kill them.
He wove the one that is called a trap, indeed.

That’s when he hooked it down out there in the river. When he thought it was very full he waded out there. It was full.

Then he dumped them by the traps. Again by the ones beyond them he’d dump some. Until the traps disappeared that’s how he did it.

When day was breaking he heard people’s voices. He ran away from there to hide. Weh-weh-weh-weh-weh. People were coming out.

He saw the Athabaskans. They could see his footprints. It was easy to see they were trying to talk to him; it was easy to see.

No! He didn’t show himself. They left again. Perhaps for long; perhaps for just one night. That’s when he heard people’s voices again.

They were coming again, they knew a human was there; one had come. How many the hooligans were; there was a lot of food, the hooligans he dumped there. Because they wanted to show their gratitude to him they called him.

Wasn’t that a woman they had brought along? It was a woman for him.

Perhaps they tried to talk to him. Perhaps they pointed her out to him. “Here is a wife for you,” they said.

Only then did he finally come out of the forest. They motioned to him in sign language “She’s all yours.” He left to go home with them.

That’s how he remained there; for how many years did he live among them? Then there were children, his children. All of a sudden -- (but I forgot what he would say.) They were already fully grown, perhaps over sixteen fifteen years; that’s what Tlingits call already fully grown. I guess he wanted to go back. Why not try along the shore line?

(I told it wrong.) First he left there alone toward the way back. He knew how he had come along the shore line through the forest from behind the mountain. That’s why he knew how he would go along the beach.

F a r r r r ! How long he walked. Lituya Bay. Perhaps he made a raft to cross it. On the near side of it this south side of it is what is called Nagootk’i. Hey! A Tlingit was coming toward Kaakex’wti.

There is a song for this, the one who was coming toward him, but I don’t know it. His pack was very tall.
When he was closer to him he thought
he lifted his head.

Hey!
It was a rock.
That’s why it’s called even till today
“the Little Walker.”
It was given that name then.

He went back
again.

Then perhaps he stayed long at home.
Perhaps a mouth went by.
Maybe here he collected those coppers
he came upon,
whatever else with them
all his children could pack.
When they were ready
they began walking
along the beach.

They walked.

Maybe they came up there toward the head of
Dixon Harbor.
But where were they?
People had just left.
The wood was still embers.

That was the settlement they came on
also a settlement.
The Chookaneidi lived uppermost in the bay.
Next to them lived the Kaagwaantaan.
The Kaagwaantaan had a shaman.
He was the one who would predict when he sang.
He would compare it to Tl’anaxéedåkw.
He told his men, “Be brave.”
All of a sudden people cam out there.
People were across the river.

People were talking there; they were speaking
their language.
Maybe it was a “hard case”
Chookaneidi who ran out there.
“They’re down the bay!
They’re down the bay! The people who were cutting tongues to get you,
you little land otter people,”
is what he said.
He claimed they were land otter people.
So Kaakex’wti told his children,
“They’re telling us to go down the bay.”

That’s why there’s a proverb
about “sending Athabaskans down the opposite bay.”
It was a Chookaneidi who did that.
The shaman was already there,
the Kaagwaantaan shaman.
That’s when
they told him
“There are some people across the bay.”
The shaman immediately told them
“They are the ones,
they are the ones.”
Then the people ran out to them.
“Hey! They have coppers!”
That is when
he told what happened to him.
Maybe that’s when
he told what happened to him.
Maybe that’s when
he tried by boat.
Boats went to the Copper River.
That is where copper was acquired.
But only for the rich people.
It was brought here for the rich people.
Assessment
Grade 10 Literature: Kaakex’wti Quiz

Name: ____________________
Date: ____________________

Matching: Match the key vocabulary on the left with the correct definition on the right. Write the letter of the definition in front of the word.

1) _____ settlement  a. middle of the ship
2) _____ embers           b. the name of a coin
3) _____ proverb          c. a small fish, often used for bait
4) _____ midsection       d. come to have in one’s possession by one’s own effort
5) _____ midship          e. a small village
6) _____ reprimand        f. middle part of something
7) _____ hooligan         g. a brief popular saying, expressing a wise thought
8) _____ coppers          h. a severe and/or formal criticism or discipline
9) _____ stern            i. the back of the boat
10) _____ acquired        j. a glowing piece of coal or wood from a fire

Fill in the Blank: Fill in each blank with the word that fits best. Choose from the words provided in the word bank.

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11) When they had trapped many hooligans, there was a lot of food. They shared the hooligans to show their _____________, how grateful they were.

12) Something kept flying by Kaakev’s face, something _____________, something very ugly and unnaturally odd.
15) When they were out paddling, the man in the middle of the boat, the ____________ man, keeled over.

16) The place called Gatheeni was a kind of place where ______________ people lived, people who existed for many, many years.
Grade 10 Literature: Kaakex'wti Quiz

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Matching: Match the key vocabulary on the left with the correct definition on the right. Write the letter of the definition in front of the word.

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11) When they had trapped many hooligans, there was a lot of food. They shared the hooligans to show their gratitude, how grateful they were.

12) Something kept flying by Kaakev's face, something grotesque, something very ugly and unnaturally odd.
13) This man sat in the middle of the boat, or midship as it is called.

14) The man who paddled at the front of the boat is known as the stern man.

15) When they were out paddling, the man in the middle of the boat, the midsection man, keeled over.

16) The place called Gatheeni was a kind of place where ancient people lived, people who existed for many, many years.
Grade 10 Literature: Kaakexʼwti, Basket Bay, Raven Boat TEST

Name: _______________________
Date: _______________________

Word Completion: Complete each of the following words, spelling it correctly. Use the definition behind the word to help identify the correct word.

1)  F __ O R __: a very long and narrow body of water ________________

2)  I M __ I G __ A T __ D: moved from one location to another ________________

3)  I __ T __ S T __ __ A L: a long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, and waste matter is carried from the body ________________

4)  C A __ S __ Z E __: a turned over boat ________________

5)  N A __ E S __ __ E: One who is named after another or for whom another is named ________________

6)  B __ __ M: the rim or the edge of something ________________

7)  D __ V __ C __ U __: a large plant with palm like leaves, wood stems with stickers. ________________

8)  G __ O T __ O: An artificial structure made to resemble a natural cave ________________
Matching: Match the key vocabulary on the left with a sentence that has a matching definition in capital letters in the sentence. Place the letter of the sentence in front of the word it matches.

9) ______ resembled
10) ______ adze
11) ______ migrated
12) ______ schooner
13) ______ fjord
14) ______ coppers
15) ______ stern
16) ______ embers

a. They traveled out of Lituya Bay in a LARGE SAIL BOAT with a tall mast.
b. The AXLIKE TOOL was used for carving.
c. the bear's intestines LOOKED LIKE a plastic bag.
d. Lituya Bay is LONG, NARROW BAY along the coast of Alaska.
e. They used gold colored COINS for buying furs.
f. The people MOVED FROM one location to another.
g. He sat in the BACK OF THE BOAT.
h. As the fired burned down, only SMALL PIECES OF WOOD remained glowing

Multiple Choice: Complete the sentences below with the best choice of the key vocabulary word. Circle your choice.

17) The back of the boat is the...
   a) midsection
   b) bow
   c) stern

18) The center part of the boat is located in the...
   a) midship
   b) bow
   c) stern

19) When we are grateful for the generosity of others, we show...
   a) displeasure
   b) delight
   c) gratitude
20) When an elder disciplines member of the clan, he verbally ____________ them with severe criticism.
   a) reprimands
   b) remains silent
   c) soft whispers

21) When a face becomes very ugly and misshaped, it is...
   a) grotesque.
   b) ancient
   c) gratuitous

22) Elders and other wise people often instruct others using sayings that express wisdom. These sayings are......
   a) cliches
   b) proverbs
   c) idioms

23) When a group of people lived many years ago their civilization was
   a) ancient.
   b) well developed.
   c) moribund.

24) When someone goes out and gets something using their own skills and effort, they _________ it.
   a) steal
   b) buy
   c) acquire

25) The front of the boat is the...
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   b) stern
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Grade 10 Literature: Kaakex’wti, Basket Bay, Raven Boat TEST

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2) I M __ I G __ A T __ D: moved from one location to another __immigrated__

3) I __ T __ S T __ A L: a long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, and waste matter is carried from the body __intestinal__

4) C A __ S __ Z E __: a turned over boat __capsized__

5) N A __ E S __ E: One who is named after another or for whom another is named __namesake__

6) B __ __ M: the rim or the edge of something __brim__

7) D __ V I __ C __ U __: a large plant with palm like leaves, wood stems with stickers. __devils club__

8) G __ O T __ O: An artificial structure made to resemble a natural cave __grotto__
Matching: Match the key vocabulary on the left with a sentence that has a matching definition in capital letters in the sentence. Place the letter of the sentence in front of the word it matches.

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