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Shanyaak Kutlaax
Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer Ka Richard Dauenhauer- ch áwé yax hás ayawsitee.
Lisa Teas-ch kawshixít.

Moldy End
Edited by Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer, and Richard Dauenhauer.
Illustrated by Lisa Teas.

This story is recognized as a Kiksádi story. The version presented here is a rewrite of the 'Salmon Boy Legend' taken from the Juneau Indian Studies Program, 1986. Please note the purpose of this publication is to support Tlingit language immersion programs. This is a much abbreviated version of the actual story. To read the story in its entirety, as told by Deikeendakw in 1904, go to: http://pec.jun.alaska.edu:16080/salmon/graphics/swanton.pdf

Keri Edwards, Project Coordinator, SHI

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Sealaska Heritage Institute
One Sealaska Plaza, Suite 301
Juneau, Alaska 99801
(907) 463-4844
www.sealaskaheritage.org
Ch’áakw áwé haa een has aakwlineek yóo Kiks.ádi atk’atsk’u daat, wé kéidladi akaawa.áakw awooldáas’i. “Atlée, ax ééet yaan uwaháa!” Yéi áwé kei uwa’ix’. “Atxá ax jeet yéi sané!”

Long ago, they told us a story about a Kiks.ádi boy who was trying to snare sea gulls. “I’m hungry, mom,” he yelled to his mother. Give me something to eat!”
Wuditláxi xáat shanyaa áwé du jéet aawatee wé atk’átsk’u. Kei aawagíx’ wé xáat shanyaa x’áan tin. “Ch’a tlákw áwé wuditláxi xáat ax jeet eetéeych.” Áx x’ayáa koowdligát.

She gave him the bony shoulder piece of a dried salmon with mold on the end. The boy flung it away in disgust, saying "You always give me the moldy pieces." This is a taboo.
Aagáa áwé këidladi aawasháat du dáas'aayí een.

Just then, a sea gull was trapped in his snare. The boy ran down into the water to pull in the sea gull.
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Yéí áwé wududzikóó xáat kwáanich wusneixí. Atk'átskooch tlél ayáx ayawuskaa wé xáat. Áx x'ayáa koowulgaadích áwé, xáat kwáanich wusineix.

He became known as the boy who was captured by the Salmon People for insulting the Salmon People and the food that comes from them.
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Gaax Át Naxtoostóow
Let’s count sockeye

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Lesson 3 – Activity #1

Coho

Dog Salmon

Sockeye

Humpback

Chinook (king)
Daa sá iyatéen Shí
Sung to the tune BINGO
Lesson 3 – Activity #3

Adapted from Tlingit Language Intern Workshop July 2004

Verse 1
Adéi yantoo.át.  Daa sá iyatéen?  Daa sá iyatéen? (3x)
Wé t’a [gaatéen.  Hín taak’ yéiyaté.  Wé t’a [gaatéen.
Hín taak’ yeiyaté. (3x)  Wé t’a [gaatéen.

We are walking along.  What do you see?  What do you see?
I see a king salmon.  It’s in the water.  I see a king salmon.

Verse 2
Adéi yantoo.át.  Daa sá iyatéen?  Daa sá iyatéen? (3x)
Hín taak’ yeiyaté. (3x)  Wé gaa [gaatéen.

We are walking along.  What do you see?  What do you see?
I see a sockeye salmon.  It’s in the water.  I see a sockeye salmon.

Verse 3
Adéi yantoo.át.  We are walking along.

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Verse 4
Aadéiyantsus ái.
Daa sá iyatéen?
Daa sá iyatéen? (3x)
Wéchas’ xaatéen.
Hin taakx’iyatéen.
Wéchas’ xaatéen.
Hin taakx’iyatéen. (3x)
Wéchas’ xaatéen.

What do you see?
What do you see?
I see a humpy/pink salmon
It’s in the water.
I see a humpy/pink salmon.
It’s in the water.
I see a humpy/pink salmon.

Verse 5
Aadéiyantsus ái.
Daa sá iyatéen?
Daa sá iyatéen? (3x)
Wé l’ook’ xaatéen.
Wé l’ook’ xaatéen.
Wé l’ook’ xaatéen.

We are walking along.
What do you see?
What do you see?
I see a humpy/pink salmon.
It’s in the water.
I see a dog/chum salmon.
It’s in the water.
I see a dog/chum salmon.

We are walking along.
What do you see?
What do you see?
I see a coho.
It’s in the water.
I see a coho.

Hin taak’ yéiyatée.
Wé l’ask yaatéen.
Hin taak’ yéiyatée. (2x)
Wé l’ask yaatéen.
Xáat Activity

1. Adáx̱e'k'xaas̱h né a'łyaaayí. Cut out the picture.
2. Wé x'ux' a'kaax'kalas'e'lx'm né x'aa's'. Tape the stick to the paper.
3. I saayíkaay kashax'k'wé gáat. Write your name on the salmon

1. Xáat – Salmon Unit
Lesson 3 – Activity #4

1. Ėₕₕₕₚ – Chinook/King
Arrive April/May - June up river

2. Téel' – Dog/Chum
Arrive Fall

3. Cháas' – Humpy/Pink
Arrive Midsummer

4. L'o – Coho
Arrive Fall

5. Samon song
Sung to the tune BINGO

First Verse
Aadéi yantoo.át. – We are walking along
Daa sá iyateen? - What can you see?
(3x’s) - What can you see?
Wé .. Laatəən. – I see __.

Second Verse
Hín taak'péiyatee. – It's in the water.
Wé .. Laatəən. – I see __.
Hín taak'péiyatee. (3x's) – It's in the water.
Wé .. Laatəən. – I see __.

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Lesson 4 – Activity #2

Juneau School District, Indian Studies Program 1986

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Fold in Half and Glue to Page 2

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Salmon hatch from eggs.

This is a round story. It has no beginning. It has no end. It goes on and on.
Baby salmon are small. They are the size of your finger. They are small so they hide near the bottom of the river.
When they are two, they leave the river where they were born. They migrate to the ocean.
They travel hundreds of miles to reach the ocean. They live there for three years. They are now fully grown.
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They spend many weeks traveling up the river. They arrive at their home scarred, tired and a different color.
The salmon compete for a mate.
The female uses her tail to make a nest in the gravel and lays her eggs. The male fertilizes the eggs and covers them with pebbles.
Lesson 5 – Activity #2

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To make... trace salmon pattern...

Cut out of cardboard and pin to felt

Salmon Pattern Head

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Let’s Make a Fish Trap

Materials Needed
9 - brown chenille stems per student
1- silver or other salmon colored chenille stems
Scissors

<table>
<thead>
<tr>
<th>9 chenille stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut three chenille stems in half.</td>
</tr>
<tr>
<td>Hook the chenille stems around a long stem in a pattern. One short, then one long.</td>
</tr>
<tr>
<td>Bend the long stem into a circle and twist the ends together.</td>
</tr>
</tbody>
</table>
| Make a ring with a short chenille stem. Twist ends together. 
Lay out model with long stems spread out like a sunray.
Bring the short rays to the center and twist around small ring.
Bring the long rays together around the inner funnel and twist the ends together to finish the fish trap. |
Cut silver chenille stem in thirds. Form into the shape of a salmon to put inside your trap.

Alaska State Museum
Juneau, Alaska
The Tlingit Way: How to Treat Salmon

Name _____________________________

Date ________________________________

Alaska Bilingual Education Center, 3-75-500
Juneau School District, Indian Studies Program Curriculum, 1986

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This story tells some of the special ways the Tlingits treated salmon, and some of the ways they knew to avoid insulting the salmon. These were things that all children had to learn when they were growing up. The children learned by watching and listening to their parents and uncles and aunts and grandparents, and they remembered everything that these relatives told them. They had to—it was a matter of life and death! Then, when the children grew up, they passed on all these rules, and many more, to their own children.
The harpoon head was made of bone. It rested in a notch at the end of the wooded spear handle. A rope made of spruce roots or kelp was tied to the harpoon head at one end and to the handle at the other.

When a salmon was harpooned, the fisherman held on to the rope. The harpoon head came loose from the handle, and stuck in the salmon. The fisherman let the salmon swim around on the end of the rope, and when it became tired, the man pulled the fish to shore.
If the men were fishing in a silty glacial stream and couldn't see anything in the water, they used a long gaff hood to catch the salmon.

The handle of the gaff hook was made of a straight stick, and the hook was made of sharpened bone.
The men built the trap. Then they placed it across the stream with the opening facing downstream.

As the salmon swam upstream to their spawning grounds, they were guided to the opening of the trap. They swam into it, but could not find their way out.
When the trap was full, it was hauled out of the water and the salmon were taken to the women to clean.

After a man caught a salmon, he sang to it, explaining why he had killed it. The song might say something like this:

"Why did I kill that fish?
I need it to each.
My family at home is hungry--
I didn't kill it for nothing.
Forgive me."
Preparing Salmon

The women liked to be together when they were cleaning and smoking salmon. They stayed close to the campsite, and talked and laughed as they worked. They had to work quickly to clean the fish before they spoiled. The children helped them—some helped to clean fish, others helped by babysitting for their younger brothers and sisters.

Each woman had a large cutting board made of cedar or spruce wood for cleaning the fish. She put this on the ground, and put the fish she was going to clean on the board with its head pointed upstream. The fish's head always had to point upstream, for at the head of the stream it would spawn, and its soul would be born again in the body of another fish. The woman herself sat on the ground facing downstream, with her side, not her face, towards the water.

To clean the fish, the woman would cut off its head and make a cut down the fish's belly to clean the guts out. Then she cut the fish almost in two along the backbone and pulled the backbone and ribs out. She cut slits in a special pattern in the meat. Each woman cut her own special design in the fish for her family. That way, she could tell which fish were hers after they were dried along with everyone else's salmon in the big smokehouse.
She saved the fish eggs to dry or smoke.

The women were very careful to take care of the bones, head and guts of the salmon. In some parts of Lingít Aanę́, the women burned all of the left-over parts of the salmon after they cleaned it. In other areas, they threw them into the stream. This was one of the things which the salmon demanded of human beings. Otherwise, the fish would not be reborn and the people would starve.
There was usually one big smokehouse at summer fish camp. Sometimes people lived in the smokehouse, and other times they lived in tents or small huts and only used the smokehouse for drying fish.

The door of the smokehouse faced the river or stream. Sticks to hold the drying salmon hung across the house, in the same direction as the river. When a woman put her salmon on these sticks, she made sure that the front end of the salmon was heading upstream.
The fire for smoking the fish was made of alder wood and cotton wood. It was not allowed to get too hot, because then the fish would cook and the meat would fall off the skins into the fire. Every night the fire was smothered, and every morning it was started again.

The women had to pay close attention to the salmon they were smoking. The fish had to be moved around so they would not spoil, and had to be checked to see if they were drying evenly all the way through.

After about a week the smoking would be finished, and the women would take their fish down from the sticks.

They stacked the dried fish together, packed them all between two boards, and put them in a wooden box. The fish were stored in the box until later in the year when the family was ready to eat them.
Smoking Salmon
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Lesson 1

Vocabulary
1. Salmon boy’s true name: Aak’w taatseen
2. Salmon boy’s new name: Shanyaak’utlaax
3. A Tlingit raven clan: Kiks.ádi
4. A Tlingit story teller: Deikeenáa
5. A Kiks.ádi summer village near Sitka: Daxét
6. salmon: xáat
7. seagull: kéidladi
8. snare: dáas’aa
9. salmon people: xáat kwáani
10. respect: át yaa awunéi

Lesson 2

Vocabulary
11. tree: aas
12. sand, gravel: l’éiw
13. rock: té
14. river: nadaayí héen

Phrases
15. Where do salmon live? Goox’ sáwé kuna.eich wé xáat?
17. What is in a salmon’s home? Daa só a yei yatee wé xáat neitleex’?
18. There are trees. Wéidu aas.
19. There is sand, gravel. Wéidu l’éiw.
20. There are rocks. Wéidu té.
21. There is water. Wéidu héen.
23. One sockeye. Tleix’ gaat.
24. Two sockeye. Déi x gaat.
27. Five sockeye. Keijin gaat.
29. Seven sockeye. Daxadooshí gaat.
Lesson 3
Vocabulary
33. king salmon t’á
34. sockeye salmon gaat
35. coho salmon l’ook
36. dog salmon t’él
37. humpy salmon cháas

Phrases
38. What do you see? Daa sá iyátéen?
39. I see a salmon. (Xaat) xaatéen.
40. I see a king salmon. (T’á) xaatéen.
41. I see a sockeye salmon. (Gaat) xaatéen.
42. I see a coho salmon. (L’ook) xaatéen.
43. I see a dog salmon. (Téel’) xaatéen.
44. I see a humpy salmon. (Cháas’) xaatéen.
45. Cut out the picture. Adax kei xaash wé at yahaayí.
46. Tape the stick to the paper. Wé x’úx’ kaax’kalas’eix’w wé kaas’.
47. Write your name on the salmon. Wé xaat kaax kashaxít i saayí.
48. Salmon Song Xaat daa sheeyí.
   We are walking along. Aadei yaa ntoo.aat
   What do you see? Daa sá iyátéen?
   Daa sá iyátéen?
   Daa sá iyátéen?
   Daa sá iyátéen?
   I see a coho salmon Wé l’ook xaateen.
   It lives in the water. Heen taak yei yatee
   The big coho. We l’ook tléin.

Lesson 4
Vocabulary
49. ocean éil’ tléin
50. river nadaayí héen
51. redd/salmon nest xaat kúdi
52. salmon eggs xaat kahágú
53. hatch a toonáx yoot uwa.át
54. baby salmon xaat yát’í

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Phrases
55. Salmon life cycle          Xáat kusteeyí
56. The ocean is salmon habitat. Xáat aani dwé éil' tléin.
57. Salmon swim back to where they were hatched to lay eggs. Aa hás wuxanexidi yéix' kúx has yadaéich.
58. The salmon lays her eggs in a stream. Nadaayí heenyíx' hás du kúdi káa yéis a.éix has du kaháagu.
59. The baby salmon swim back to the ocean. Xáat yátx'i éil' tlein kaadéi yóo yaa.héínk.

Lesson 5
Vocabulary
60. its head a sháayí
61. its cheek a wáshi
62. its eyes a waagi
63. its mouth a x'éíyi
64. its gills a x'éix'u
65. its scales a kajeigí
66. its dorsal fin a litkato'awi
67. its pectoral fin a t'aawú
68. its pelvic fin a daa s'aaqí
69. its tail a koowú

Phrases
70. Let's learn about the external parts of a salmon. Sh toox tooltoow yá xáat daa.ádi daat át.
71. This is its (tail). (A koowú) áyá.

Lesson 6
Vocabulary
72. its heart a téix'i
73. its liver a tl'óogi
74. its eggs a kaháagu
75. its milt a tl'éili
76. its gall bladder a yik téiýi
77. its air sac a keili
78. its stomach a yoowú

Phrases
79. Let's learn about the internal parts of a salmon. Sh toox tooltoow yá xáat yik.ádi daat át.
80. This is its (heart). (A téix') áyá.
Lesson 7

Vocabulary

81. fishing spear áadaa
82. seine net geiwú
83. dip net digaa
84. fish trap shaal
85. rock fish weir óot'

Phrases

86. Let's go fishing. Asteix naxtookúx.
87. I used a (fishing spear) to catch fish. (Áadaa)teen áwé xáat shaxatléikw.
88. I used a (seine net) to catch fish. (Geiwú)teen áwé xáat shaxatléikw.
89. I used a (dip net) to catch fish. (Digaa)teen áwé xáat shaxatléikw.
90. I used a (fish trap) to catch fish. (Shaal)teen áwé xáat shaxatléikw.
91. I used a (rock fish weir) to catch fish. (Óot')teen áwé xáat shaxatléikw.

Lesson 8

Vocabulary

92. respect át yaa awunéi
93. salmon spirit xáat yeigi
94. salmon xáat
95. its head a sháayi
96. its guts/insides a yik.ádi
97. upstream nandé héen

Phrases

98. Where is its head? Goosú wé a sháayi?
100. Return the insides to the river. Héen yix' a kúx yei sanéi a yik.ádi.

Lesson 9

Vocabulary

101. water héen
102. salt éil'
103. potato k'únts'
104. tub kaast
105. papertowel x'úx' jigwéinaa
106. smokehouse at x'aan hídi
107. firewood gán
108. wood chips kayeixtáagu
109. smoke s'eik
Phrases

110. Let's smoke salmon.
111. We’ll need (water).
112. We’ll need (salt).
113. We’ll need a (potato).
114. We’ll need a (tub).
115. We’ll need (paper towels).
116. fish strips

Lesson 10

Vocabulary

117. salmon
118. smoked salmon
119. bowl
120. spoon
121. stir/mix
122. eat

Phrases

123. Let’s mix together salmon spread.
124. We’ll mix it in a bowl.
125. We’ll mix it with a spoon.
126. We’ll mix fish & mayonaise together.
127. Let’s eat!

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