

## Origin of the Killer Whale

from John Swanton, *Tlingit Myths & Texts*

## Mosquito

As told by Robert Zuboff, *Haa Shuká*,  
*Tlingit Oral Narratives*, Nora Marks  
Dauenhauer and Richard Dauenhauer

## Tlingit Renaissance

From *Life Woven with Song*, by Nora  
Marks Dauenhauer



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2009

# High School Literature

## BOOK 3

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# Table of Contents

Origin of the Killer Whale . . . . . 9

*from John Swanton, Tlingit Myths & Texts*

Mosquito . . . . . 107

*As told by Robert Zuboff, Haa Shuká, Tlingit Oral Narratives,  
Nora Marks Dauenhauer and Richard Dauenhauer*

Tlingit Renaissance . . . . . 203

*From Life Woven with Song, by Nora Marks Dauenhauer*





# Literature





# Introduction

## The Developmental Language Process

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.

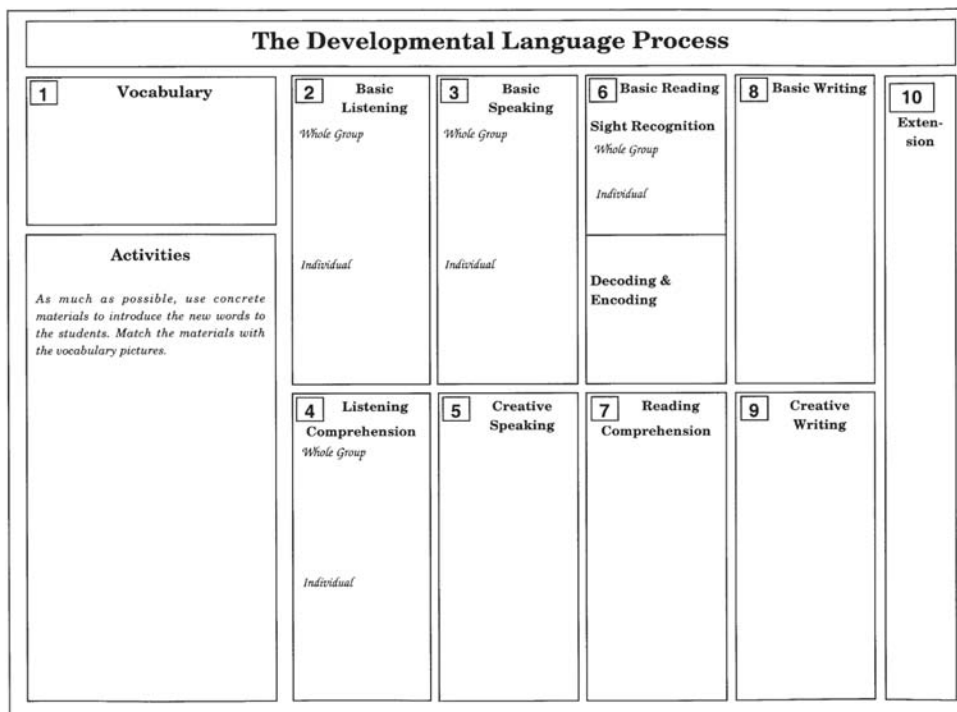
As more language goes into the children's long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.



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:



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.





The background of the entire page is a complex, abstract artwork. It consists of numerous overlapping, semi-transparent shapes in various colors, including deep blues, vibrant reds, bright greens, and earthy browns. Some of these shapes contain intricate, concentric patterns that resemble traditional indigenous designs, such as the 'oww' symbol seen in the top-left fragment. The overall effect is a rich, layered composition that suggests depth and complexity.

# Origin of the Killer Whale

from John Swanton,  
*Tlingit Myths and Texts*





# Alaska State Literature Standards Used in the Process

## Origin of the Killer Whale

*From John Swanton, Tlingit Myths and Texts, 1909*

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

hemlock		any of a genus of evergreen trees related to the pines
succession		a repeated following of one person or thing after another
inlet		a small or narrow bay
caste		a division of society based upon differences of wealth, rank, or occupation
conceal		to hide from sight
bough		a branch of a tree; especially a main branch
proved		to turn out, especially after trial or test
quantity		an amount or number
pursued		to follow in order to catch up with and seize
approach		to come near or nearer
entrails		internal organs
skids		a log or plank for supporting something (as above the ground)
projected		to throw forward
enable		to make possible, practical, or easy





# 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. Show students the pictures and speak each vocabulary word. Continually repeat the vocabulary words to the students as you go through the process.
2. Sequence Match - pg. 81 - Number flash cards 1-3. Line up the DLP pictures on the board. Say three sequences of three vocabulary words in different order. Students should hold up the number of the correct sequence that is on the board.

## **BASIC SPEAKING**

1. Illustration Build-Up - pg 104 - Point to two of the illustrations. Students should say the vocabulary words. Keep pointing and adding another word until students lose track of sequence.
2. Disappearing Illustrations -pg 96 - Hang five or six illustrations on the board, vertically. Point to the top picture and students should name it. Continue this way until the students have named all of the illustrations from top to bottom. Remove the last illustration, but continue to say the word as you repeat the words.

## **LISTENING COMPREHENSION**

1. The Revealing Illustration - pg 129 – Mount all illustrations on the board. Students close their eyes. Cover one illustration with a sheet of paper. Students open their eyes. Slowly uncover the picture until students can name illustration.

## **CREATIVE SPEAKING**

1. High Card Draw - pg 145 - Each student gets a playing card. Two students should show their cards. The student with the highest card has to say a sentence using the vocabulary word that the teacher points to. Continue and switch cards as often as needed.



# Basic Reading

## Sight Recognition

1. Funnel Words - pg 161 - Group students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, and chalkboards around the room. Say one of the sight words. The students with the funnel look through them to locate the words. The first student to do this correctly wins. Repeat until all students have played.

2. Student Support Materials

## **READING COMPREHENSION**

1. Sentence Halves - pg 209 - Write sentences related to the concept and including the sight words. Cut each sentence in half. Mix all pieces up and mount on board. Number each sentence half. Each student should have paper and pen. Students should write down the sentence numbers that go together. More than one sentence combination may work.

## **BASIC WRITING**

1. Use the activity pages from the Student Support Materials.

2. Write one definition for each word.

## **CREATIVE WRITING**

1. Use the activity pages from the Student Support Materials.

2. Make sentences with words missing. Students complete orally or written.







The page features a decorative border at the top and bottom. The top border consists of a row of pearls above a line of large, diamond-encrusted letters. The bottom border consists of a row of pearls above a line of large, diamond-encrusted letters. The background is white with scattered diamond-encrusted letters.

STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations





An illustration of evergreen branches and a pine cone.	An illustration of three people in red costumes dancing on a stage.	An illustration of a lake with mountains in the background.	An illustration of a woman in a colorful, multi-layered dress.
An illustration of a man's face with a beard and a hat.	An illustration of two evergreen trees in a yellow frame.	An illustration of a group of people sitting in a wooden boat.	An illustration of a man holding a fork and a knife next to a large cake with many lit candles.
An illustration of a man in a blue suit sitting on a green patch of grass with a dog.	An illustration of a man in a green shirt and hat running.	An illustration of a pink brain.	An illustration of a yellow log cabin on stilts.
An illustration of a boy in a green shirt and blue pants holding a football.	An illustration of a woman and a man looking at a large map.		







STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages



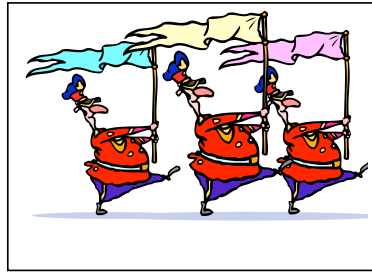




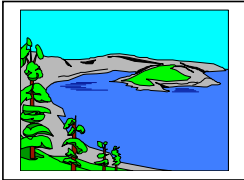
Highlight/circle the correct word to match the picture.



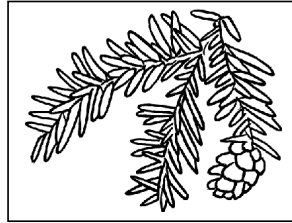
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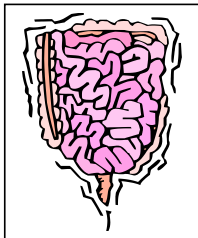
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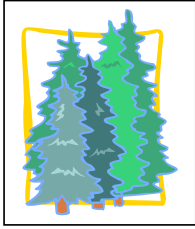
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 oaingienableturhdafaeikbltjgowgaqwraapproach











Activity Page 1

Match the word halves to create the proper vocabulary word.

pro	ste
sk	ceal
succe	sued
entr	lock
ca	ssion
in	ected
quan	able
con	ved
pur	tity
hem	gh
en	oach
appr	ids
bou	ails
proj	let



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.

lock	hem
------	-----

able	en
------	----

sion	suc	ces
------	-----	-----

let	in
-----	----

su	pur	ed
----	-----	----

ceal	con
------	-----

proach	ap
--------	----

trail	en
-------	----

ty	ti	quan
----	----	------

ca	e	st
----	---	----

ject	pro	ed
------	-----	----

gh	bo	u
----	----	---

ov	ed	pr
----	----	----

ki	s	ds
----	---	----





## Activity Page 3

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

___roach	s___ess___n
i___et	cas___
pro___ed	s___s
___oved	bo___
h___lock	___ceal
en___e	p___sued
___rails	qua___ty



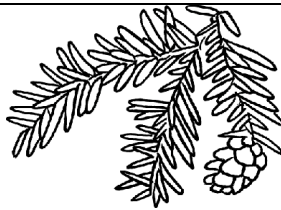
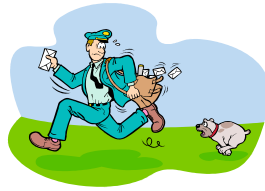


STUDENT SUPPORT MATERIALS

# Basic Writing









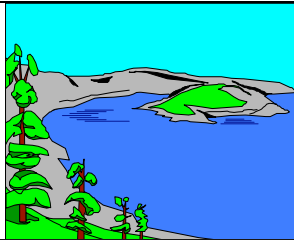
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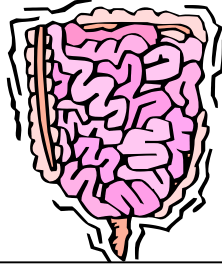


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STUDENT SUPPORT MATERIALS

# Creative Writing







Write a complete sentence containing the vocabulary.

conceal

---

pursued

---

skids

---

inlet

---

quantity

---

succession

---

entrails

---

caste

---

projected

---

approach

---

hemlock

---



enable

---

proved

---

bough

---





STUDENT SUPPORT MATERIALS

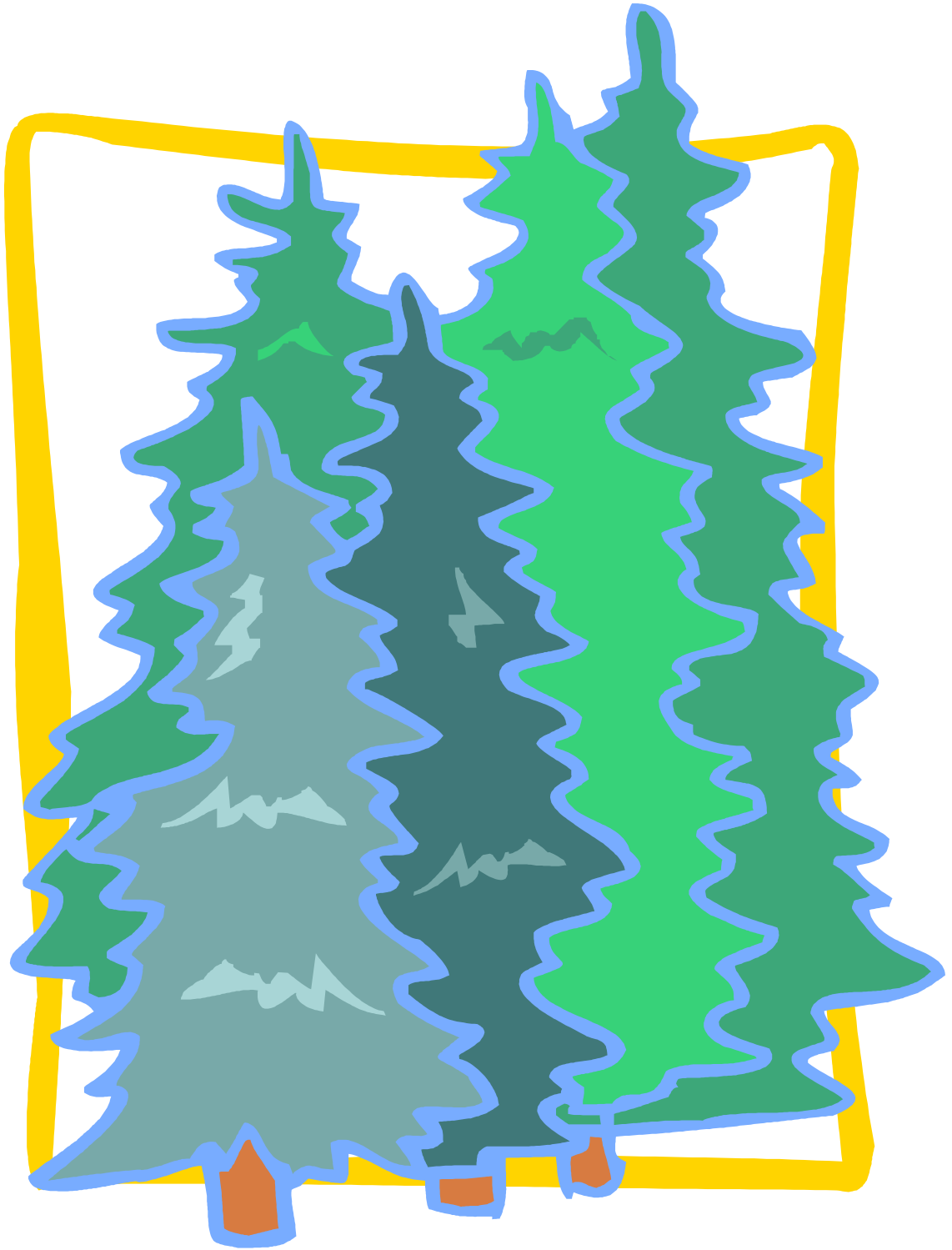
# Large Vocabulary Illustrations







hemlock

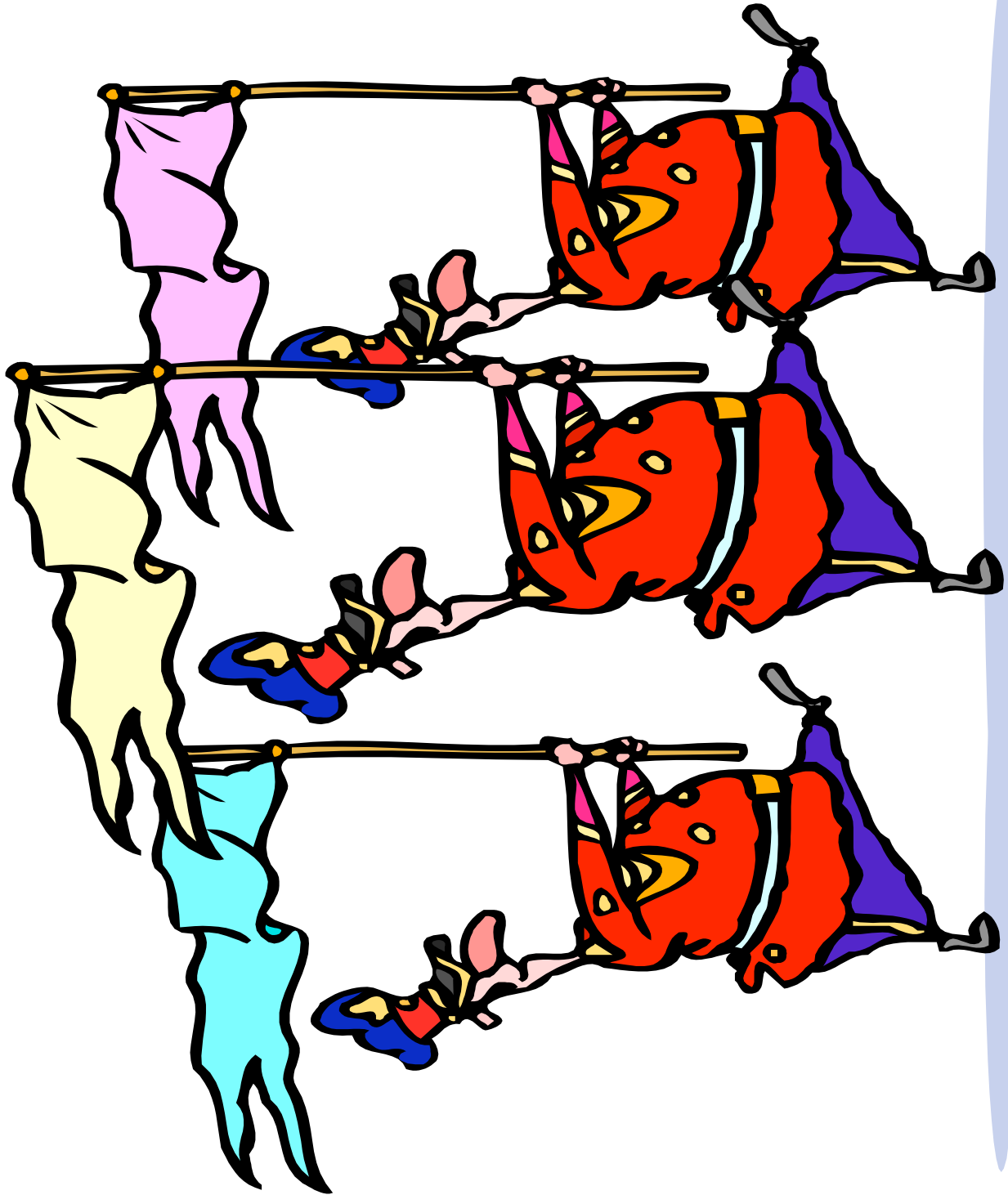








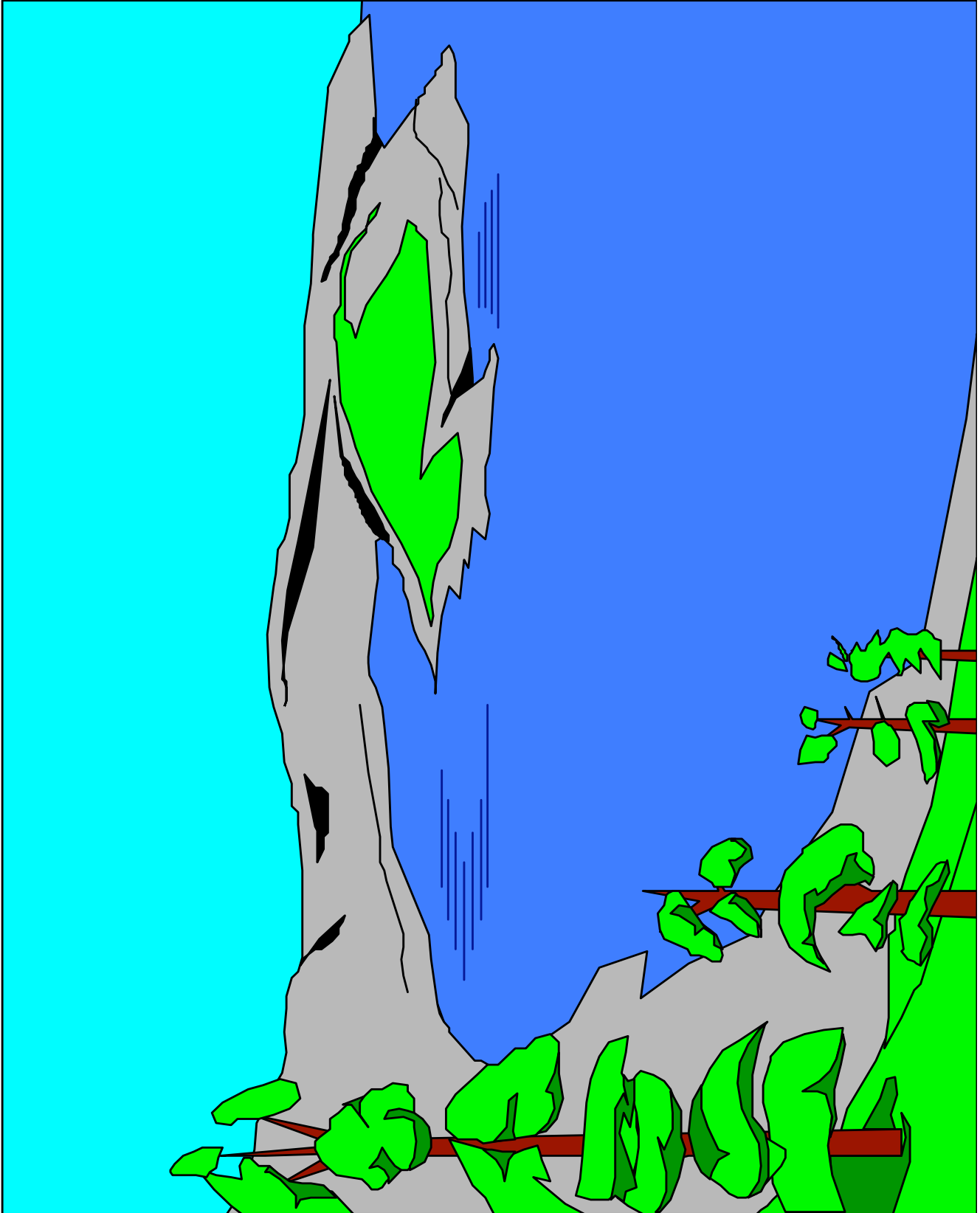
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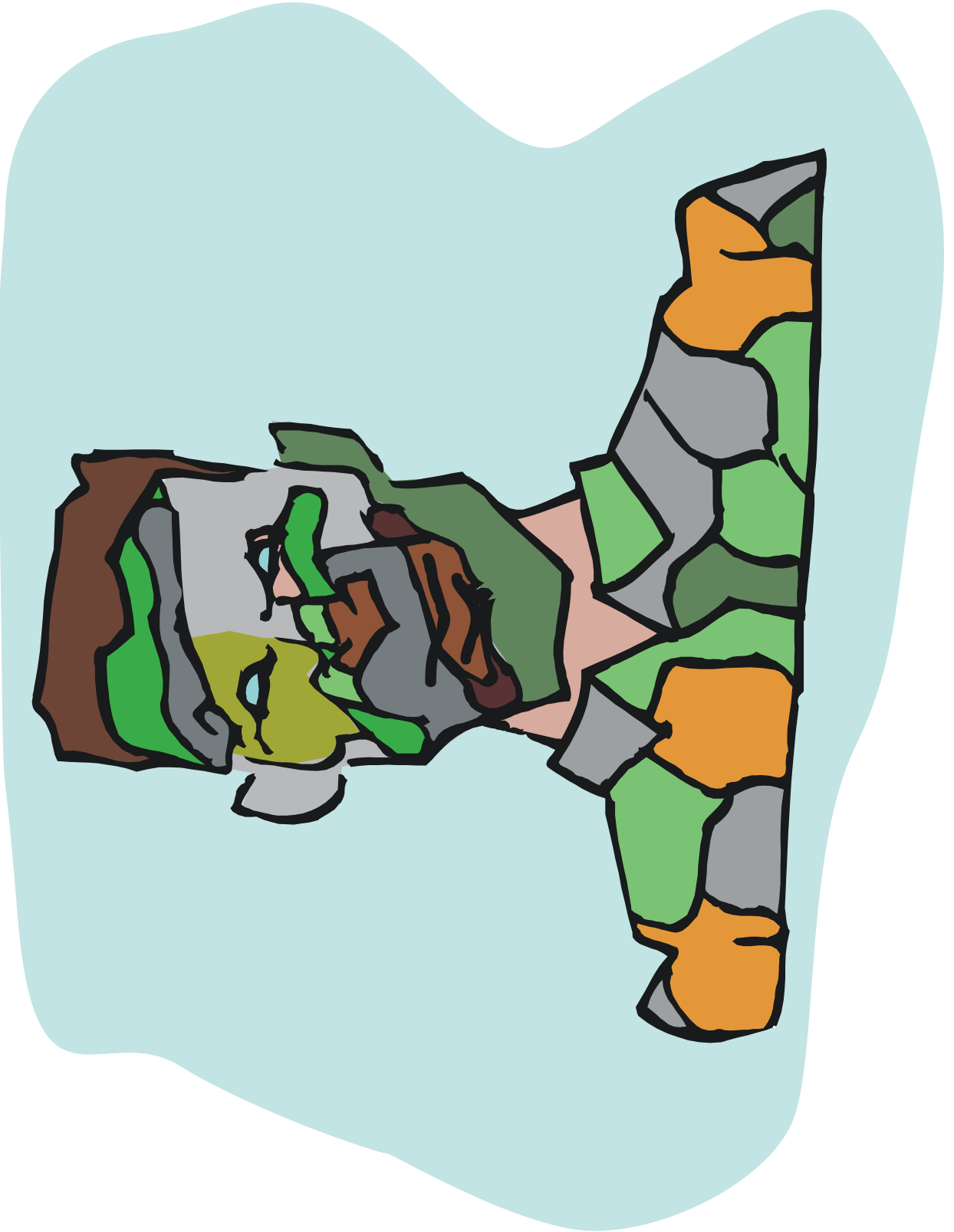
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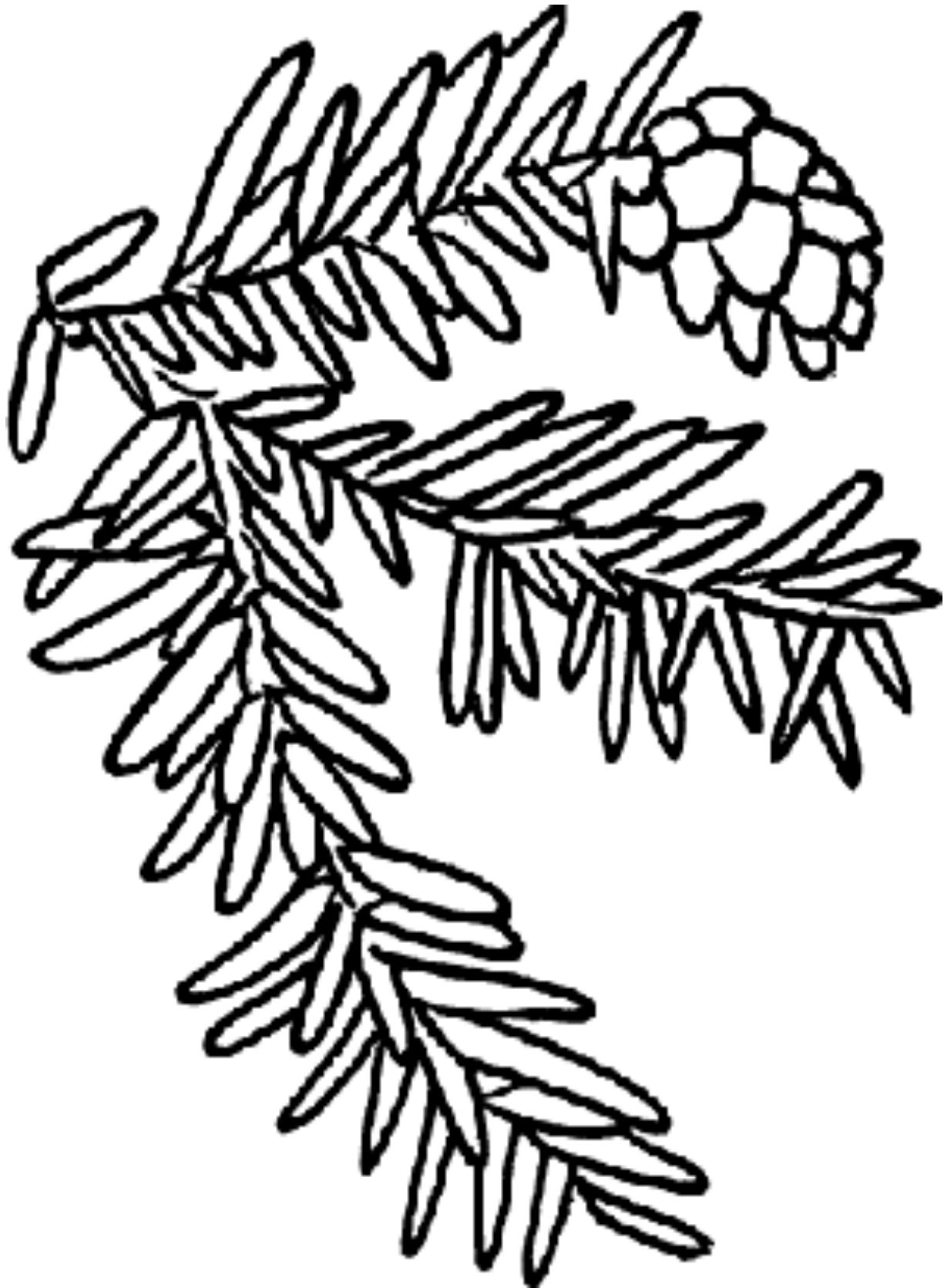








bough







proved







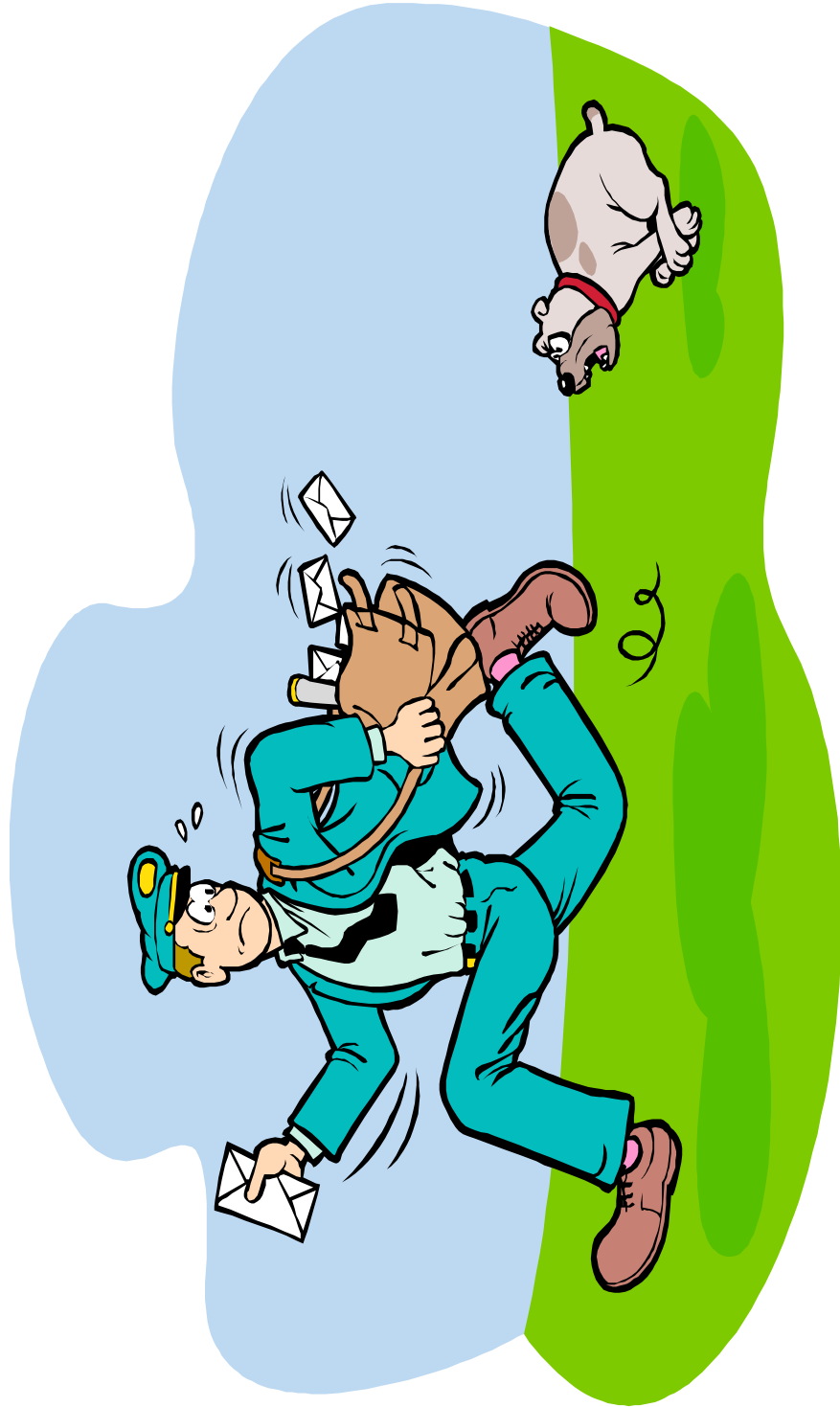
quantity







pursued









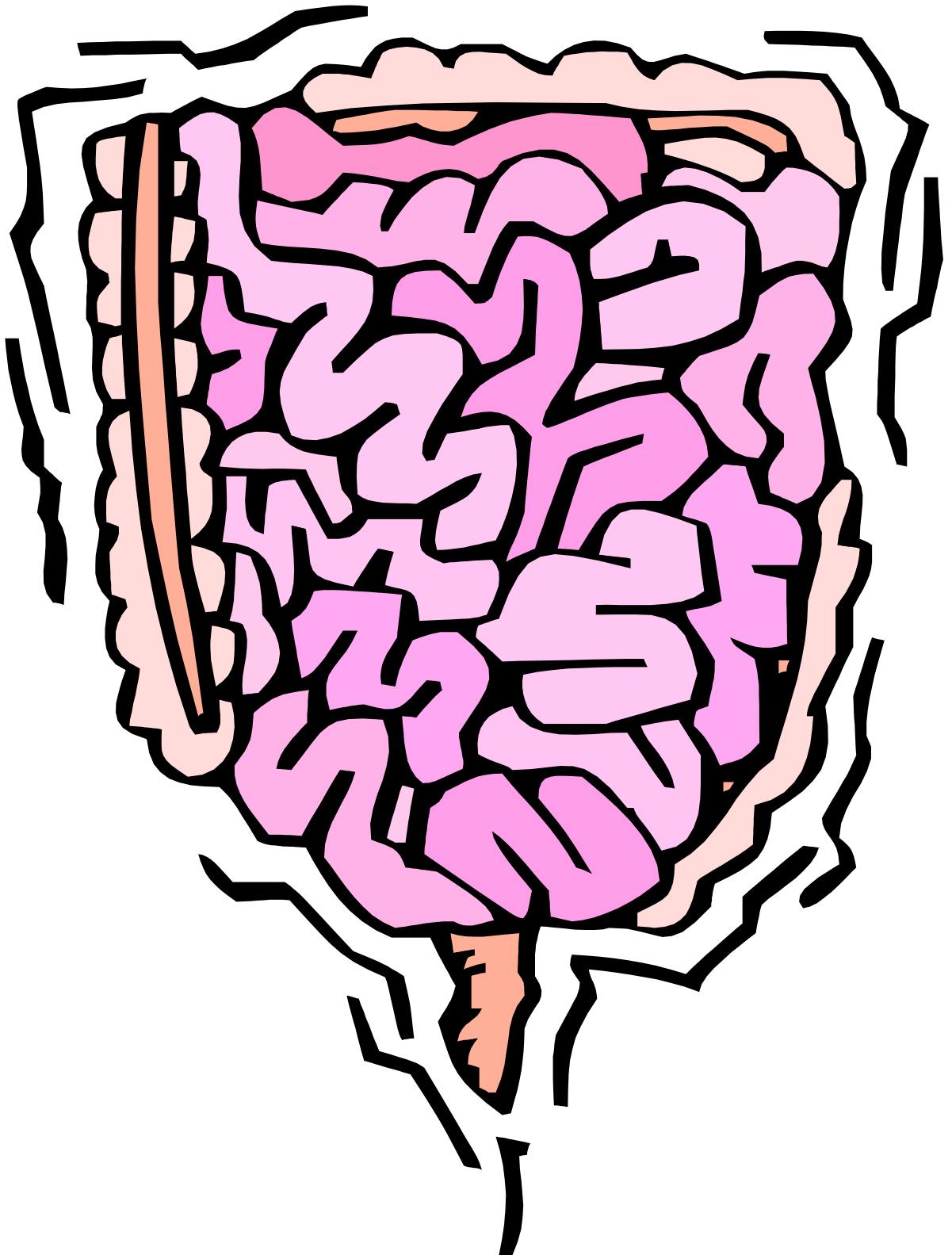
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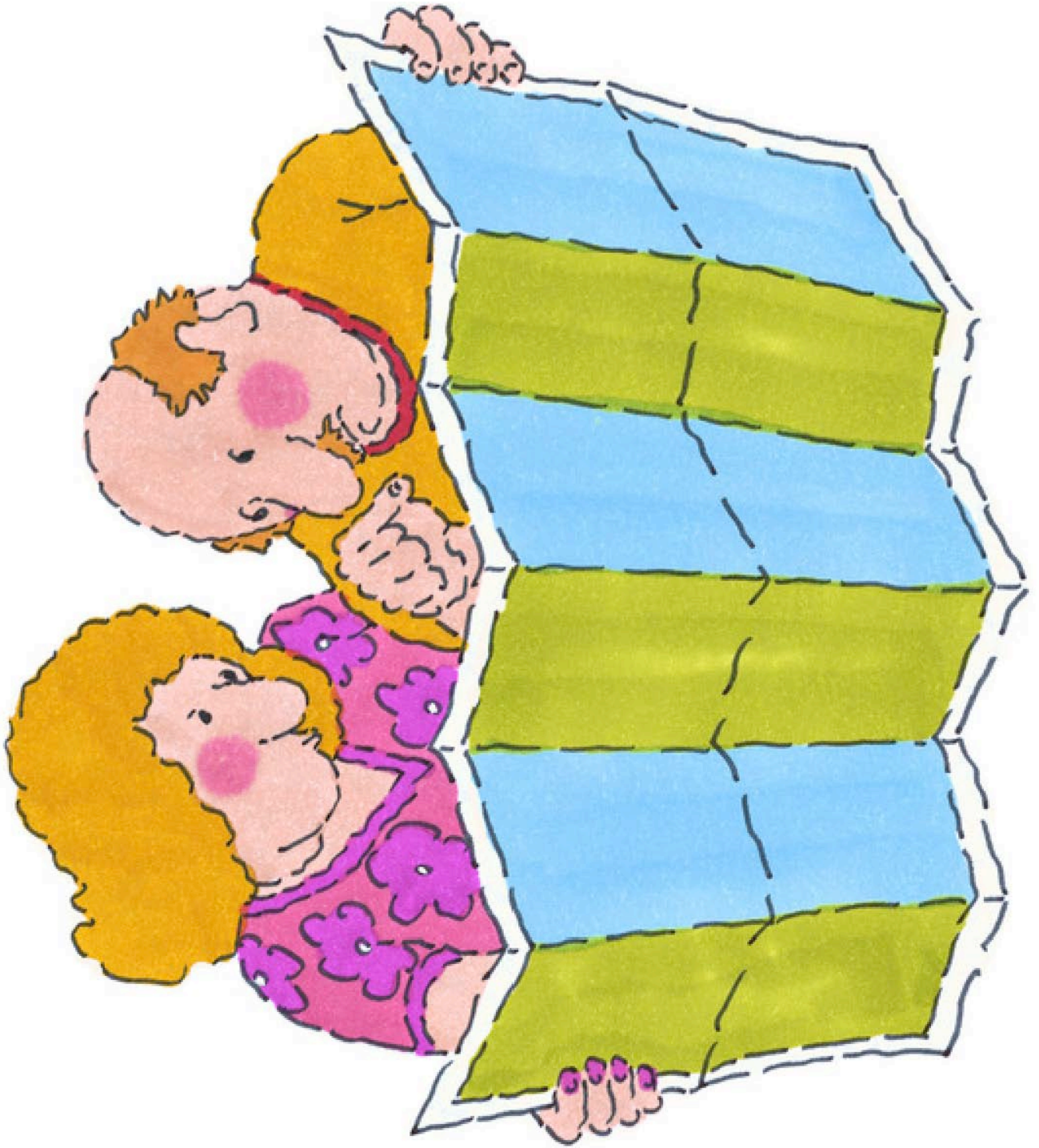








enable







STUDENT SUPPORT MATERIALS

# Word Wall







hermlock

SUCCESSION





inlet

caste





conceal

bouglh





proved

quantity





pursued

approach





entrails

skids



projected

enable







# Story





#### 4. ORIGIN OF THE KILLER WHALE

A man named Naatsilanéi, belonging to the Tsaagweidi (Seal people), made killer whales. He first tried to carve them out of red cedar, then out of hemlock, then out of all other kinds of wood in succession. He took each set of figures to the beach and tried to make them swim out, but instead they floated up on the surface. Last of all he tried yellow cedar, and was successful.

He made these of different sorts. On one he marked white lines with Indian chalk from the corners of its mouth back to its head. He said, "This is going to be the white-mouthed killer whale." When he first put them into the water he headed them up the inlet, telling them that whenever they went up to the heads of the bays they were to hunt for seal, halibut, and all other things under the sea; but he told them not to hurt a human being. When you are going up the bay, people will say to you, "Give us something to eat." Before this people did not know what the killer whale is.

Another thing people did not know was that the killer whale could go ashore and camp. One time a man married a high-caste woman and went up to the head of a certain bay with her, because he knew that the killer whales always went there. On the way they saw a camp fire blazing upon the shore. There were killer whales encamped here, but he thought they were human beings and landed to see them. When they got close in, he jumped into the water to urinate. All at once the killer-whale chief said, "I feel people's looks. Go outside and look on the beach." But, when they saw him urinating, they started off, leaving their camp just as it was, jumped into the water, and swam away.

Then he went up to the camp with his wife, and they saw all kinds of food there. His wife said, "It is lucky that we came across this;" and after awhile the man said, "Let us cook some, my wife." Then the woman took her cooking basket and put some water into it. Presently she said, "Way out there is a canoe coming." It was a black canoe. She said, "We better leave this alone until the canoe comes so that we can invite them to eat with us." Her husband said, "All right." By and by his wife said, "What is the matter? To my eyes it does not appear like a canoe. It is too black." It was really a young killer whale, under which the other killer whales were swimming to make it appear like a canoe. When the supposed canoe reached land, the whales rushed ashore, seized the woman, who had concealed herself behind her husband, and carried her down to the sea. They took her away because her husband had taken their provisions. This time, when the killer whales rose again, instead of appearing like only one canoe, they came up out of the water thick everywhere and began to swim down the bay very fast. Meanwhile the husband went down to his canoe, got in, and paddled after them along the shore. But, when they came to a high cliff where the water went down deep, all the whales suddenly dived out of sight.

Now the man climbed to the top of this cliff, fastened a bough to his head and another slim spruce bough around his waist, filled the space inside of his shirt with rocks, and jumped into the ocean at the spot where his wife had disappeared, falling upon a smooth, mossy place on the bottom. When he awoke, he arose, looked about, and saw a long town



near by. He entered the last house, which **proved** to belong to the chief of the shark people.

In this house he saw a man with a crooked mouth peeping out at him from behind a post. A long time before, when he had been fishing, a shark had cut his line and carried off the hook, and it was this hook that now peeped out at him. He said, "Master, it is I. When your line broke, they took me down here and have made me a slave."

Then he said to the shark chief, "Is there any news in this town?" and he replied, "Nothing especial in our town, but right across from us is the killer-whales' town, and recently we heard that a woman had been captured there and is now married to the killer whale chief." Then the shark chief continued: "The killer-whale chief has a slave who is always chopping wood back in the forest with a stone ax. When you come to him, say within yourself, 'I wish your stone ax would break.' Wish it continually." So the shark instructed him.

Then he went over to the killer-whale town, and, when the slave's ax did break, he went up to him and said, "I will help you to fix that stone ax if you will tell me where my wife is." So he began to fix it in place for him. It was the only stone ax in the killer-whale tribe. Then the slave said, "I always bring wood down and make a fire in the evening, after which my master sends me for water. When you see me going after water, come to the door and wait there for me. As soon as I come in I am going to push over the fire. At the same time I am going to empty the water into it so as to make a **quantity** of steam. Then rush in and carry out your wife."

The man followed these directions and started away with his wife. Then his halibut hook shouted, "This way, my master, this way." So he ran toward the shark people's town, and they **pursued** him. Now the killer whales attacked the shark people because they said that the sharks had instructed him what to do, and they killed many sharks.

In return the sharks began to make themselves strong. They were going out again to fight the killer whales. They went to some rocks and began sharpening their teeth. Then they began the battle, and whenever the killer whales **approached**, the sharks would run against their bellies and rip them open, letting out their **entrails**. The whole bay was full of killer whales and sharks. What happened to the woman is not told.

When the killer-whale tribe starts north the seals say, "Here comes another battle. Here come the warriors." They say this because the killer whales are always after seals. Killer whales are of different kinds, and the one that always swims ahead is the red killer whale, called "killer-whale-spear" (Kéet eeshaank'í). It was so named by the man who made these animals because he shaped it long and slender. The Tsaagweidi, to which this man belonged, are a branch of the Daḵlaweidí; therefore the Daḵlaweidí are the only people who make the killer whale their emblem.

On their way to us the first killer whales came into a bay called Kutséil after Tséil, the first man who came to that bay. They encamped at its head and the day after began



digging into the cliff. The land there is not very high, so they were soon through, laid **skids** down, and carried their canoes across. Some people watched them. The killer whales always used to cross at the place where they laid down these **skids**, and now people cross there. It is called Killer-whale-crossing place (Kîtgû'nî), but is now overgrown with trees and underbrush.

[This place is said to be on the north arm of Tenakee Bay, where a canal has been **projected** to **enable** boats to reach Huna more easily.]





# Story with Closure





#### 4. ORIGIN OF THE KILLER WHALE

A man named Naatsilanéi, belonging to the Tsaagweidi (Seal people), made killer whales. He first tried to carve them out of red cedar, then out of \_\_\_\_\_, then out of all other kinds of wood in \_\_\_\_\_. He took each set of figures to the beach and tried to make them swim out, but instead they floated up on the surface. Last of all he tried yellow cedar, and was successful.

He made these of different sorts. On one he marked white lines with Indian chalk from the corners of its mouth back to its head. He said, "This is going to be the white-mouthed killer whale." When he first put them into the water he headed them up the \_\_\_\_\_, telling them that whenever they went up to the heads of the bays they were to hunt for seal, halibut, and all other things under the sea; but he told them not to hurt a human being. When you are going up the bay, people will say to you, "Give us something to eat." Before this people did not know what the killer whale is.

Another thing people did not know was that the killer whale could go ashore and camp. One time a man married a high-\_\_\_\_\_ woman and went up to the head of a certain bay with her, because he knew that the killer whales always went there. On the way they saw a camp fire blazing upon the shore. There were killer whales encamped here, but he thought they were human beings and landed to see them. When they got close in, he jumped into the water to urinate. All at once the killer-whale chief said, "I feel people's looks. Go outside and look on the beach." But, when they saw him urinating, they started off, leaving their camp just as it was, jumped into the water, and swam away.

Then he went up to the camp with his wife, and they saw all kinds of food there. His wife said, "It is lucky that we came across this;" and after awhile the man said, "Let us cook some, my wife." Then the woman took her cooking basket and put some water into it. Presently she said, "Way out there is a canoe coming." It was a black canoe. She said, "We better leave this alone until the canoe comes so that we can invite them to eat with us." Her husband said, "All right." By and by his wife said, "What is the matter? To my eyes it does not appear like a canoe. It is too black." It was really a young killer whale, under which the other killer whales were swimming to make it appear like a canoe. When the supposed canoe reached land, the whales rushed ashore, seized the woman, who had \_\_\_\_\_ herself behind her husband, and carried her down to the sea. They took her away because her husband had taken their provisions. This time, when the killer whales rose again, instead of appearing like only one canoe, they came up out of the water thick everywhere and began to swim down the bay very fast. Meanwhile the husband went down to his canoe, got in, and paddled after them along the shore. But, when they came to a high cliff where the water went down deep, all the whales suddenly dived out of sight.

Now the man climbed to the top of this cliff, fastened a \_\_\_\_\_ to his head and another slim spruce \_\_\_\_\_ around his waist, filled the space inside of his shirt with rocks, and jumped into the ocean at the spot where his wife had disappeared, falling upon a smooth, mossy place on the bottom. When he awoke, he arose, looked



about, and saw a long town near by. He entered the last house, which \_\_\_\_\_ to belong to the chief of the shark people.

In this house he saw a man with a crooked mouth peeping out at him from behind a post. A long time before, when he had been fishing, a shark had cut his line and carried off the hook, and it was this hook that now peeped out at him. He said, "Master, it is I. When your line broke, they took me down here and have made me a slave."

Then he said to the shark chief, "Is there any news in this town?" and he replied, "Nothing especial in our town, but right across from us is the killer-whales' town, and recently we heard that a woman had been captured there and is now married to the killer whale chief." Then the shark chief continued: "The killer-whale chief has a slave who is always chopping wood back in the forest with a stone ax. When you come to him, say within yourself, 'I wish your stone ax would break.' Wish it continually." So the shark instructed him.

Then he went over to the killer-whale town, and, when the slave's ax did break, he went up to him and said, "I will help you to fix that stone ax if you will tell me where my wife is." So he began to fix it in place for him. It was the only stone ax in the killer-whale tribe. Then the slave said, "I always bring wood down and make a fire in the evening, after which my master sends me for water. When you see me going after water, come to the door and wait there for me. As soon as I come in I am going to push over the fire. At the same time I am going to empty the water into it so as to make a \_\_\_\_\_ of steam. Then rush in and carry out your wife."

The man followed these directions and started away with his wife. Then his halibut hook shouted, "This way, my master, this way." So he ran toward the shark people's town, and they \_\_\_\_\_ him. Now the killer whales attacked the shark people because they said that the sharks had instructed him what to do, and they killed many sharks.

In return the sharks began to make themselves strong. They were going out again to fight the killer whales. They went to some rocks and began sharpening their teeth. Then they began the battle, and whenever the killer whales \_\_\_\_\_, the sharks would run against their bellies and rip them open, letting out their \_\_\_\_\_. The whole bay was full of killer whales and sharks. What happened to the woman is not told.

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[This place is said to be on the north arm of Tenakee Bay, where a canal has been \_\_\_\_\_ to \_\_\_\_\_ boats to reach Huna more easily.]





# Student Story





#### 4. ORIGIN OF THE KILLER WHALE

A man named Naatsilanéi, belonging to the Tsaagweidi (Seal people), made killer whales. He first tried to carve them out of red cedar, then out of hemlock, then out of all other kinds of wood in succession. He took each set of figures to the beach and tried to make them swim out, but instead they floated up on the surface. Last of all he tried yellow cedar, and was successful.

He made these of different sorts. On one he marked white lines with Indian chalk from the corners of its mouth back to its head. He said, "This is going to be the white-mouthed killer whale." When he first put them into the water he headed them up the inlet, telling them that whenever they went up to the heads of the bays they were to hunt for seal, halibut, and all other things under the sea; but he told them not to hurt a human being. When you are going up the bay, people will say to you, "Give us something to eat." Before this people did not know what the killer whale is.

Another thing people did not know was that the killer whale could go ashore and camp. One time a man married a high-caste woman and went up to the head of a certain bay with her, because he knew that the killer whales always went there. On the way they saw a camp fire blazing upon the shore. There were killer whales encamped here, but he thought they were human beings and landed to see them. When they got close in, he jumped into the water to urinate. All at once the killer-whale chief said, "I feel people's looks. Go outside and look on the beach." But, when they saw him urinating, they started off, leaving their camp just as it was, jumped into the water, and swam away.

Then he went up to the camp with his wife, and they saw all kinds of food there. His wife said, "It is lucky that we came across this;" and after awhile the man said, "Let us cook some, my wife." Then the woman took her cooking basket and put some water into it. Presently she said, "Way out there is a canoe coming." It was a black canoe. She said, "We better leave this alone until the canoe comes so that we can invite them to eat with us." Her husband said, "All right." By and by his wife said, "What is the matter? To my eyes it does not appear like a canoe. It is too black." It was really a young killer whale, under which the other killer whales were swimming to make it appear like a canoe. When the supposed canoe reached land, the whales rushed ashore, seized the woman, who had concealed herself behind her husband, and carried her down to the sea. They took her away because her husband had taken their provisions. This time, when the killer whales rose again, instead of appearing like only one canoe, they came up out of the water thick everywhere and began to swim down the bay very fast. Meanwhile the husband went down to his canoe, got in, and paddled after them along the shore. But, when they came to a high cliff where the water went down deep, all the whales suddenly dived out of sight.

Now the man climbed to the top of this cliff, fastened a bough to his head and another slim spruce bough around his waist, filled the space inside of his shirt with rocks, and jumped into the ocean at the spot where his wife had disappeared, falling upon a smooth, mossy place on the bottom. When he awoke, he arose, looked about, and saw a long town near by. He entered the last house, which proved to belong to the chief of the shark people.





In this house he saw a man with a crooked mouth peeping out at him from behind a post. A long time before, when he had been fishing, a shark had cut his line and carried off the hook, and it was this hook that now peeped out at him. He said, "Master, it is I. When your line broke, they took me down here and have made me a slave."

Then he said to the shark chief, "Is there any news in this town?" and he replied, "Nothing especial in our town, but right across from us is the killer-whales' town, and recently we heard that a woman had been captured there and is now married to the killer whale chief." Then the shark chief continued: "The killer-whale chief has a slave who is always chopping wood back in the forest with a stone ax. When you come to him, say within yourself, 'I wish your stone ax would break.' Wish it continually." So the shark instructed him.

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[This place is said to be on the north arm of Tenakee Bay, where a canal has been projected to enable boats to reach Huna more easily.]





A decorative border at the top of the page features a row of pearls above a row of diamond-encrusted letters. The background is a solid red color.

# Assessment



**Grade 11 Literature**  
Origin of the Killer Whale Story

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Matching: Match the words on the left from the story with their definitions on the right. Place the letter of the definition in front of the word it matches.**

- |                   |   |
|-------------------|---|
| 1) _____ inlet    | a. a log or plank for supporting something      |
| 2) _____ skids    | b. an evergreen tree                            |
| 3) _____ hemlock  | c. a branch of a tree; especially a main branch |
| 4) _____ entrails | d. internal organs                              |
| 5) _____ bough    | e. a small or narrow bay                        |

**Multiple Choice: Read each statement carefully and choose the word that fits best. Circle the answer.**

- 6) A man belonging to the Seal people made killer whales. He used many different kinds of wood in \_\_\_\_\_, one right after the other.
- a) succession
  - b) line
  - c) quality
- 7) When he first put his carved killer whales in the water, he headed up the \_\_\_\_\_, putting them in the narrow head of the bay so they could hunt for seal, halibut, and other things under the sea.
- a) river
  - b) inlet
  - c) ocean
- 8) The killer whales had left their camp, and the man and his wife thought no one was there. When they saw the food, they decided to cook it. Then they looked out in the water and saw canoes coming to land, but the canoes were really the killer whales. The woman tried to \_\_\_\_\_ herself, by hiding behind her husband.
- a) protect
  - b) hide
  - c) disguise

9) The man's wife was taken by the killer whales. After jumping in the ocean trying to find his wife, he arose and found a town nearby. He went into a house which \_\_\_\_\_ ,or turned out to be, the house of the chief of the shark people

- a) wasn't really
- b) changed into
- c) proved

10) One man married a woman of a high \_\_\_\_\_ , or high rank in the society, and went up to head of the bay with her where the killer whales always were.

- a) caste
- b) level
- c) elevation

**Illustrations: In the section below you will see illustrations that need labels. For each label there is a phrase or sentence from the story. Explain how this phrase or sentence fits the story. Explain that part of the story.**

11) Look at the following illustration. Label the illustration and explain how it fits into the story.



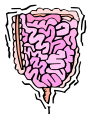
\_\_\_\_\_ of steam

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12) Look at the following illustration. Label the illustration and explain how it fits into the story.



They would....rip them open, letting out their \_\_\_\_\_.

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13) Look at the following illustration. Label the illustration and explain how it fits into the story.



Whenever the killer whales \_\_\_\_\_, the sharks would run against their bellies....

---

---

---

**True/False: Read the next two statements. Decide if they are true or false. Circle the answer.**

14) The place where this happened is said to be the north arm of Tenakee Bay, where a canal has been projected to be dug.

- a) True
- b) False

15) This canal should reach the village of Huna more easily.

- a) True
- b) False



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Origin of the Killer Whale Story

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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|----------------------|---|
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| 4) <u>d</u> entrails | d. internal organs                              |
| 5) <u>c</u> bough    | e. a small or narrow bay                        |

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8) The killer whales had left their camp, and the man and his wife thought no one was there. When they saw the food, they decided to cook it. Then they looked out in the water and saw canoes coming to land, but the canoes were really the killer whales. The woman tried to \_\_\_\_\_ herself, by hiding behind her husband.

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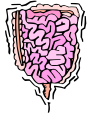
\_\_\_\_\_ of steam

quantity of steam.

The man (slave) wants to make a big fire, pour water on the fire to make a quantity or large amount of steam so he can rush in and carry out his wife.



12) Look at the following illustration. Label the illustration and explain how it fits into the story.



They would....rip them open, letting out their \_\_\_\_\_.

They would...rip them open, letting out their entrails.  
This is what happened when the killer whales approached the sharks. The sharks ripped open the killer whales, and let out their entrails.

13) Look at the following illustration. Label the illustration and explain how it fits into the story.



Whenever the killer whales \_\_\_\_\_, the sharks would run against their bellies....

Whenever the killer whales approached, the sharks would run against their bellies...  
After the man saved his wife, a fight began between the sharks and the killer whales. The whole bay was full of killer whales and sharks.

**True/False: Read the next two statements. Decide if they are true or false. Circle the answer.**

14) The place where this happened is said to be the north arm of Tenakee Bay, where a canal has been projected to be dug.

a) True

b) False

15) This canal should reach the village of Huna more easily.

a) True

b) False



The background of the cover is a complex, abstract composition of overlapping, semi-transparent shapes. The colors are rich and varied, including deep blues, vibrant reds, earthy greens, and muted greys. The shapes are irregular and layered, creating a sense of depth and movement. Some areas feature concentric, organic patterns, while others are more solid and angular. The overall effect is a dense, textured visual field that suggests a traditional or indigenous artistic style.

# Mosquito

*As told by Robert Zuboff, Haa Shuká,  
Tlingit Oral Narratives, Nora Marks  
Dauenhauer and Richard Dauenhauer*





# Alaska State Literature Standards Used in the Process

## Mosquito

*As told by Robert Zuboff, Haa Shuká, Tlingit Oral Narratives, Nora Marks Dauenhauer and Richard Dauenhauer*

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

Seine		a large fishing net kept hanging in the water by weights and floats
Razed		to destroy completely by knocking down or breaking to pieces
Interior		existing or occurring within the limits
Exigent		requiring immediate aid or action
Cannibal		a human being or an animal that eats its own kind
Migrate		to move from one country, place, or locality to another
Scarce		lacking in quantity or number
Immediately		right away
Territory		an assigned area
Discard		to get rid of as useless or unwanted
Twine		a string made of two or more strands twisted together
Anguish		extreme pain or distress of body or mind
Incinerate		to burn to ashes
Escalate		to increase in extent, number or amount
Impart		to make known





# 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. Show students the pictures and speak each vocabulary word. Continually repeat the vocabulary words to the students as you go through the process.
2. Sequence Match - pg. 81 - Number flash cards 1-3. Line up the DLP pictures on the board. Say three sequences of three3 vocabulary words in different order. Students should hold up the number of the correct sequence that is on the board.

## **BASIC SPEAKING**

1. Illustration Build-Up - pg 104 - Point to two of the illustrations. Students should say the vocabulary words. Keep pointing and adding another word until students lose track of sequence.
2. Disappearing Illustrations - pg 96 - Hang five or six illustrations on the board, vertically. Point to the top picture and students should name it. Continue this way until the students have named all of the illustrations from top to bottom. Remove the last illustration, but continue to say the word as you repeat the words.

## **LISTENING COMPREHENSION**

1. The Revealing Illustration - pg 129 – Mount all illustrations to the board. Students close their eyes. Cover one illustration with a sheet of paper. Students open their eyes. Slowly uncover the picture until students can name illustration.

## **CREATIVE SPEAKING**

1. High Card Draw- pg 145- Each student gets a playing card. Two students should show their cards. The student with the highest card has to say a sentence using the vocab word that teacher points to. Continue and switch cards as often as needed.







# Basic Reading

## Sight Recognition

1. Funnel Words - pg 161 - Group students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboards, around the room. Say one of the sight words. The students with the funnel look through them to locate the words. The first student to do this correctly wins. Repeat until all students have played.

2. Student Support Materials

## **READING COMPREHENSION**

1. Sentence Halves - pg 209 - Write sentences related to the concept and including the sight words. Cut each sentence in half. Mix all pieces up and mount on board. Number each sentence half. Each student should have paper and pen. Students should write down the sentence numbers that go together. More than one sentence combination may work.

## **BASIC WRITING**

1. Use the activity pages from the Student Support Materials.
2. Write one definition for each word.

## **CREATIVE WRITING**

1. Use the activity pages from the Student Support Materials.
2. Make sentences with words missing. Students complete orally or written.







STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations







A blue fishing net with red floats and several colorful fish (blue, green, yellow, red) swimming inside.	A large orange with a bite taken out of it, showing the inside.	A map of Alaska on a grid, with a star marking a location.	A shovel with a cloud of dust or steam rising from it.
A brown leather boot and a row of white eggs.	Two white swans flying over a landscape with a yellow sun and green hills.	A hand holding a red and yellow can.	A line graph showing an upward trend with the word "SALES" in a box.
A house with a large window showing people inside.	A brown bear jumping over a log in a forest.	A blue ball of twine with a label that says "USUKI TWINE".	A close-up of a woman's face and a man's ear.
A woman in a pink dress kneeling and talking to a young girl in a yellow shirt.	A man in a suit sitting at a desk with a computer, pointing.	A woman with her hands on her head, looking distressed, with red wavy lines above her head.	







STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages

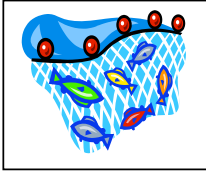








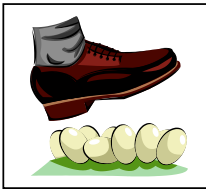
Highlight/circle the correct word to match the picture.



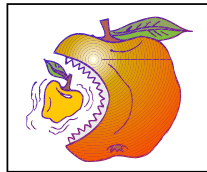
seine  
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 exigent  
 cannibal  
 migrate  
 scarce  
 immediately  
 territory  
 discard  
 twine  
 anguish  
 incinerate  
 escalate  
 impart



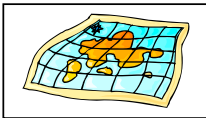
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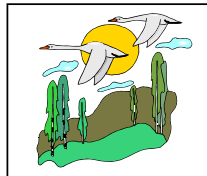
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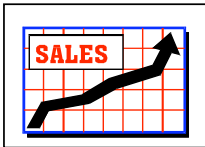
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interior  
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cannibal  
migrate  
scarce  
immediately  
territory  
discard  
twine  
anguish  
incinerate  
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impart



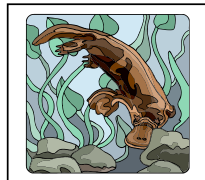
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migrate  
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ajdujdbtoakarazednearhlscarcekajbdfaterritoryea  
dsflkiejgiusjgcannibalbgbvhceialdkimmediately  
mpqoalseinelqpiopqimparteertysdfgmigrateasklh  
vsdqlcianguishklabyasdbycnhgyincineratebxczc  
vjkjhasdfadsfljfkqclisexigentwawiuyqwerazedq  
wlimmediatelyjahcnaogysdfbjbterritoryasdfkacn  
discardiruyalaocldsfjkgeincinerateroiqwadfadie  
oescalateurkjasdeadganguishmkbasdfkjhinterior  
weriouequatoryabasdmigratehasdfiuqyeklseinejh  
adsfkwerkfjeijhadsltwineefadsfgjgiaadfgiieafjgi  
gaainteriorbscarceeridianheuexigentlkafkjhadei  
qkgafcannibaliuywqadfjeigetwinehasdfiuyahboa  
ingiescalateturhdafaeitjgowimpartgaqwrardiscard





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ajdujdbtoakarazednearhlscarcekajbdfaterritoryea  
dsflkiejgiusjgcannibalbgbvhceialdkimmediately  
mpqoalseinelqpiopqimparteertysdfgmigrateasklh  
vsdqlcianguishklabyasdbyncnhgyincineratebxczc  
vjkjhasdfadsfljfkqcliexigentwawiuyqwerazedq  
wlimmediatelyjahcnaogysdfbjbterritoryasdfkacn  
discardiruyalaocldsfsjkgeincinerateroiqwadfadie  
oescalateurkjasdeadganguishmkbasdfkjhinterior  
weriouequatoryabasdmigratehasdfiuqyeklseinejh  
adsfkwerkfjeijhadsltwineefadsfgjgiaadfgiieafjgi  
gaainteriorbscarceeridianheuexigentlkafkjhadei  
qkgafcannibaliuywqadfjeigetwinehasdfiuyahboa  
ingiescalateturhdafaeitjgowimpartgaqwriscard













Activity Page 1

Match the word halves to create the proper vocabulary word.

se	zed
ra	ent
int	rate
exig	iate
can	ine
mig	ard
scar	erior
immed	ine
terr	nibal
disc	ish
tw	erate
angu	ce
incin	itory
escal	ate
imp	art





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.

es	late	ca
----	------	----

ter	in	ior
-----	----	-----

part	im
------	----

i	gent	ex
---	------	----

cin	er	ate	in
-----	----	-----	----

grate	mi
-------	----

ni	bal	can
----	-----	-----

guish	an
-------	----

sca	rce
-----	-----

ly	im	med	iate
----	----	-----	------

rit	ter	or	y
-----	-----	----	---

card	dis
------	-----





## Activity Page 3

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

s___ ne	ra___
___terior	ex___ent
ca___iba_	mi___ate
sc___ce	___med___tely
terr___y	dis___d
___ine	an___ish
in___era___	es___ate
___part	



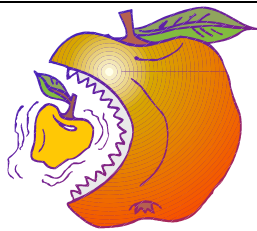
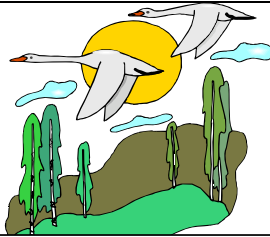
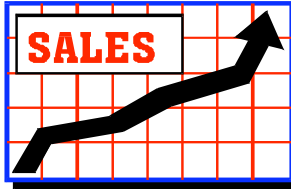


STUDENT SUPPORT MATERIALS

# Basic Writing





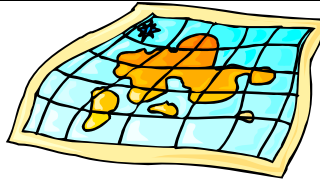








Blank rectangular box for text entry.



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Blank rectangular box for text entry.





The image features a red background with two decorative horizontal borders. The top border consists of a row of pearls, and the bottom border consists of a row of large, diamond-encrusted letters. The central text is white and reads "STUDENT SUPPORT MATERIALS" in a sans-serif font, followed by "Creative Writing" in a larger, bold, sans-serif font.

STUDENT SUPPORT MATERIALS

# Creative Writing





Write a complete sentence containing the vocabulary.

cannibal

---

territory

---

anguish

---

interior

---

immediately

---

razed

---

twine

---

exigent

---

incinerate

---

discard

---

seine

---





escalate

---

scarce

---

migrate

---

impart

---





STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations

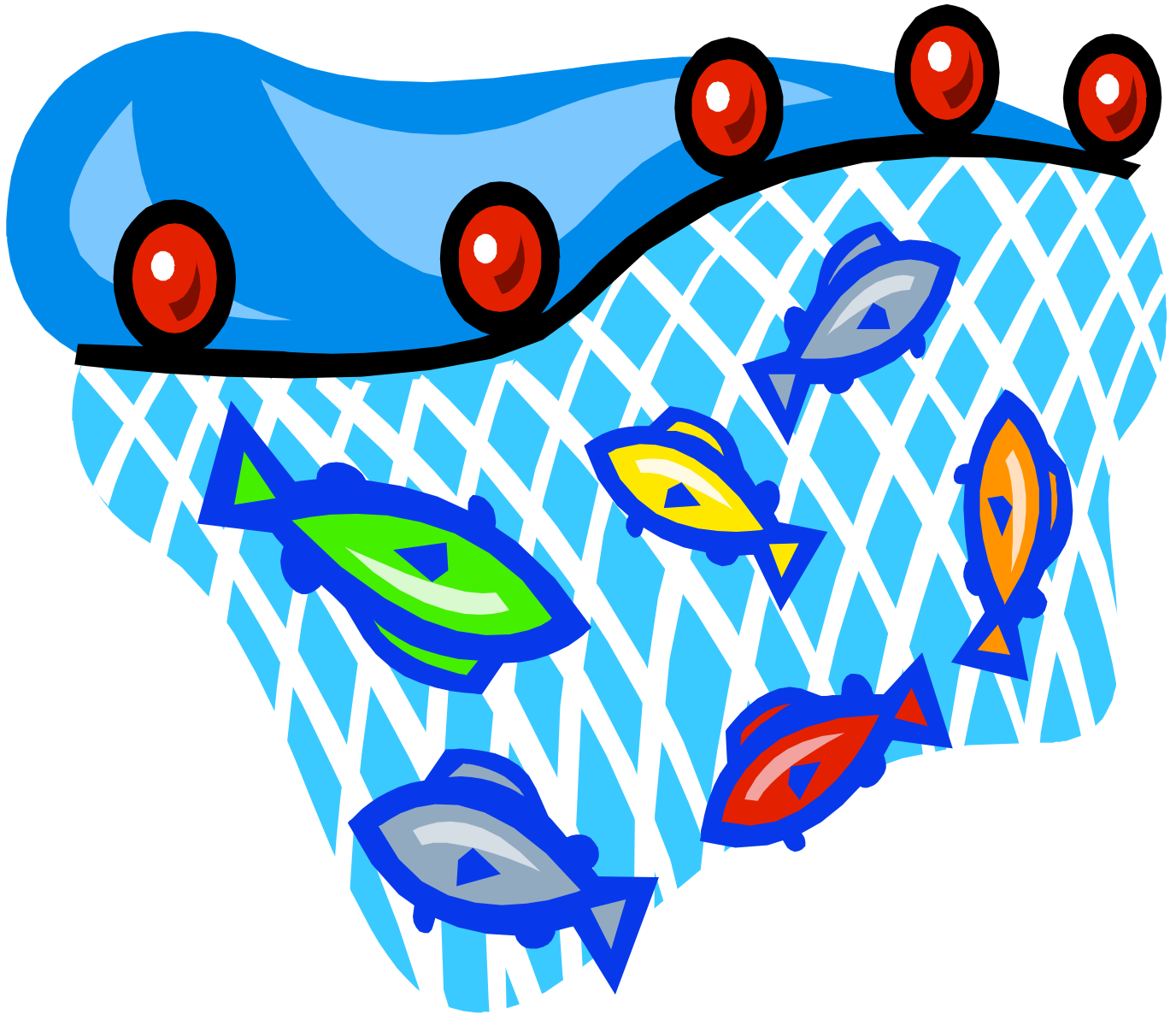








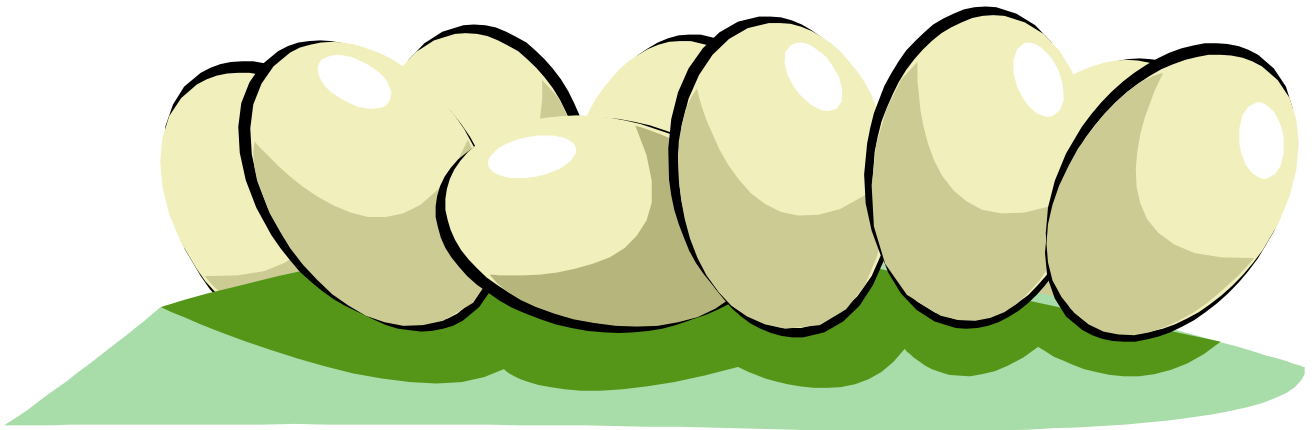
Seine







razed







interior







exigent









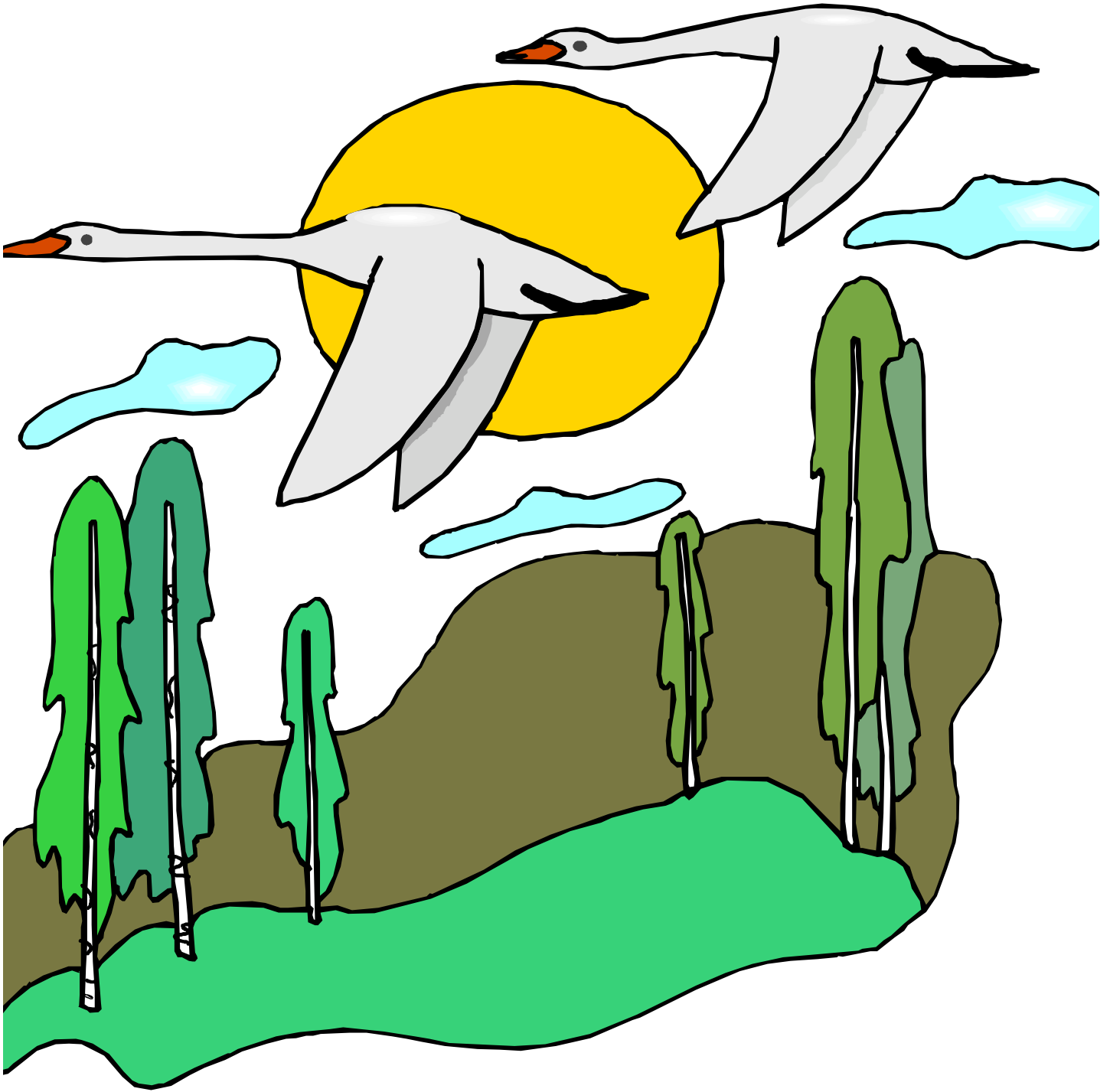
cannibal







migrate







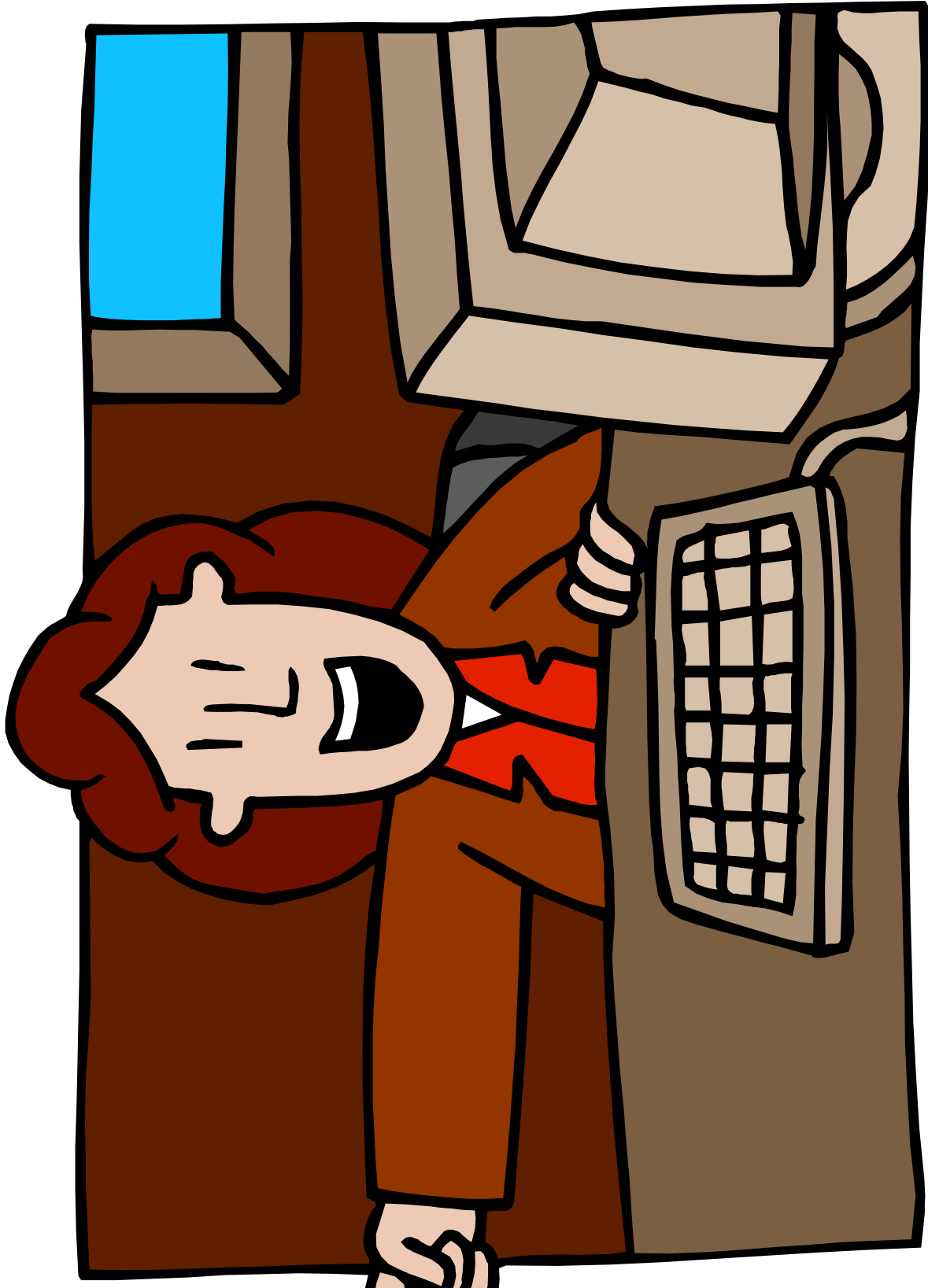
scarce







immediately

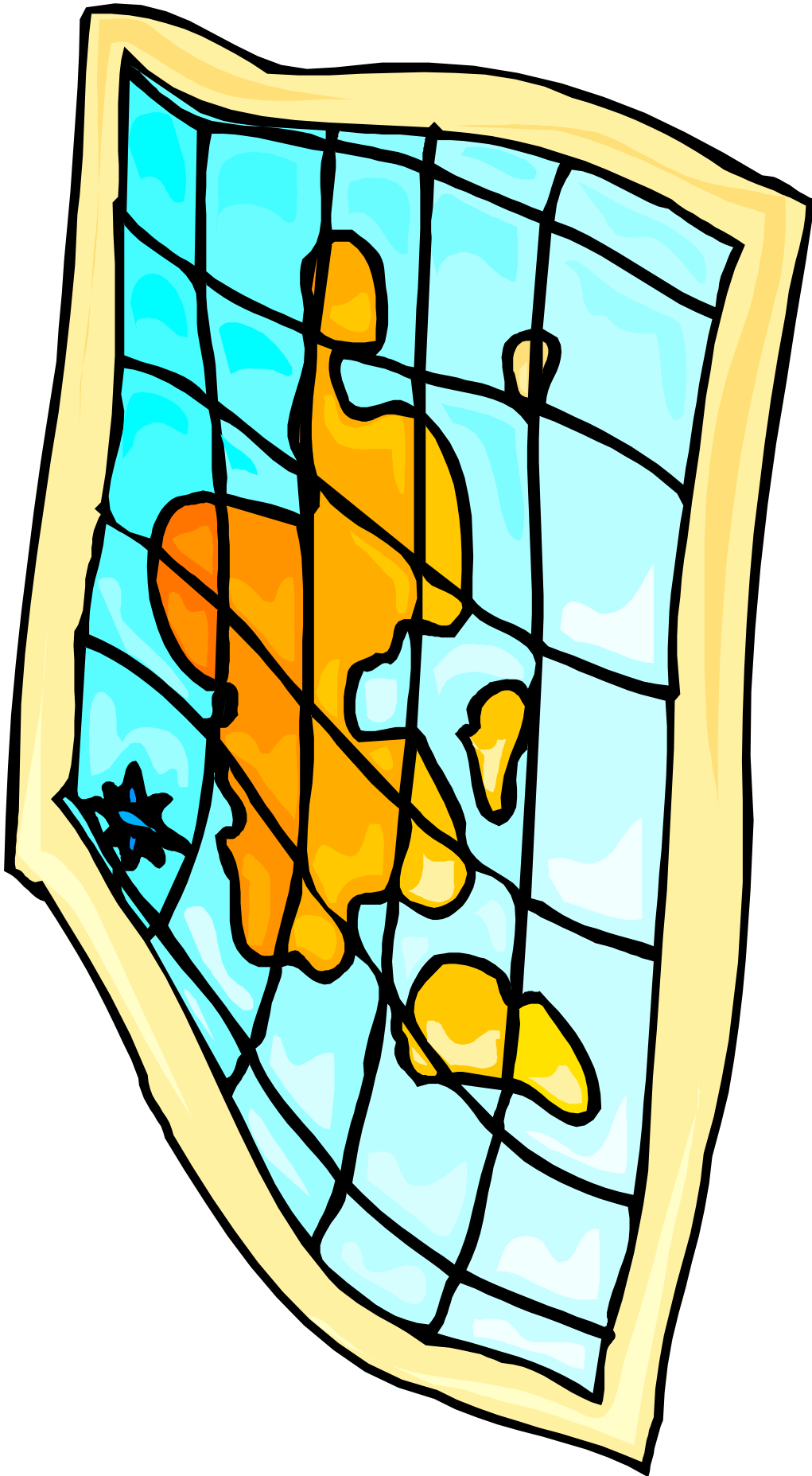








territory







discard







twine







anguish

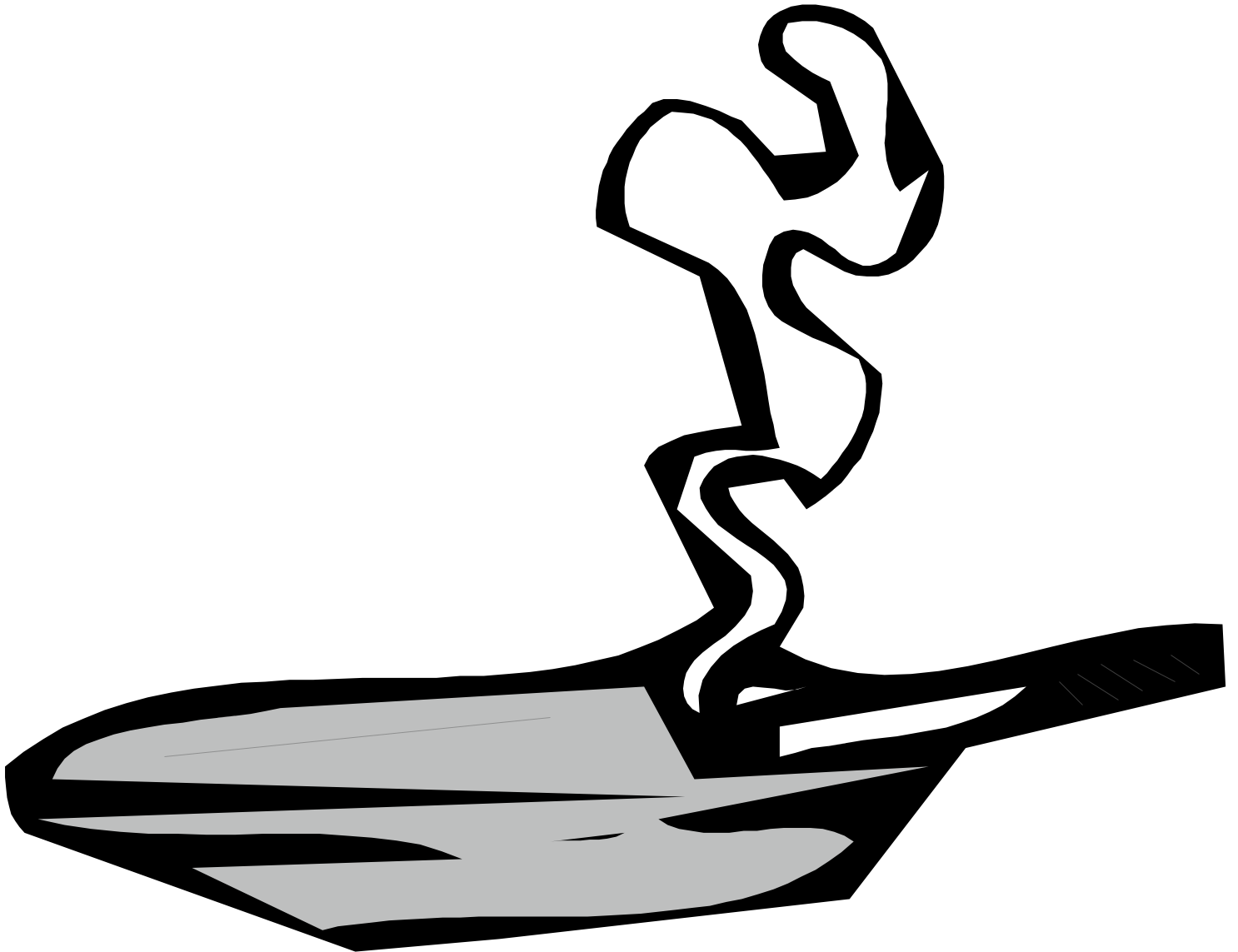








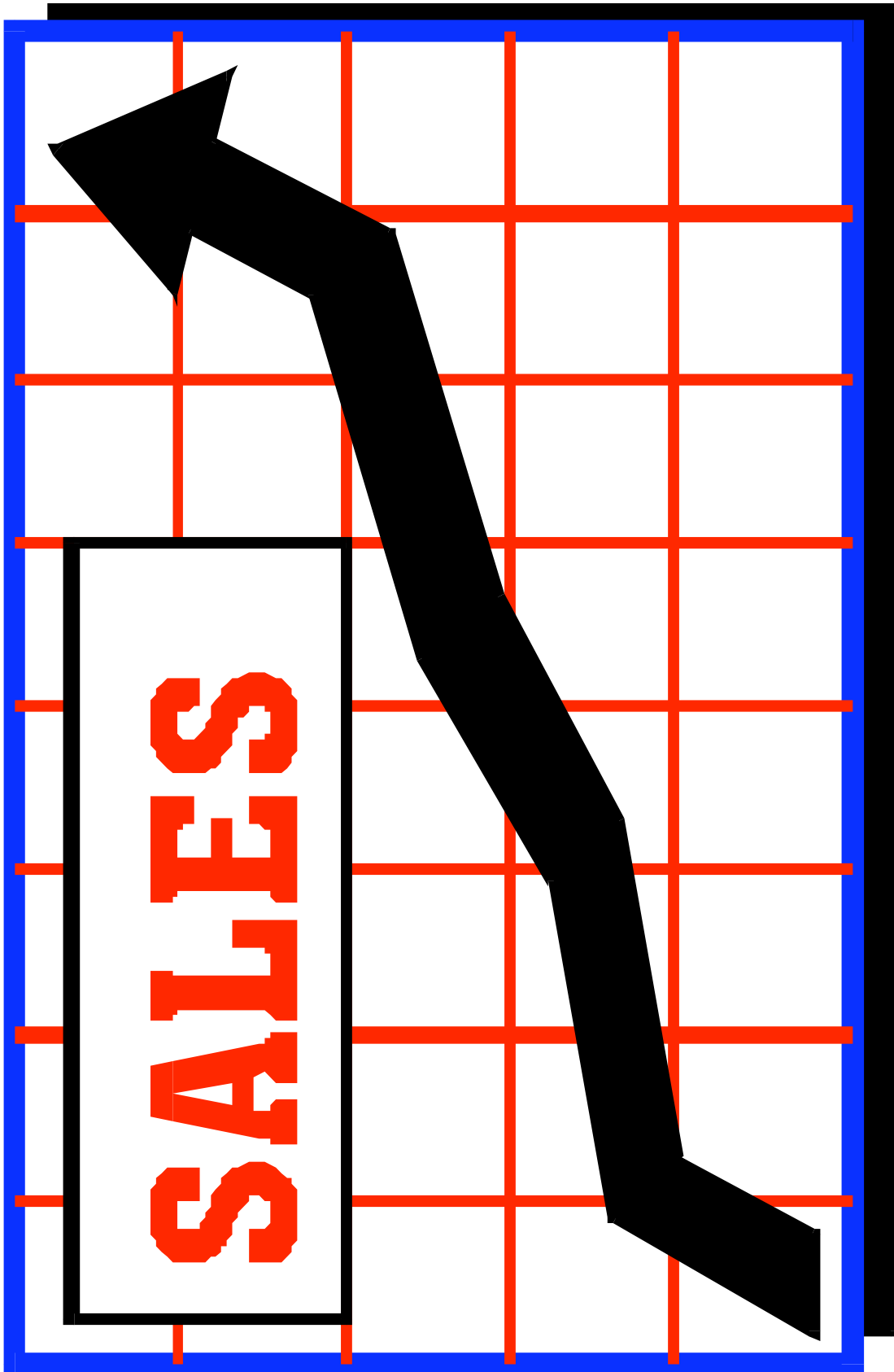
incinerate







escalate







impart







STUDENT SUPPORT MATERIALS

# Word Wall









seine

razed





interior

exigent



canmibal

miggrate





scarce

immediately



territory

discard





twine

anguish



incinerate

escalate





# impart







# Story





1. It was
2. in this boat of mine,
3. it was called “Guide,”
4. I would travel around in it,
5. seining.
6. Well,
7. my name
8. in Tlingit
9. is Shaadaax’.
10. It was
11. because of my name
12. Geetwéin called me over.
13. The one of long ago,
14. he died long ago.
15. I was a young man.
16. From the time I was a young man
17. I had a seine boat.
18. I had
19. a nineteen hundred and six model,
20. from when they first came out.
21. I had
22. two of these big boats.
23. The last one
24. I gave to my son.
25. But he razed it.
26. He razed the boat,
27. the same one I used to go around in.
28. Then, knowing what my name was,
29. Geetwéin said to me:
30. “I would like very much to explain to you
31. this name of yours.”
32. We were living there
33. in the Interior.
34. Our life there
35. was so exigent.
36. The salmon.
37. From the ocean
38. they would come up for us to eat.
39. The salmon.
40. and these how good they tasted to us,
41. the salmon.
42. It was very
43. exigent
44. to live in the Interior.
45. It was so exigent
46. the people



47. ate each other.
48. There were **cannibals**
49. at that time
50. That was
51. what we would tell about
52. when we **migrated** to the coast.
53. What we would tell about.
54. What we would still tell about.
55. There was
56. this one
57. family whose food
58. was getting **scarce**.
59. Then one of them
60. went hunting
61. for something he could kill.
62. When he didn't come back down
63. his younger brother went to search for him.
64. Then he
65. didn't come back down either.
66. When he didn't come back down
67. the youngest one,
68. maybe he was seventeen years old,
69. maybe eighteen years old,
70. the youngest one,
71. was crying as he kept on searching for his older brothers.
72. Inland between the mountains
73. when he reached there he saw it was the man.
74. He **immediately** knew
75. it was a **cannibal**.
76. It was coming toward him. He couldn't run from it. He was like a frozen thing. It was fear that did this to him.
77. When it came near him it struck him on the head,
78. the cannibal struck him on the head.
79. He fell,
80. he fell there.
81. How good the cannibal felt.
82. It picked him up from there, that young man
83. and put him into a sack
84. into a sack.
85. Then it packed him on its back
86. to its **territory**
87. to where its house was standing.
88. Outside
89. out by the entrance it **discarded**
90. its pack.
91. The cannibal went inside



92. inside its home.  
93. But the young man  
94. was inside the pack.  
95. He was trying to get out of it.  
96. He broke those ties,  
97. small **twine** of spruce roots tying the pack  
98. When he came out  
99. he got the cannibal's club.  
100. He waited where it was going to come out  
101. As it stuck its head out, he struck it.  
102. He struck it again.  
103. He struck it again.  
104. He struck it again.  
105. He said,  
106. "I know I killed this cannibal.  
107. But it caused much **anguish** to me.  
108. It killed two of my older brothers.  
109. What more can I do to make it feel more **anguish**?  
110. Maybe it will be better  
111. if I build a fire under him, and **incinerate** him."  
112. So just like that  
113. when he fabricated a fire.  
114. he pulled him into it,  
115. he pulled the **cannibal**  
116. into the fire.  
117. When only the ashes were left,  
118. when he couldn't make up his mind, he thought,  
119. "What more can I do to the **cannibal's** ashes?"  
120. And while he couldn't make up his mind, he blew on it,  
121. he blew on the **cannibal's** ashes.  
122. They ascended into the air,  
123. they became mosquitoes.  
124. That's why mosquitoes  
125. when they bite someone,  
126. hurt you bad, they're still the **cannibal**; even today.  
127. When it can't do this  
128. it tries to take all the blood from a person.  
129. That's what happened.  
130. The Lord above created  
131. this world.  
132. He loved us very much,  
133. us in this world.  
134. Mosquitoes  
135. were created by the world.  
136. That is why

138. about it, when we were living in Teslin,  
139. Teslin.  
140. It's beside the big lake.  
141. The place  
142. is called  
143. Caribou Cross,  
144. the place where animals cross.  
145. Right near it is called Teslin.  
146. There are many people there,  
147. we are many.  
148. We are still there.  
149. They speak our language.  
150. This is how I'll end it.  
151. And now  
152. I will **impart** stories  
153. to the children  
154. in English.



# Story with Closure





1. It was  
2. in this boat of mine,  
3. it was called "Guide,"  
4. I would travel around in it,  
5. \_\_\_\_\_ .  
6. Well,  
7. my name  
8. in Tlingit  
9. is Shaadaax'.  
10. It was  
11. because of my name  
12. Geetwéin called me over.  
13. The one of long ago,  
14. he died long ago.  
15. I was a young man.  
16. From the time I was a young man  
17. I had a \_\_\_\_\_ boat.  
18. I had  
19. a nineteen hundred and six model,  
20. from when they first came out.  
21. I had  
22. two of these big boats.  
23. The last one  
24. I gave to my son.  
25. But he \_\_\_\_\_ it.  
26. He \_\_\_\_\_ the boat,  
27. the same one I used to go around in.  
28. Then, knowing what my name was,  
29. Geetwéin said to me:  
30. "I would like very much to explain to you  
31. this name of yours."  
32. We were living there  
33. in the \_\_\_\_\_ .  
34. Our life there  
35. was so \_\_\_\_\_ .  
36. The salmon.  
37. From the ocean  
38. they would come up for us to eat.  
39. The salmon.  
40. and these how good they tasted to us,  
41. the salmon.  
42. It was very  
43. \_\_\_\_\_  
44. to live in the Interior.  
45. It was so \_\_\_\_\_  
46. the people

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52. when we \_\_\_\_\_ to the coast.
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54. What we would still tell about.
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57. family whose food
58. was getting \_\_\_\_\_ .
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61. for something he could kill.
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63. his younger brother went to search for him.
64. Then he
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111. if I build a fire under him, and \_\_\_\_\_ him."  
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113. when he \_\_\_\_\_ a fire.  
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121. he blew on the \_\_\_\_\_ ashes.  
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123. they became mosquitoes.  
124. That's why mosquitoes  
125. when they bite someone,  
126. hurt you bad, they're still the \_\_\_\_\_ ; even today.  
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133. us in this world.  
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135. were created by the world.  
136. That is why  
137. there is a story

138. about it, when we were living in Teslin,  
139. Teslin.  
140. It's beside the big lake.  
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150. This is how I'll end it.  
151. And now  
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# Student Story





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6. Well,
7. my name
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12. Geetwéin called me over.
13. The one of long ago,
14. he died long ago.
15. I was a young man.
16. From the time I was a young man
17. I had a seine boat.
18. I had
19. a nineteen hundred and six model,
20. from when they first came out.
21. I had
22. two of these big boats.
23. The last one
24. I gave to my son.
25. But he razed it.
26. He razed the boat,
27. the same one I used to go around in.
28. Then, knowing what my name was,
29. Geetwéin said to me:
30. “I would like very much to explain to you
31. this name of yours.”
32. We were living there
33. in the Interior.
34. Our life there
35. was so exigent.
36. The salmon.
37. From the ocean
38. they would come up for us to eat.
39. The salmon.
40. and these how good they tasted to us,
41. the salmon.
42. It was very
43. exigent
44. to live in the Interior.
45. It was so exigent
46. the people





47. ate each other.
48. There were cannibals
49. at that time
50. That was
51. what we would tell about
52. when we migrated to the coast.
53. What we would tell about.
54. What we would still tell about.
55. There was
56. this one
57. family whose food
58. was getting scarce.
59. Then one of them
60. went hunting
61. for something he could kill.
62. When he didn't come back down
63. his younger brother went to search for him.
64. Then he
65. didn't come back down either.
66. When he didn't come back down
67. the youngest one,
68. maybe he was seventeen years old,
69. maybe eighteen years old,
70. the youngest one,
71. was crying as he kept on searching for his older brothers.
72. Inland between the mountains
73. when he reached there he saw it was the man.
74. He immediately knew
75. it was a cannibal.
76. It was coming toward him. He couldn't run from it. He was like a frozen thing. It was  
fear that did this to him.
77. When it came near him it struck him on the head,
78. the cannibal struck him on the head.
79. He fell,
80. he fell there.
81. How good the cannibal felt.
82. It picked him up from there, that young man
83. and put him into a sack
84. into a sack.
85. Then it packed him on its back
86. to its territory
87. to where its house was standing.
88. Outside
89. out by the entrance it discarded
90. its pack.
91. The cannibal went inside



92. inside its home.  
93. But the young man  
94. was inside the pack.  
95. He was trying to get out of it.  
96. He broke those ties,  
97. small twine of spruce roots tying the pack  
98. When he came out  
99. he got the cannibal's club.  
100. He waited where it was going to come out  
101. As it stuck its head out, he struck it.  
102. He struck it again.  
103. He struck it again.  
104. He struck it again.  
105. He said,  
106. "I know I killed this cannibal.  
107. But it caused much anguish to me.  
108. It killed two of my older brothers.  
109. What more can I do to make it feel more anguish?  
110. Maybe it will be better  
111. if I build a fire under him, and incinerate him."  
112. So just like that  
113. when he fabricated a fire.  
114. he pulled him into it,  
115. he pulled the cannibal  
116. into the fire.  
117. When only the ashes were left,  
118. when he couldn't make up his mind, he thought,  
119. "What more can I do to the cannibal's ashes?"  
120. And while he couldn't make up his mind, he blew on it,  
121. he blew on the cannibal's ashes.  
122. They ascended into the air,  
123. they became mosquitoes.  
124. That's why mosquitoes  
125. when they bite someone,  
126. hurt you bad, they're still the cannibal; even today.  
127. When it can't do this  
128. it tries to take all the blood from a person.  
129. That's what happened.  
130. The Lord above created  
131. this world.  
132. He loved us very much,  
133. us in this world.  
134. Mosquitoes  
135. were created by the world.  
136. That is why  
137. there is a story

138. about it, when we were living in Teslin,  
139. Teslin.  
140. It's beside the big lake.  
141. The place  
142. is called  
143. Caribou Cross,  
144. the place where animals cross.  
145. Right near it is called Teslin.  
146. There are many people there,  
147. we are many.  
148. We are still there.  
149. They speak our language.  
150. This is how I'll end it.  
151. And now  
152. I will impart stories  
153. to the children  
154. in English.

The image features a decorative border at the top and bottom. The top border consists of a row of pearls above a row of diamond-encrusted letters. The bottom border consists of a row of pearls above a row of diamond-encrusted letters. The central area is a solid red background with the word "Assessment" in white text.

# Assessment



## Grade 11 Literature: Mosquito Story

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Illustrations: Illustrate OR define the key vocabulary for each of the following items. Draw your illustration in the space provided or write your definition on the lines below.**

- 1) The story teller, Robert Zuboff had a "seine boat". Illustrate OR write a description of a **seine boat** below.

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- 2) Due to the harshness of the interior and the lack of food, the people migrated to the coast. Illustrate OR write a description of **migrated** below.

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- 3) The story teller talks about the hard life in the Interior. Illustrate Interior OR write a definition of **interior** below.

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- 4) The story teller talks about one family whose food was getting very scarce and one of them went hunting. Illustrate OR write a description of **scarce** below.

---

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---

**Fill in the Blank: Continuing reading the story below and fill in the blank with the word that fits best. Choose words from the Word Bank.**

**Word Bank**

anguish

cannibals

discard

escalating

exigent

immediately

impart

incinerate

razed

territory

twine

- 5) The story teller also tells about how he had a boat that he went around in that was wrecked or \_\_\_\_\_ by his son.
- 6) When the youngest son reached the man, the one who killed and ate his brothers, he knew \_\_\_\_\_ what he was.
- 7) Life was so hard in the Interior that some people became \_\_\_\_\_ and were forced to eat one another.
- 8) As the family food became harder and harder to find, they were in \_\_\_\_\_ circumstances, so urgent, that one of them had to go hunting.
- 9) The sons of the family living in the Interior kept disappearing when they went looking for food. The third son was picked up by a person and packed to his \_\_\_\_\_, or own special area.
- 10) The third son knew he had to get rid of this cannibal, \_\_\_\_\_ him because it had killed his two brothers.
- 11) The third son who went looking for his brothers was struck on the head by the cannibal, fell and was put into a pack. When he was left alone, he tried to get out of the pack by breaking the \_\_\_\_\_ or ties that were tying it closed.
- 12) When he got out of the pack he struck the cannibal on the head again and again with a club. it was very painful for him to do this, and he was in \_\_\_\_\_ over it.
- 13) But he wanted revenge for the death of his two brothers, and he wanted the dead cannibal to feel more pain. He decided to build a fire and \_\_\_\_\_ him until only ashes were left.
- 14) He increased the fire by blowing on it , \_\_\_\_\_ the fire until only ashes were left, and finally when he blew on the cannibal's ashes they went into the air and became mosquitoes.
- 15) The story teller ends the story by letting the reader know that he will tell and \_\_\_\_\_ stories to the children in English.



## Grade 11 Literature: Mosquito Story

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Illustrations: Illustrate OR define the key vocabulary for each of the following items. Draw your illustration in the space provided or write your definition on the lines below.**

- 1) The story teller, Robert Zuboff had a "seine boat". Illustrate OR write a description of a **seine boat** below.



Definition: A boat with a large fishing net made to hang vertically in the water by weights at the lower edge and floats at the top...also called a seiner.

- 2) Due to the harshness of the interior and the lack of food, the people migrated to the coast. Illustrate OR write a description of **migrated** below.



Definition: to move from one country, place, or locality to another; to move from the Interior to the coastal area

- 3) The story teller talks about the hard life in the Interior. Illustrate Interior OR write a definition of **interior** below.



Definition: existing or occurring within the limits; located on the inside of the state, the inland part, away from the coastal areas.

- 4) The story teller talks about one family whose food was getting very scarce and one of them went hunting. Illustrate OR write a description of scarce below.



Definition: lacking in quantity or number

**Fill in the Blank: Continue reading the story below and fill in the blank with the word that fits best. Choose words from the Word Bank.**

**Word Bank**

anguish

cannibals

discard

escalating

exigent

immediately

impart

incinerate

razed

territory

twine

- 5) The story teller also tells about how he had a boat that he traveled in that was wrecked or razed by his son.
- 6) When the youngest son reached the man, the man who killed and ate his brothers, he knew immediately what he was.
- 7) Life was so hard in the Interior that some people became cannibals and were forced to eat one another.
- 8) As the family food became harder and harder to find, they were in exigent circumstances, so urgent, that one of them had to go hunting.
- 9) The sons of the family living in the Interior kept disappearing when they went looking for food. The third son was picked up by a person and packed to his territory, or own special area.
- 10) The third son knew he had to get rid of this cannibal, discard him because it had killed his two brothers.
- 11) The third son who went looking for his brothers was struck on the head by the cannibal, fell and was put into a pack. When he was left alone, he tried to get out of the pack by breaking the twine or ties that were tying it closed.
- 12) When he got out of the pack he struck the cannibal on the head again and again with a club. it was very painful for him to do this, and he was in anguish over it.
- 13) But he wanted revenge for the death of his two brothers, and he wanted the dead cannibal to feel more pain. He decided to build a fire and incinerate him until only ashes were left.
- 14) He increased the fire by blowing on it , escalating the fire until only ashes were remained. Finally when he blew on the cannibal's ashes they went into the air and became mosquitoes.
- 15) The story teller ends the story by letting the reader know that he will tell and impart stories to the children in English.

The background is a complex, abstract composition of overlapping, angular shapes. The colors are rich and varied, including deep blues, vibrant reds, earthy greens, and muted greys. Some shapes feature concentric, organic patterns, while others are solid or have subtle textures. The overall effect is one of dynamic movement and layered depth.

# Tlingit Renaissance

*From **Life Woven with Song**,  
by Nora Marks Dauenhauer*





# Alaska State Literature Standards Used in the Process

## Tlingit Renaissance

*Life Woven with Song, By Nora Marks Dauenhauer, 2000*

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

Renaissance		a movement or period of great activity
Contexts		the parts of something written or spoken that are near a certain word or group of words and that help to explain its meaning
Convention		a custom or a way of acting or doing things that is widely accepted and followed
Repertoire		a supply of skills or devices possessed by a person
Band		something that binds or restrains legally, morally, or spiritually
Tunic		a shirt or jacket reaching to or just below the hips
Unveiled		to remove a veil or covering from
Accreditation		to send with credentials and authority to act as representative
Folklore		customs, beliefs, stories, and sayings of a people handed down from generation to generation
Anthropology		the science of human beings and especially of their physical characteristics, their origin, their environment and social relations, and their culture
Subsequently		following in time, order, or place
Linguistics		the study of human speech including the units, nature, structure, and development of language, languages, or a language





# 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. Show students the pictures and speak each vocabulary word. Continually repeat the vocabulary words to the students as you go through the process.
2. Sequence Match - pg. 81 - Number flash cards 1-3. Line up the DLP pictures on the board. Say three sequences of three vocabulary words in different order. Students should hold up the number of the correct sequence that is on the board.

## **BASIC SPEAKING**

1. Illustration Build-Up - pg 104 - Point to two of the illustrations. Students should say the vocabulary words. Keep pointing and adding another word until students lose track of sequence.
2. Disappearing Illustrations - pg 96 - Hang five or six illustrations on the board, vertically. Point to the top picture and students should name it. Continue this way until the students have named all of the illustrations from top to bottom. Remove the last illustration, but continue to say the word as you repeat the words.

## **LISTENING COMPREHENSION**

1. The Revealing Illustration - pg 129 – Mount all illustrations to the board. Students close their eyes. Cover one illustration with a sheet of paper. Students open their eyes. Slowly uncover the picture until students can name illustration.

## **CREATIVE SPEAKING**

1. High Card Draw - pg 145 - Each student gets a playing card. Two students should show their cards. The student with the highest card has to say a sentence using the vocabulary word that the teacher points to. Continue and switch cards as often as needed.





# Basic Reading

## Sight Recognition

1. Face - pg 160 - Mount words around the room. Darken room. Give first student a flashlight. Say a word. Student should turn on the flashlight and try to find the word. Can do in two teams and race against other team to find word.

## 2. Student Support Materials

Sight Word Sequence Bingo - pg 162 - Give each student a sheet with all of the sight words. Students should cut words apart and place three words on their desk in any sequence. Teacher should say 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. Say definition of DLP word. Students should cover up the word that you are defining. Repeat play as needed.

2. What's the Answer - pg 206 - Students should choose the correct answer.

## **BASIC WRITING**

1. Use the activity pages from the Student Support Materials.

2. Write one definition for each word.

## **CREATIVE WRITING**

1. Use the activity pages from the Student Support Materials.

2. Make sentences with words missing. Students complete orally or written.







STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations







A cartoon illustration of a man with a long white beard and a black cap, wearing a green coat. He is holding a large scroll that shows a drawing of a building.	A cartoon illustration of a young boy with a red shirt and blue pants, sitting at a wooden desk. He is reading an open book. A red hat is on the desk next to him.	A cartoon illustration of a man and a woman in a romantic embrace, kissing. The man has a beard and is wearing a blue sweater. The woman has long red hair and is wearing a green dress. The scene is framed by a decorative border with holly leaves and berries.	A cartoon illustration of a cowboy on a purple horse, herding a brown cow. The cowboy is wearing a purple shirt and a brown hat, and is holding a lasso. The scene is set in a snowy environment.
A cartoon illustration of a red and blue track on a brown surface. There are yellow lightning bolts around the track, suggesting speed or energy.	A cartoon illustration of a white parka with a fur-lined hood and a decorative pattern on the bottom.	A cartoon illustration of a man in a blue suit and green tie, covering his eyes with his hands. A green snake is coiled around his feet.	A cartoon illustration of a smiling man with blonde hair, wearing a blue suit, white shirt, and green tie. He is holding a red briefcase.
A cartoon illustration of a woman with a pink face, wearing a brown hat and a colorful dress, riding a brown horse. She is holding a lantern.	A cartoon illustration of two skulls, one white and one black, positioned side-by-side.	A cartoon illustration of three ladybugs: two red with black spots and one green with black spots.	A simple black outline of a speech bubble.





STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages

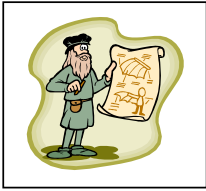








Highlight/circle the correct word to match the picture.



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- repertoire
- band
- tunic
- unveiled
- accreditation
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- conceptual
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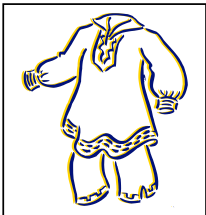
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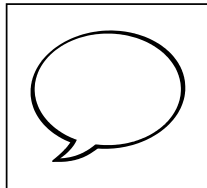
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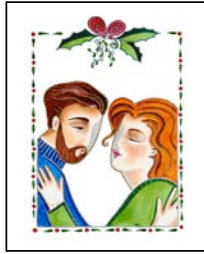


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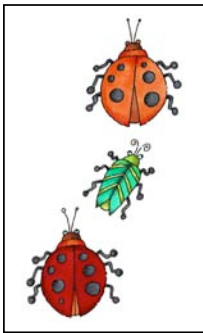




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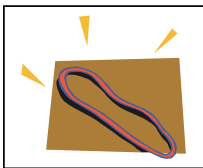
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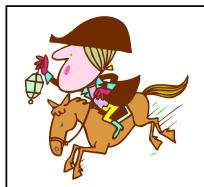
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Activity Page 1

Match the word halves to create the proper vocabulary word.

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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.

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------	-----	-----

nic	tu
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lore	folk
------	------

tion	ta	i	cred	ac
------	----	---	------	----

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gy	an	pol	o	thro
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toire	rep	er
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text	con
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Activity Page 3

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

Re__aiss__ce	Con__ts
Con__tion	F__lkl__e
Un__il__d	Re__rtoi__e
An__ro__lo__	A__redi__tion
B__d	__bse__ent__
Lin__ist__s	T__n__c





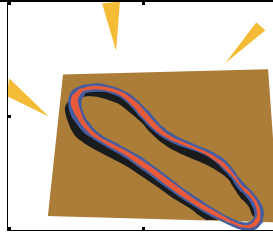


STUDENT SUPPORT MATERIALS

# Basic Writing







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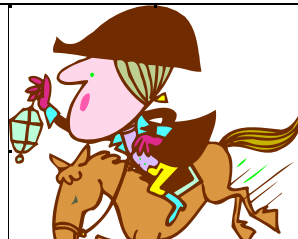
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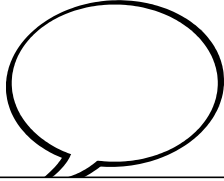




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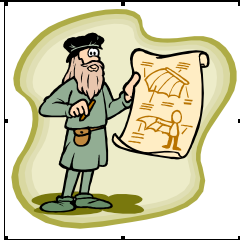
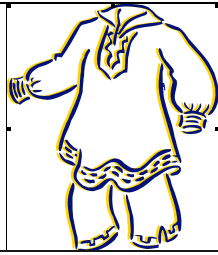
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The image features a decorative border at the top consisting of a row of pearls. Below the pearls is a red background with the text 'STUDENT SUPPORT MATERIALS' in white. The main title 'Creative Writing' is in a larger, bold white font. Below the title is another row of pearls, and the bottom half of the image is filled with large, diamond-encrusted letters on a white background.

STUDENT SUPPORT MATERIALS

# Creative Writing





Write a complete sentence containing the vocabulary.

band

---

folklore

---

linguistics

---

convention

---

accreditation

---

contexts

---

subsequently

---

repertoire

---

anthropology

---

renaissance

---

unveiled

---

tunic





STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations







renaissance









contexts







convention







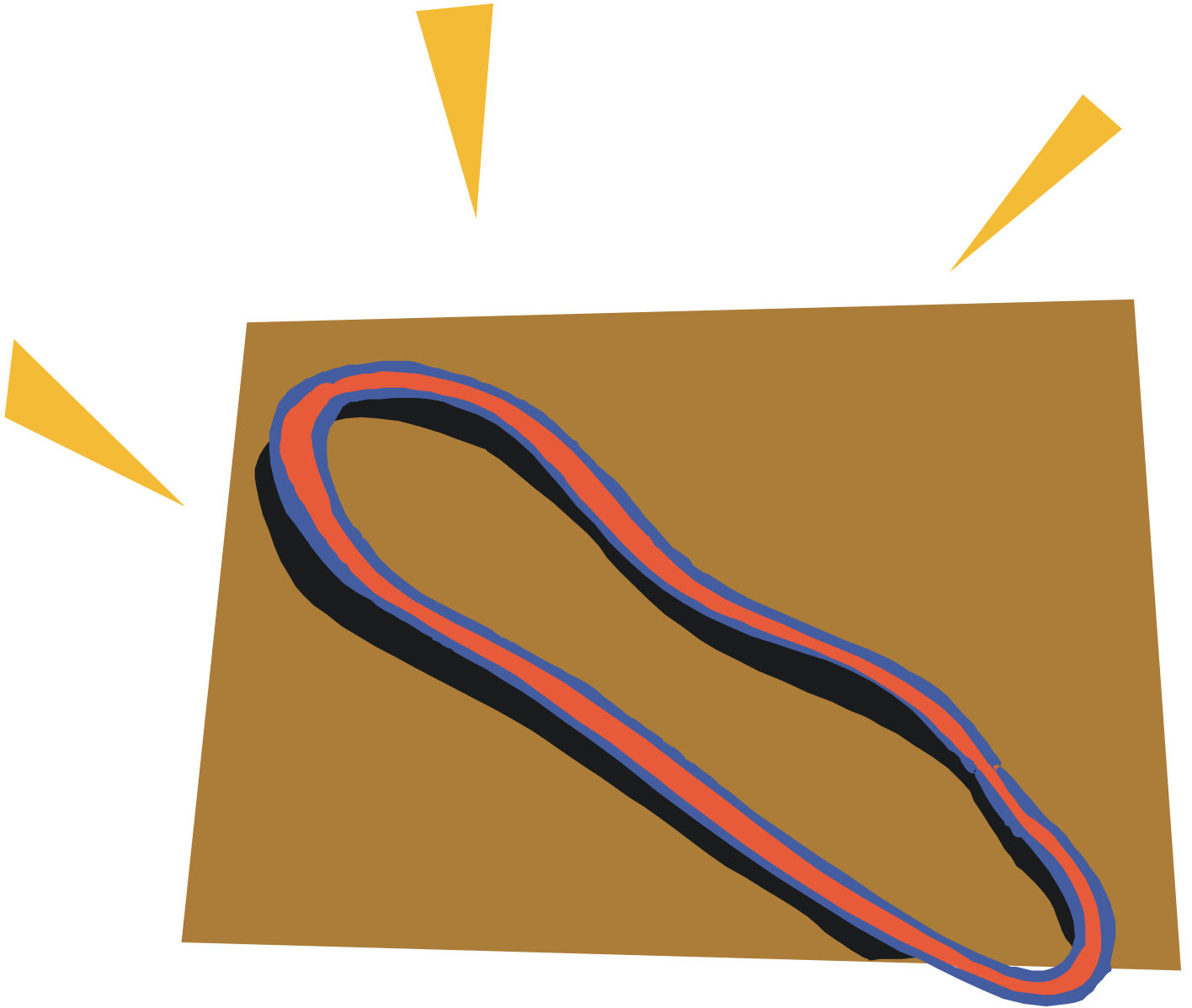
repertoire







band

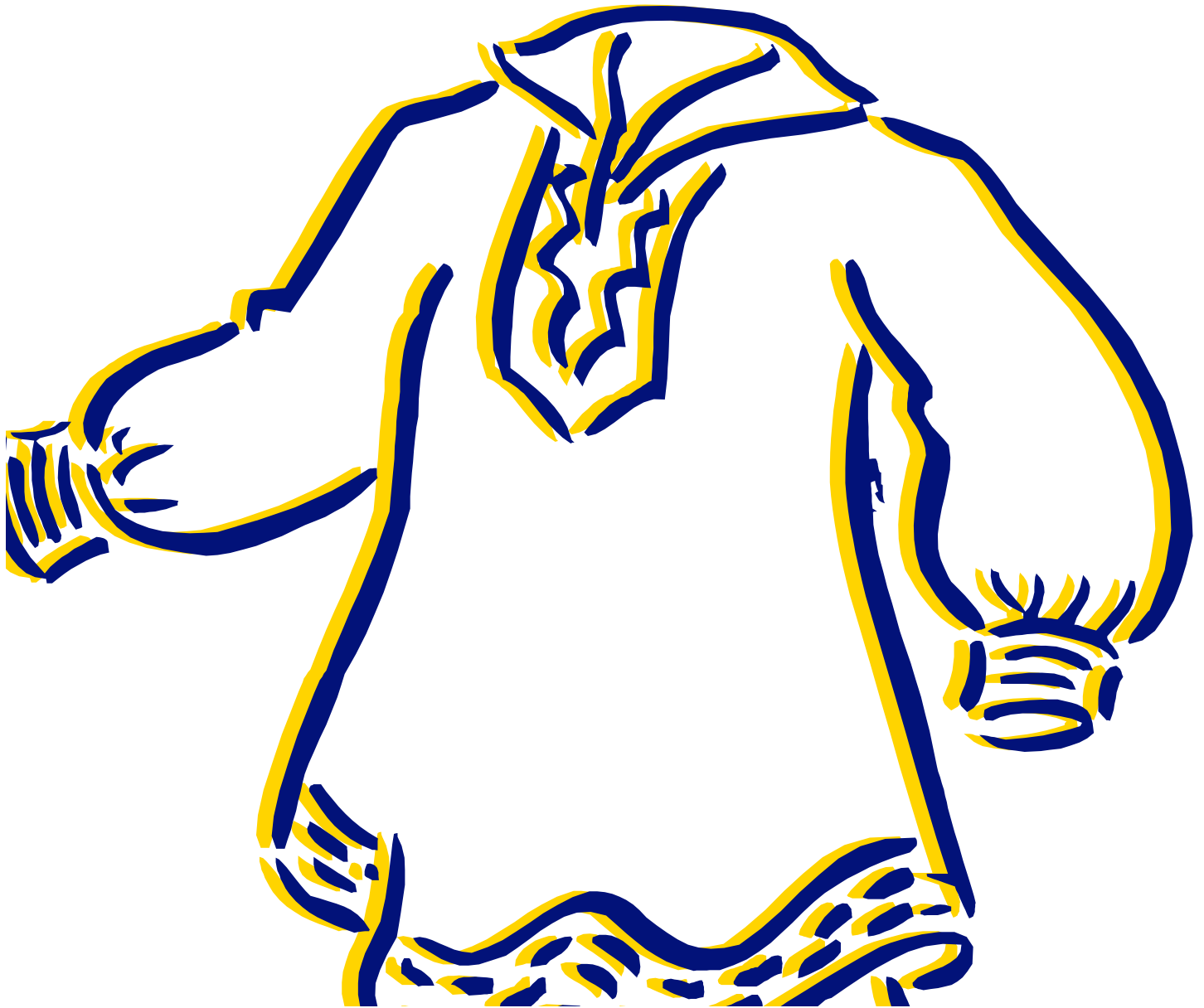








tunic







unveiled







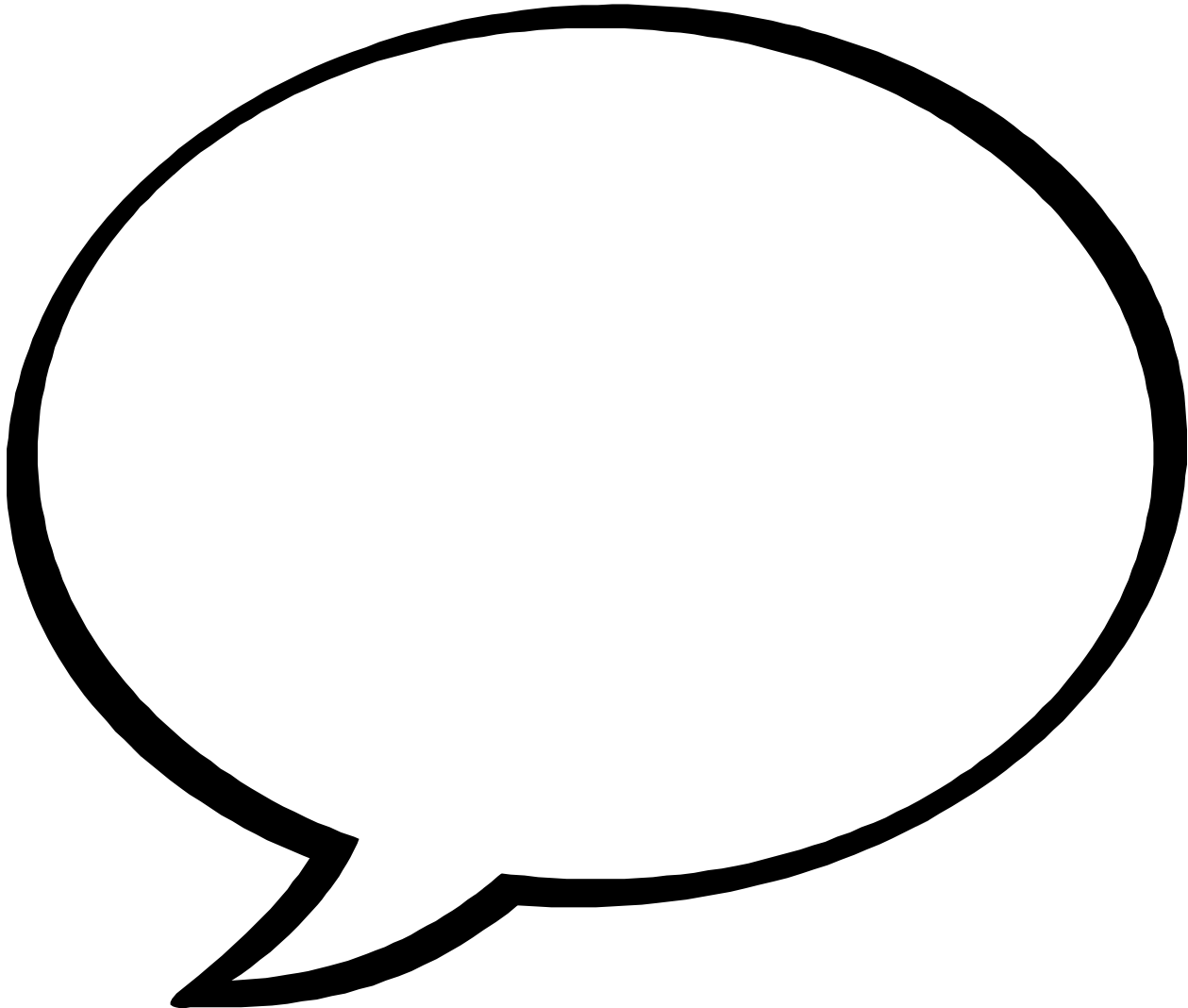
accreditation







linguistics









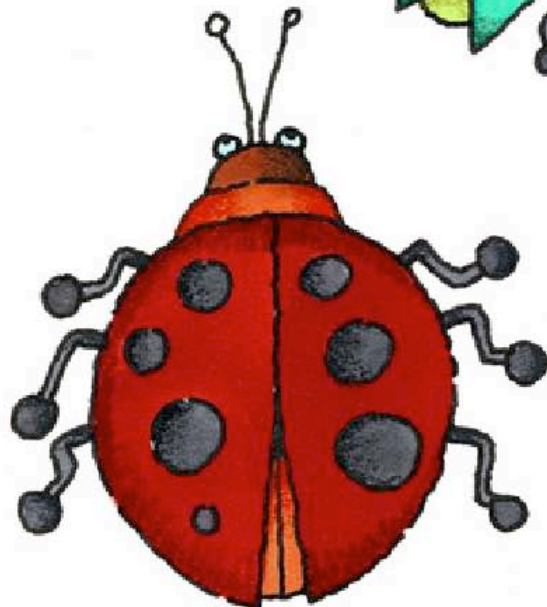
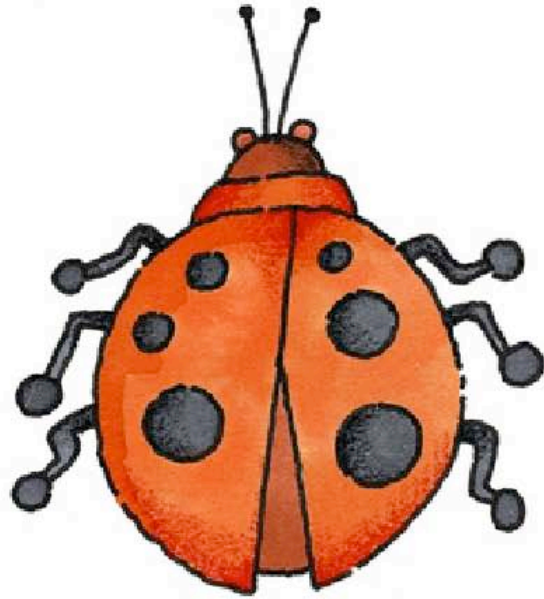
anthropology







subsequently







folklore







STUDENT SUPPORT MATERIALS

# Word Wall









renaissance

contexts





# convention repertoire



band

tunic





# unveiled accreditation



folklore

anthropology



# subsequently linguistics









# Story





## Tlingit Renaissance

### *An Excerpt from Life Woven with Song, 2000*

By Nora Marks Dauenhauer

In 1968 my uncle Jim Marks passed away, leaving Auntie Jennie a widow. She set aside this retirement stage of her life to teach us Tlingit dancing, and we formed the Marks Trail Dancers in 1968. She taught us our Lukaax̄.ádi clan songs and we danced to them. We became a popular group. As far as I know, we were the first such organized dance group, with membership from different clans, that traveled and performed on invitation. If not the first, we were certainly one of the first. Up to that time, songs and dances were mostly performed in ceremonial contexts only and by members of a single clan, or at non-Tlingit civic events such as the dedication of libraries and such. Now, twenty-five years later, more than a thousand dancers gather every other year in Juneau for a Tlingit folk festival called Celebration.

I often think back to our first public performance, at an annual Tlingit and Haida convention. We had only one song in our repertoire, which we called in English “Go for Broke.” Composed by a clansman named K’astook Eesh (who lived before the arrival of English family names), the song describes the disruption and dysfunction of cultural contact and changing times, and urges people to band together in love and mutual support.

Pop got excited and made me a tattle. Mom was also excited and made us dance jewelry and tunics. I made button robes for friends and fund-raisers. Our brother John and Mom made ear yarns for dancing our special dances. My father and mother, with the help of my brother, made a set of Raven wings and headdress in which my daughter Le performed the Raven dance. Mom made me a dance tunic that I still wear. My father later made me a headdress called Geesán Shakee.át and sent it to me for Christmas. I unveiled it at Auntie Jennie’s memorial.

I taught Tlingit in the Juneau high school for a semester in the early 1970s, but was not rehired. The official district plan was, because of the demands of accreditation, to replace me with a Tlingit teacher with certification. Now, almost a quarter of a century later, they still have not located a certified Tlingit instructor, nor have they found any other way to teach the Tlingit language on a regular basis. [Note: Since this was written, today there are certified Tlingit instructors working in the school system.]

By this time we were splitting off into education institutions. My daughter Le went off to Harvard. After my children were out of school, I completed my GED and went off to college at Alaska Methodist University in Anchorage, where I received formal training in linguistics and folklore. I graduated in 1976 with a B.A. in anthropology with a concentration in Tlingit literature. At the university I began the literary work that is now finding its way into publication some twenty years later.

While I was at the university I read *Beowulf* and *Njal’s Saga*. They seemed so Tlingit to me in their concern with funerals and family trees. I read Homer, Ferlinghetti, E. E. Cummings, Basho, John Haines, Gary Snyder, Dennis Tedlock, and Han Shan. They became some of my teachers. I transcribed and translated Jessie Dalton and the rest of the oratory delivered at my uncle Jim Marks’s memorial as a direct study with R.L. Dauenhauer, who would later become my husband. I realized later that these Tlingit orators had become my instructors in Tlingit literature.



As younger Native American writers began to appear in print, I became excited and inspired initially by their work and **subsequently** by meeting in person Simon Ortiz, James Welch, Joy Harjo, Luci Tapahonso, and others. (I still get excited by the work of new generations of Native American writers.) I also began to discover the work of earlier Native writers such as D'Arcy McNickle.

Following my first year at the university, I was hired by Dr. Michael Krauss of the University of Alaska-Fairbanks to do field work with Tlingit elders in southeast Alaska as a project of the Alaska Native Language Center (ANLC). These elders also became my instructors as I worked with them. Some of them gave me advice when I worked with them; others told me off and declined to have their traditions documented. Working with the ANLC helped me to be in the right place at the right time and to tape-record many elders who have since passed on. We are still working with the backlog. This work gives rise to mixed emotions. On the one hand, it gives me great delight to restore and polish these priceless gems of Tlingit oral literature, composed by the great masters of the tradition. On the other hand, it can be stressful always to be dealing with death, dying, and grief.





# Story with Closure





## Tlingit Renaissance

*An Excerpt from Life Woven with Song, 2000*

By Nora Marks Dauenhauer

In 1968 my uncle Jim Marks passed away, leaving Auntie Jennie a widow. She set aside this retirement stage of her life to teach us Tlingit dancing, and we formed the Marks Trail Dancers in 1968. She taught us our *Lukaax.ádi* clan songs and we danced to them. We became a popular group. As far as I know, we were the first such organized dance group, with membership from different clans, that traveled and performed on invitation. IF not the first, we were certainly one of the first. Up to that time, songs and dances were mostly performed in ceremonial \_\_\_\_\_ only and by members of a single clan, or at non-Tlingit civic events such as the dedication of libraries and such. Now, twenty-five years later, more than a thousand dancers gather every other year in Juneau for a Tlingit folk festival called Celebration.

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I taught Tlingit in the Juneau high school for a semester in the early 1970s, but was not rehired. The official district plan was, because of the demands of \_\_\_\_\_, to replace me with a Tlingit teacher with certification. Now, almost a quarter of a century later, they still have not located a certified Tlingit instructor, nor have they found any other way to teach the Tlingit language on a regular basis.

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# Student Story





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The image features a decorative border at the top and bottom. The top border consists of a row of pearls above a row of diamond-encrusted letters. The bottom border consists of a row of pearls above a row of diamond-encrusted letters. The central area is a solid red background with the word "Assessment" in white text.

# Assessment



**Grade 11 Literature**  
**Tlingit Renaissance**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Word Unscramble:** In this section about the Tlingit Renaissance, there are important vocabulary words that help explain the events. Unscramble the words below and write them at the end of the test item. Use the definition to help with your answer.

- 1) **reeoitrep:** a supply of skills or devices possessed by a person. The story teller had only one song in her collection or \_\_\_\_\_
  
- 2) **gyoloprohtna:** the science of human beings and especially of their physical characteristics, their origin, their environment and social relations, and their culture \_\_\_\_\_
  
- 3) **scitguisnil:** the study of human speech including the units, nature, structure, and development of language, languages, or a language \_\_\_\_\_
  
- 4) **erolklof:** customs, beliefs, stories, and sayings of a people handed down from generation to generation \_\_\_\_\_
  
- 5) **cenassianer:** a movement or period of great activity \_\_\_\_\_

**Matching: Match the key vocabulary words on the left with their definition on the right. Place the letter of the definition in front of the word it matches.**

- 6) \_\_\_\_\_ subsequently
- 7) \_\_\_\_\_ contexts
- 8) \_\_\_\_\_ accreditation
- 9) \_\_\_\_\_ unveiled
- 10) \_\_\_\_\_ band
- 11) \_\_\_\_\_ tunic
- 12) \_\_\_\_\_ convention

- a. a custom or a way of acting or doing things that is widely accepted and followed
- b. follow in time, order and place; the author met authors who inspired her
- c. a shirt or jacket reaching to or just below the hips; like those used in traditional Tlingit dance
- d. the parts of something written or spoken that are near a certain word or group of words and that help to explain its meaning; Tlingit songs and dances were mostly performed at ceremonies by members of the clan so people who listened could understand them
- e. to send with credentials; like a teacher with a certificate or degree
- f. something that binds or restrains legally, morally, or spiritually; the Tlingit people were encouraged to come together in love and mutual support.
- g. to remove a veil or covering or to wear for the first time as the storyteller did with her headdress at her Auntie's memorial



**Grade 11 Literature**  
**Tlingit Renaissance**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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