



UNIT 10

Traditional Shelters

The Alaska Native Claims Settlement Act: Relationship with the Environment

IN SOUTHEAST ALASKA, Native settlements were composed of houses that stretched along the shore of a bay or river. The houses always faced the water.

Some homes had facades. Many of the facades were striking in appearance. Many of the facades were decorated.

Small settlements had four or five houses with under one-hundred people. Large settlements had up to twenty-five houses and about a thousand people. The Native people lived in these settlements during the winter. Many Native settlements had steam baths.

In the summer, during fishing season, the people made temporary camps. In these camps they used cabins, huts, sheds, and smokehouses. The cabins were made of poles and cedar bark.

The winter clan homes in the settle-



ments were rectangular. Different tribes had different styles of homes. These rectangular homes were made of thick

boards. Four posts supported the home inside. Four posts supported the home outside. The door hole was covered by a

The Alaska Native Claims Settlement Act: Relationship with the Environment

How did the movement from clan houses to individual homes affect Native cultures?

skin or mat. Some homes had doors with wooden latches.

Inside a clan home was a rectangular pit. In the center of the pit was a hearth. In the ceiling above the hearth was a hole. This hole let the smoke from the hearth go outside.

People had their own fires for cooking. Fifty to one hundred people would live in one clan house. At least three generations lived in a clan house.

There were plank beds for sleeping. The beds were along the walls. The head of the household slept at the back of the house.

Large carved boxes were used to store clan regalia and ceremonial objects. Storage rooms were along the sides of the rectangular clan homes.

People slept along the sides of the



house. Slaves slept by the door. The houses had no windows. Big things, like fishing gear, were stored in the rafters.

The facade and partitions within the houses were decorated. They were decorated with paintings. The corner posts were often carved.

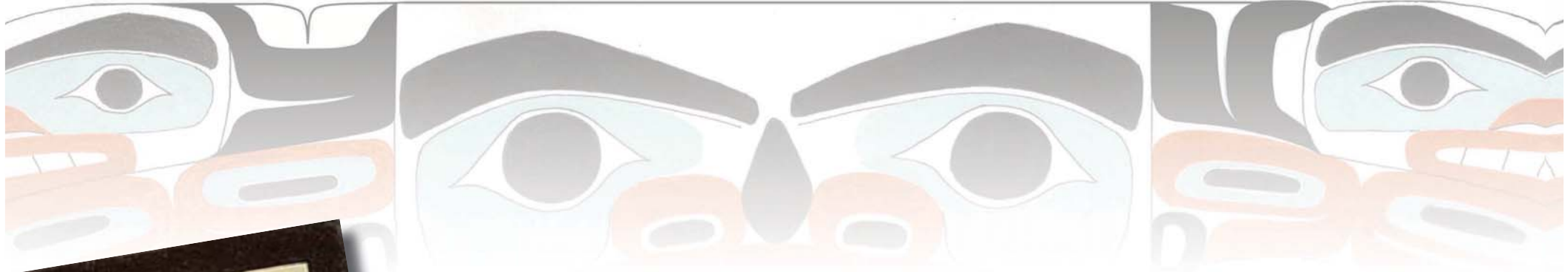
Each house had its own name. This could be Large House, Valley House, Killer Whale House, and so on. Inside the

homes, the fire and stone oil lamps provided light.

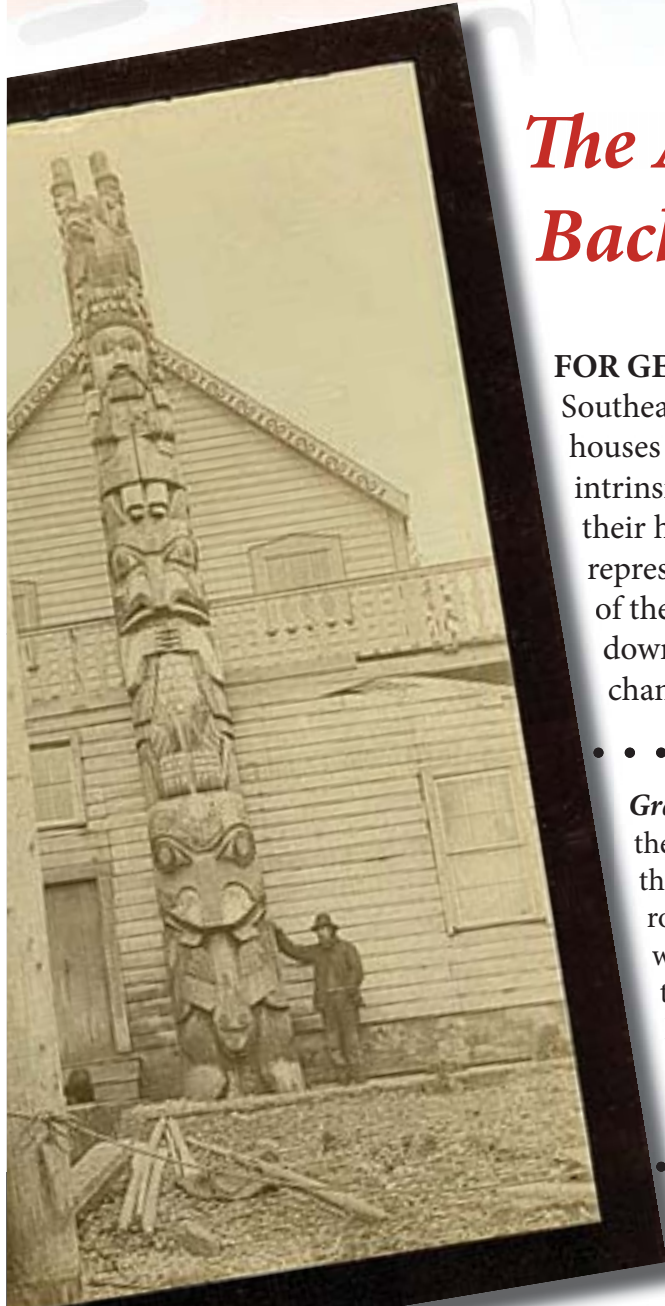
If too many people lived in a clan house or if they did not get along, a new house would be built. The new house got its own name. Usually the name of the new house was connected to the name of the old house. In this way, some people could say they are from two or more houses.

Sometimes people had to leave a house or the house was destroyed. In this case, the name of the house was still the property of the house members, the matrilineal descendants, and the clan.

If the members agreed, the house name could be given to a new house. Each house had its own crest. The house crests were inherited from the people's ancestors.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities



FOR GENERATIONS, THE NATIVE PEOPLES of Southeast Alaska lived in communal clan houses. These houses were the social centers of the communities and intrinsically tied to the people, their ancestors, and their heritage. Early missionaries and government representatives failed to appreciate the importance of the clan houses to the Native cultures. The break down of the clan house system signaled major changes to the Native cultures of Southeast Alaska.

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Grabber: Collect items that can be associated with the rooms of a house. Have the students identify them and match the items with their appropriate rooms. Then, have the students imagine a house with one room. Lead the students to understand that all of the materials could still be used in the home, but in areas rather than rooms. Use this to lead into the clan houses used by the Natives of Southeast Alaska.
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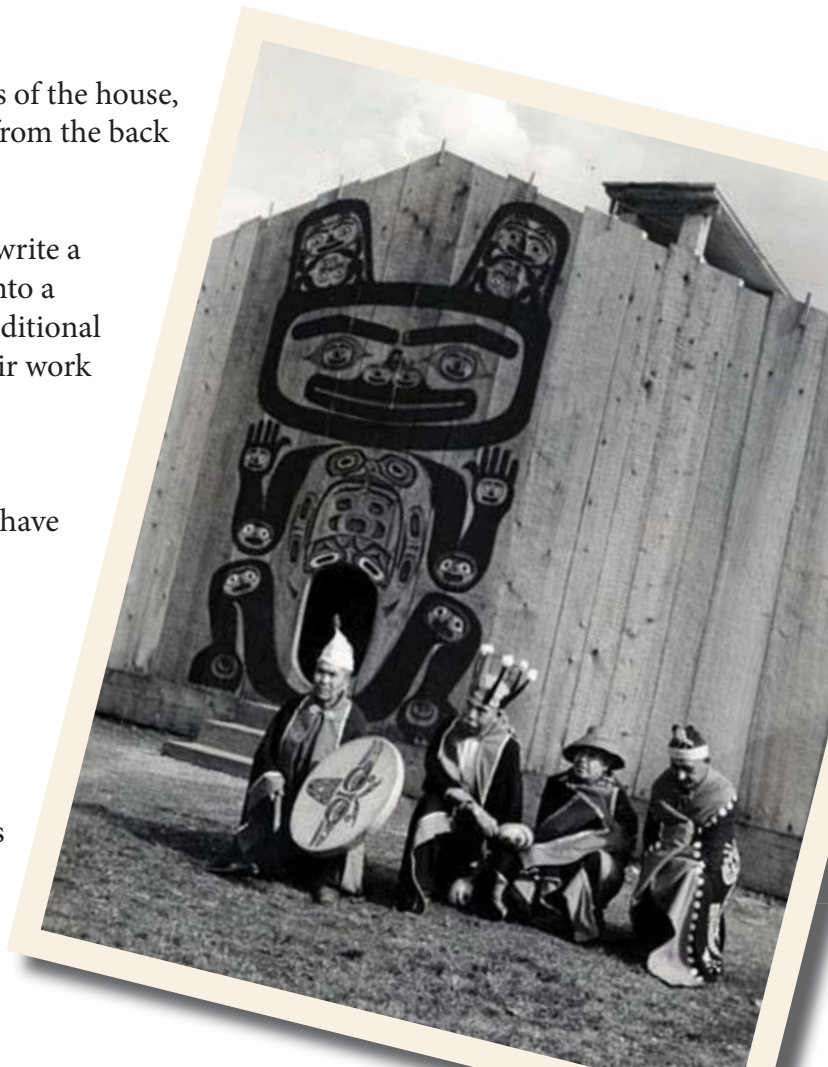
Key Vocabulary

- settlement
- facades
- temporary
- rectangular
- styles
- hearth
- plank
- rafters
- matrilineal
- destroyed



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

- Use a sheet of tag board to represent a clan house. Identify the parts and areas of the house, using a felt marker. Show the students a picture of the interior of a clan house from the back of this unit. Have them note the regalia and furnishings in the home.
- Provide the students with writing paper and pens. Each student should then write a diary page as to what it would be like to move from a large, communal home into a single-family home. This should include physical and social changes for the traditional society. When the students have completed their writings, have them share their work with one another.
- Have the students do online research related to forms of housing from other cultures. Each student should select one culture to research. When completed, have each student share his/her findings with the rest of the class.
- If popsicle sticks are available, have the students make models of clan houses. They can glue the sticks together to create the shape of the houses. Afterward, they can decorate the façades with colored markers.
- Read the text from the beginning of this unit with the students. Discuss the information contained in the selection with them. Have the students take turns reading the content of the text.





The Alaska Native Claims Settlement Act: Background and Place-Based Activities

DESTROYED



Show the students the picture for “destroyed” from this unit. Have the students suggest what destroyed the house. Lead them to understand that the damage was done by an earthquake. Cite other destructive forces.

FACADES



Show the students the non-Native buildings with facades. Relate these facades to their Native counterparts. Show the picture for “facades” from this unit to the students.

HEARTH

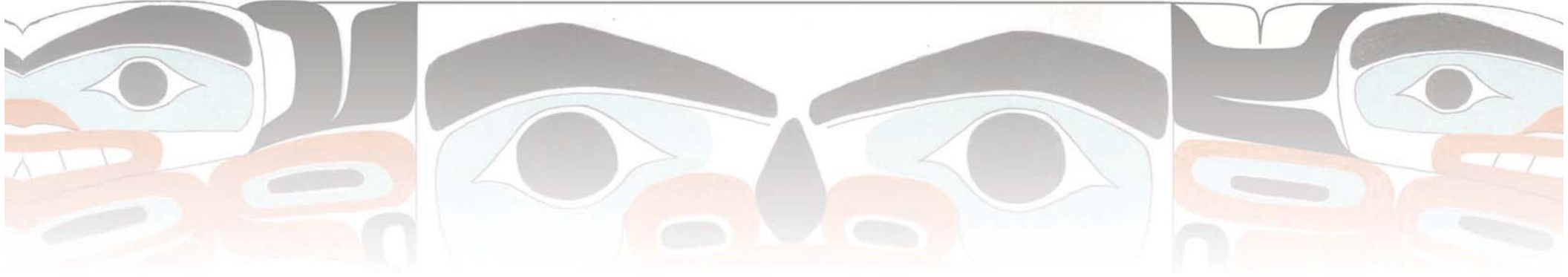


Show the students some pieces of kindling wood, and call upon them to suggest its use. Lead this into the making of a fire, particularly in a hearth of a clan house. Show the picture from this unit.

MATRILINEAL



If a set of dolls is available, use it to represent a matrilineal lineage. Outline examples on the board of the matrilineal lineage of a couple of local families.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

PLANKS



Show the picture of the inside of a clan house from the back of this unit. Have the students note the floor planks and wall planks in the clan house. Have the students suggest other places where planks may be found.

RAFTERS



Cut a cardboard box to represent a model of a house. Use rulers or other sticks to create rafters in the cardboard house. Show the picture from this unit.

RECTANGULAR



Have the students identify items in the classroom that are rectangular in shape.

SETTLEMENT



Show the students the pictures from this unit for “settlement” and “temporary”. Have the students contrast the two pictures. They should suggest how living in a settlement would be different from life in a temporary camp.

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

TEMPORARY



Show the students the pictures from this unit for “settlement” and “temporary”. Have the students contrast the two pictures. They should suggest how living in a settlement would be different from life in a temporary camp.

STYLES



Show the students the picture for “houses” at the back of this unit. Have the students compare and contrast the styles of houses shown. Relate this to the styles of building, e.g. in the picture for this unit.

Did you know?



Sealaska Heritage Institute is a great resource for historical photos and documents related to Tlingit, Haida, and Tsimshian cultures. Go to www.sealaska-heritage.org/collections to search our archival catalog or to view photos in our “digital collections” section. *Above:* Cabinet card photograph showing a Wrangell Tlingit grave marker, circa 1880s.

Language and Skills Development

LISTENING

Flashlight Find

Mount the math vocabulary pictures on the walls, board and windows. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the picture for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in teams. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct picture with the light of his/her flashlight. The first player to correctly identify the picture for the vocabulary word you said wins the round. Repeat until all players have played.



Picture Hold Up

Before the activity begins, prepare a stencil that contains small versions of the vocabulary pictures. Provide each student with a copy of the stencil. The students should cut the pictures from their copies of the stencil. When the students' pictures are cut out, say a vocabulary word. Each student should then hold up the picture for the vocabulary word that you said. Repeat this process until all of the pictures/vocabulary words have been used in this way.

Clan House Toss

Prepare an outline of a clan house on 8 1/2 by 11 inch paper. Give a student a beanbag. The student should toss the beanbag towards the house; if it misses, say a word and have the student find its picture. If it lands in the house, the student may pass. Repeat.

Language and Skills Development

SPEAKING

The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

Make a change

Say a sentence that contains one or more of the vocabulary words. Call upon a student to repeat the sentence, making ONE change in it. The student may add a word to the sentence, delete a word, change the tense, etc. Then, call upon another student to make another change in the sentence. Continue in this way until as many changes as possible have been made in the sentence. Begin each round with a new sentence.



Wild Balloon

Before the activity begins, obtain a large balloon. Stand in front of the students and inflate the balloon. Have the vocabulary pictures mounted on the board. Hold the end of the balloon closed. Then, release the balloon. When the balloon lands, the student closest to it should say a complete sentence about a vocabulary picture you point to. Repeat this process until many students have responded.

High Roller

Give a die to each of two students. When you say “Go,” the students should roll their dice. The student who rolls the highest number on his/her die must then say a complete sentence about a vocabulary picture that you show. Repeat this process until many students have responded with sentences of their own.



Language and Skills Development

READING

Circle of Words

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call "Bingo." The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

Sentence Completion

Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students' work.

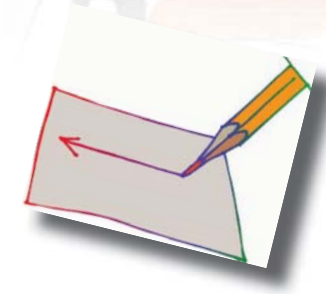
Letter Encode

Give the students their cut out letters, prepared earlier in this program. Show a vocabulary picture. The students should use their letters to spell the word for that picture. Repeat, using the remaining pictures from this unit. You may wish to show pictures from other units to review their spellings.

Funnel Words

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

Language and Skills Development



WRITING

Mirror Writing

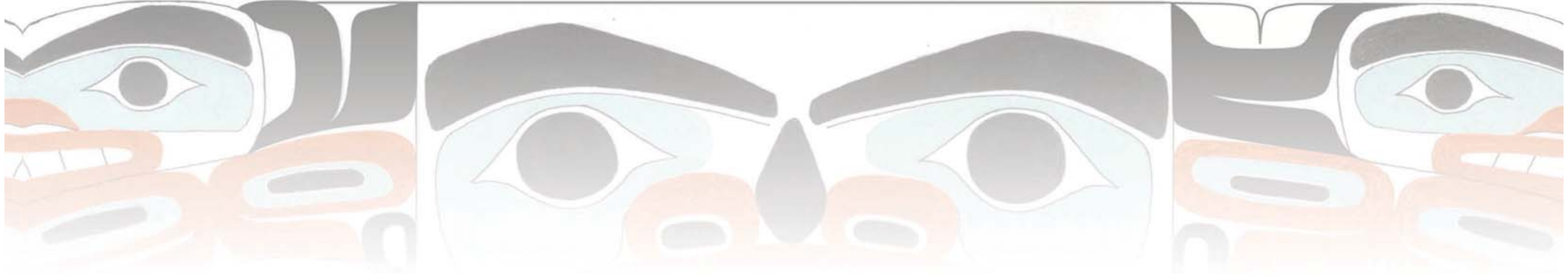
Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say “Go,” the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

Sentence Completion

Give each student a copy of the sentence completion version of the text from this unit. The students should write in the missing words. Afterward, review the students’ work.

Sentence Completion 2

Write a number of sentence halves related to clan houses on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the chalkboard and number each one. Provide the students with writing paper and pens. Each student should then complete ONE of the sentence halves in his/her own words, writing his/her part of the sentence on the sheet of paper. When the students have completed their sentence halves, have a student read ONLY the sentence half he/she wrote. The other students must then attempt to identify the other half of the sentence on the chalkboard (by its number). Repeat until all of the students have shared their sentence halves in this way.



Reading and Writing: Sentence Completion

IN SOUTHEAST ALASKA, Native _____ were composed of houses that stretched along the shore of a bay or river. The houses always faced the water.

Some homes had _____. Many of the _____ were striking in appearance. Many of the _____ were decorated.

Small _____ had four or five houses with under one-hundred people. Large _____ had up to twenty-five houses and about a thousand people. The Native people lived in these _____ during the winter. Many Native _____ had steam

baths.

In the summer, during fishing season, the people made _____ camps. In these camps they used cabins, huts, sheds, and smokehouses. The cabins were made of poles and cedar bark.

The winter clan homes in the _____ were _____. Different tribes had different _____ of homes.

These _____ homes were made of thick boards. Four posts supported the home inside. Four posts supported the home outside. The door hole was covered by a skin or mat. Some homes had doors with wooden latches.

Inside a clan home was

a _____ pit.

In the center of the pit was a _____. In the ceiling above the _____ was a hole. This hole let the smoke from the _____ go outside.

People had their own fires for cooking. Fifty to one hundred people would live in one clan house. At least three generations lived in a clan house.

There were _____ beds for sleeping. The beds were along the walls. The head of the household slept at the back of the house.

Large carved boxes were used to store clan regalia and ceremonial objects. Storage rooms were along the sides of the _____ clan homes.



Reading and Writing: Sentence Completion

People slept along the sides of the house. Slaves slept by the door. The houses had no windows. Big things, like fishing gear, were stored in the _____.

The _____ and partitions within the houses were decorated. They were decorated with paintings. The corner posts were often carved.

Each house had its own name. This could be Large House, Valley House, Killer Whale House, and so on. Inside the homes, the fire and stone oil lamps provided light.

If too many people lived in a clan house or if they did not get along, a new house would be built. The new house got its own name. Usually the name of the new house was connected

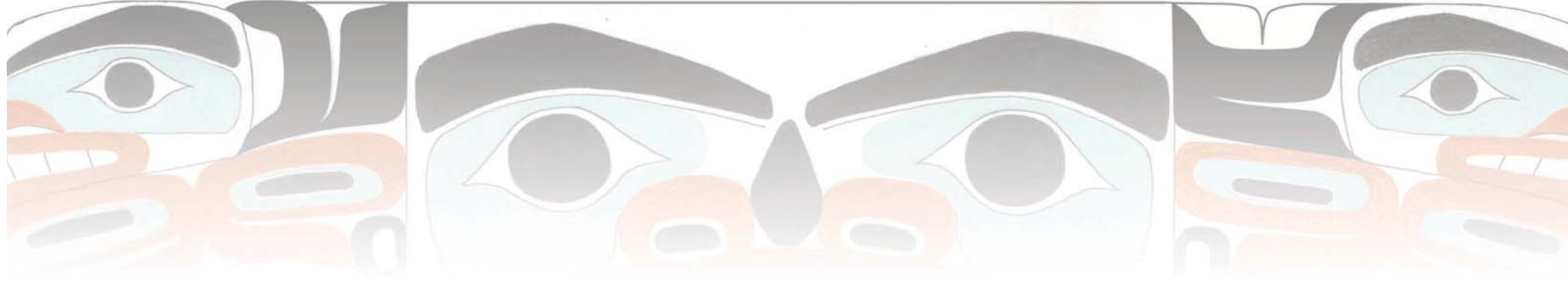
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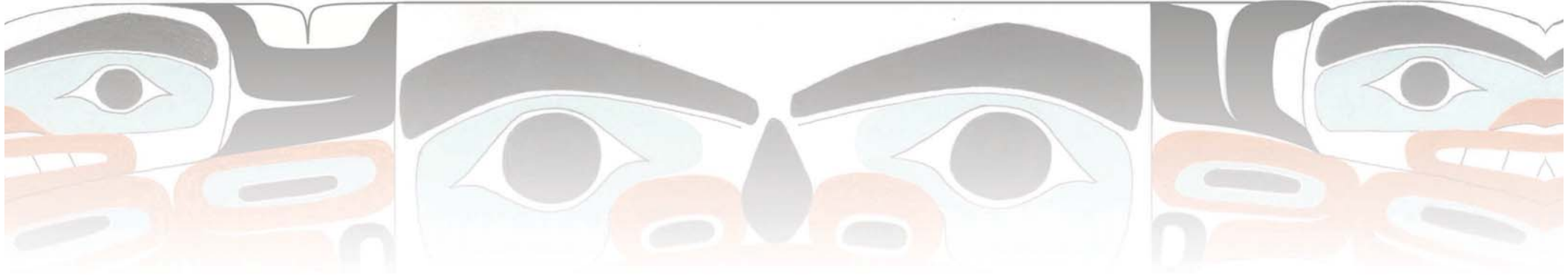
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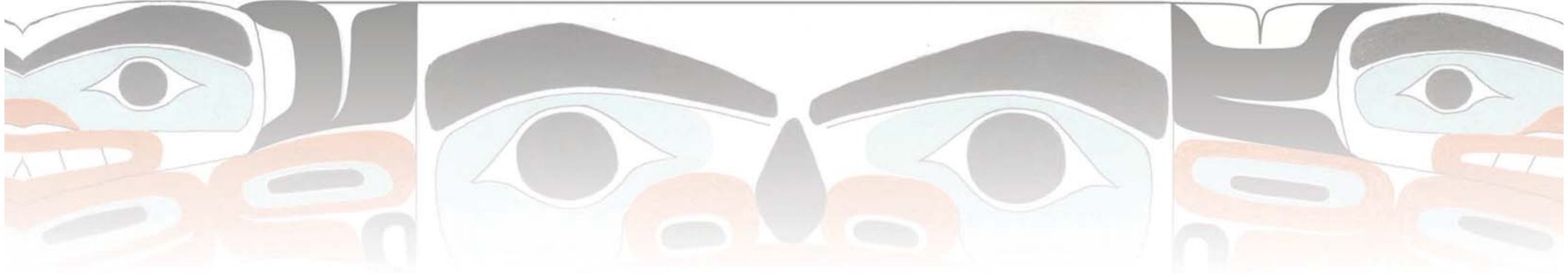


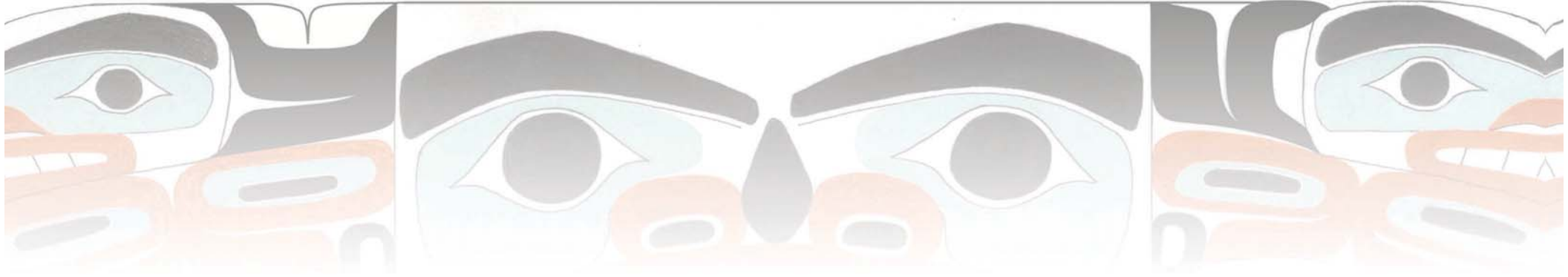
VOCABULARY PICTURES



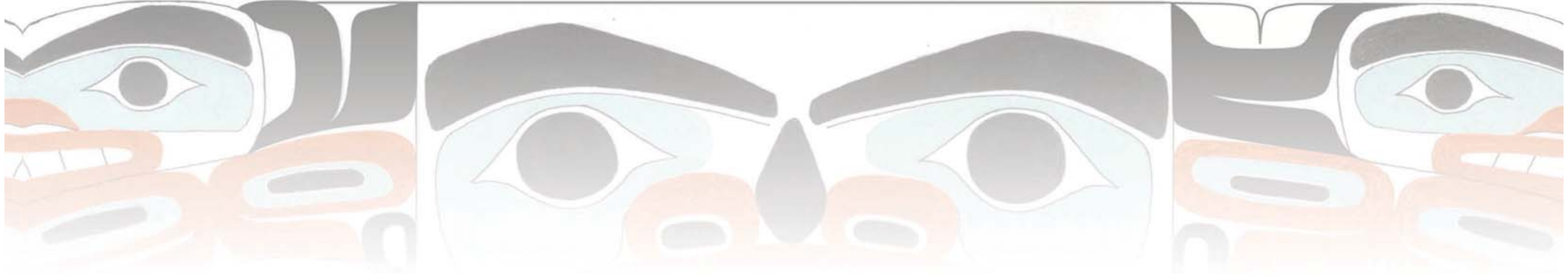


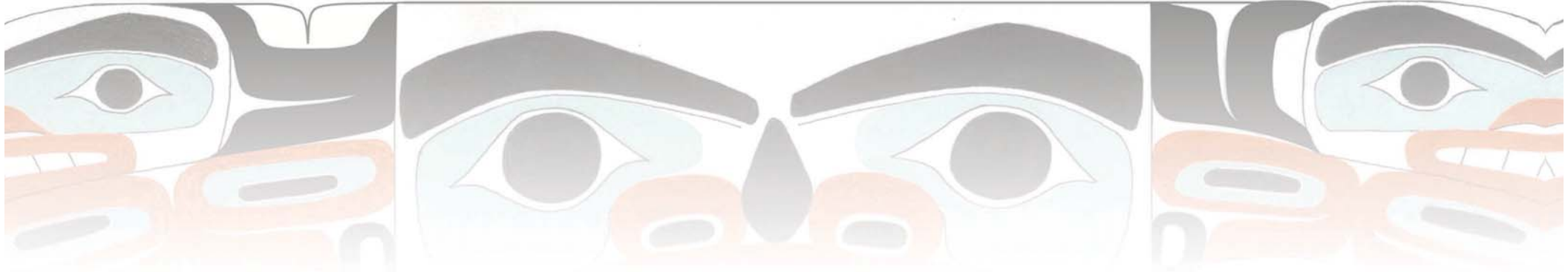
DESTROYED



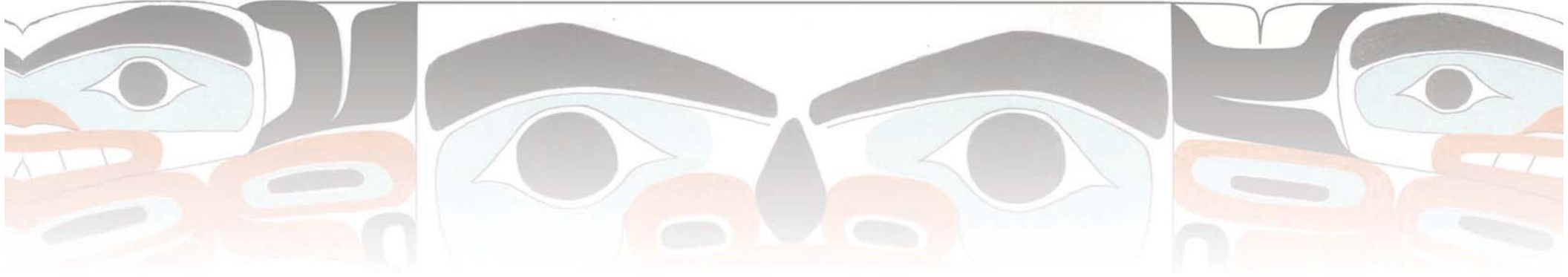


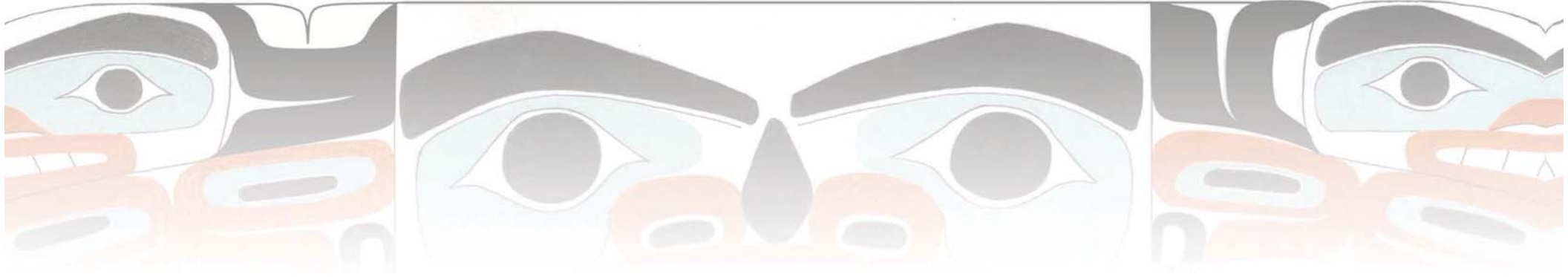
FACADES



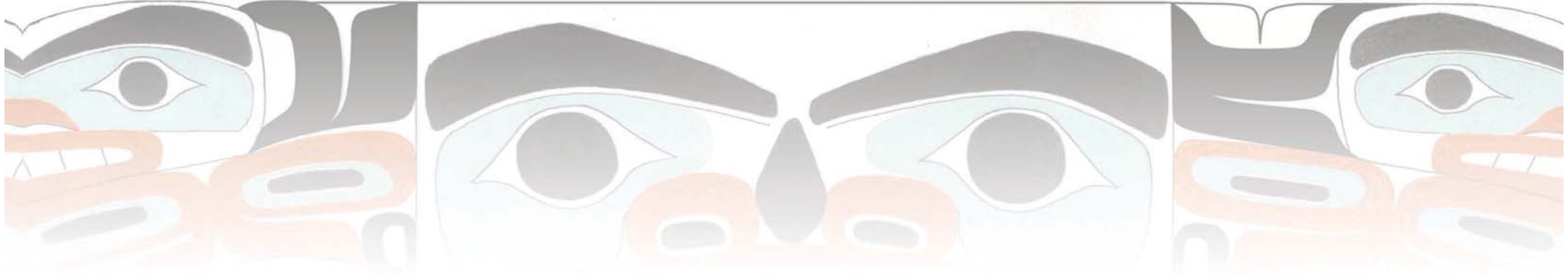


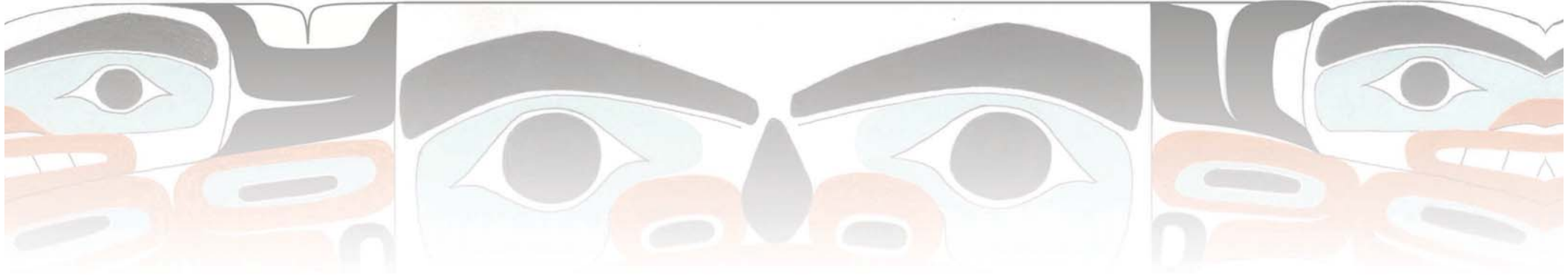
HEARTH



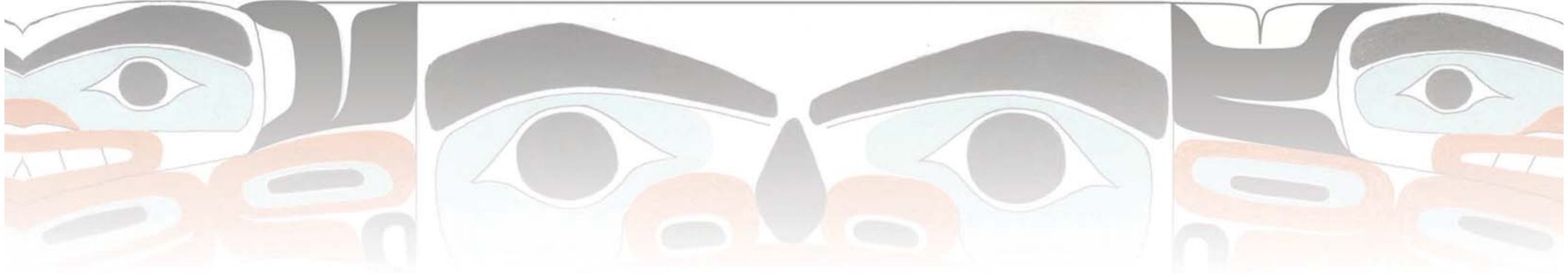


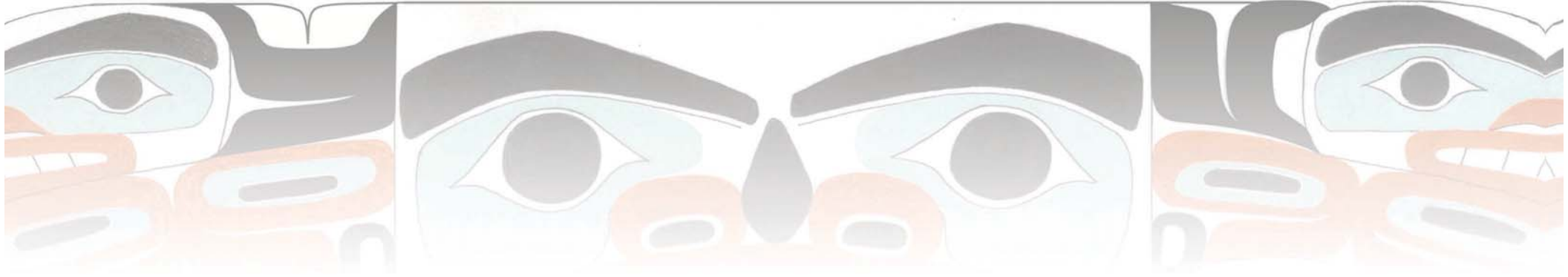
MATRILINEAL



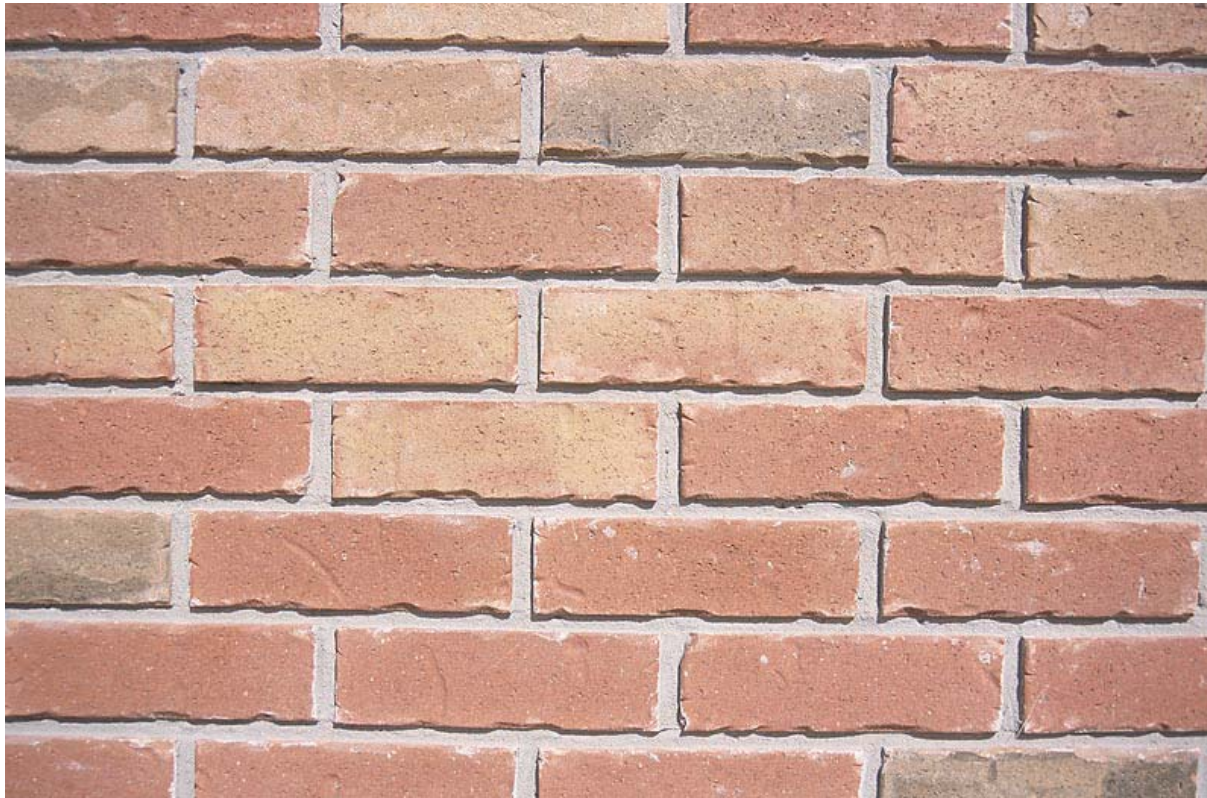
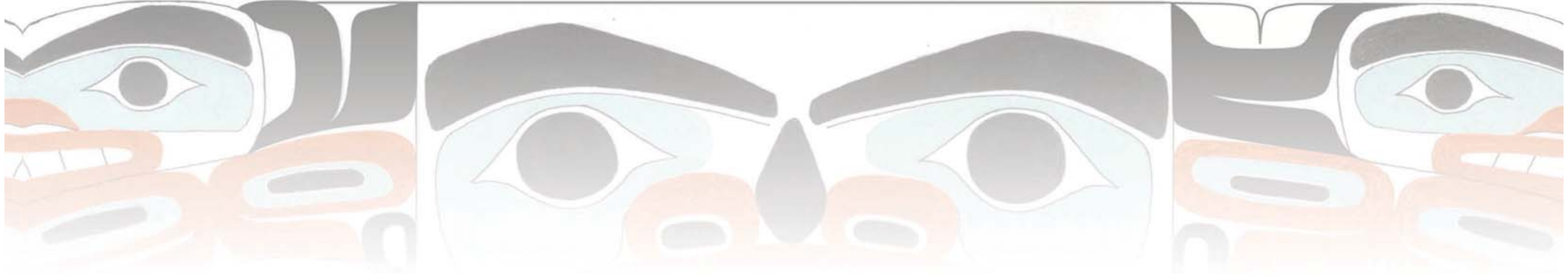


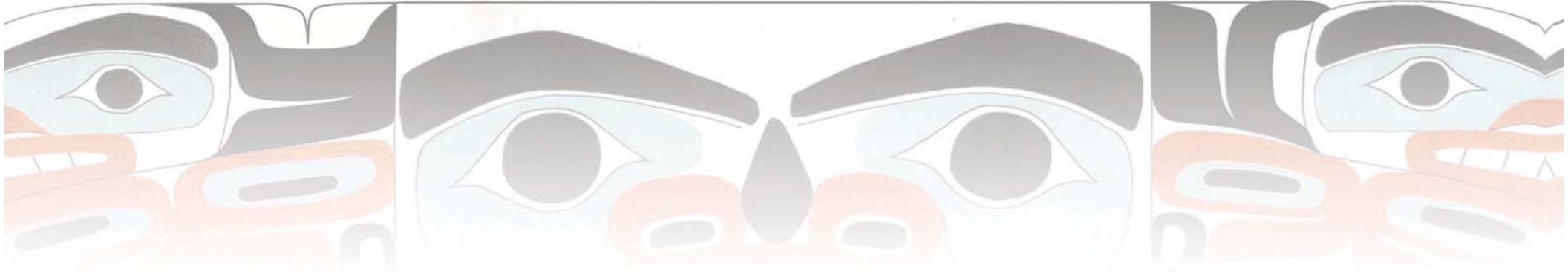
PLANKS



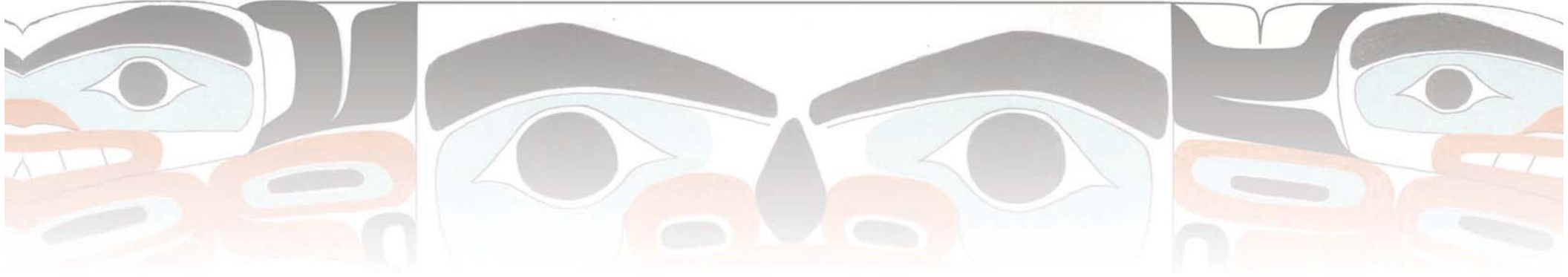


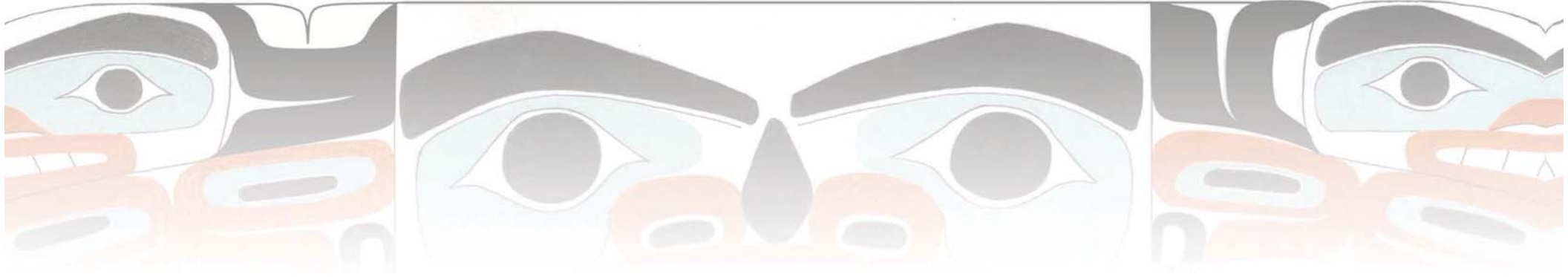
RAFTERS



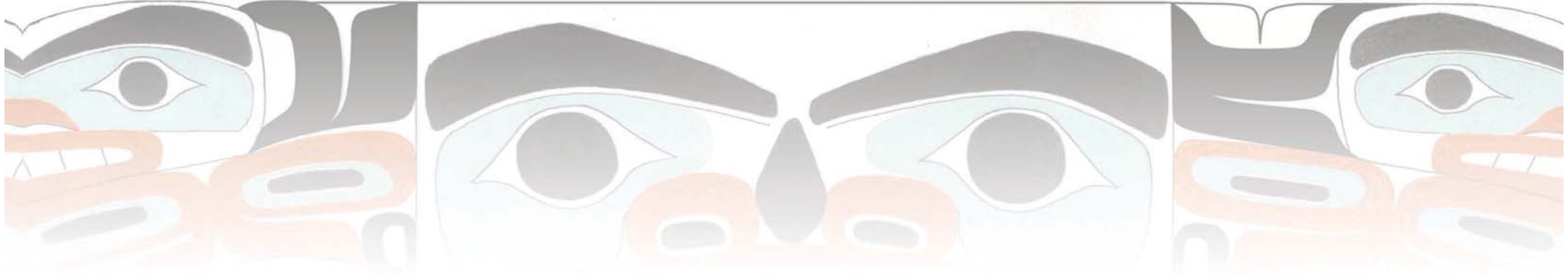


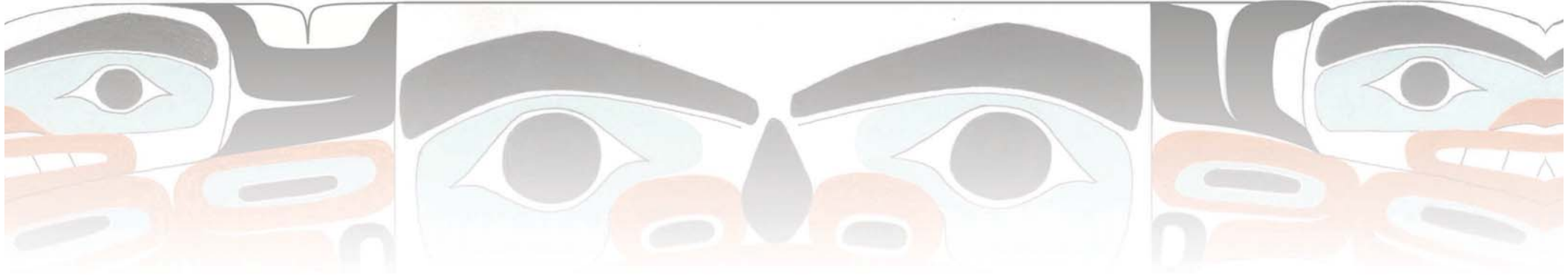
RECTANGULAR



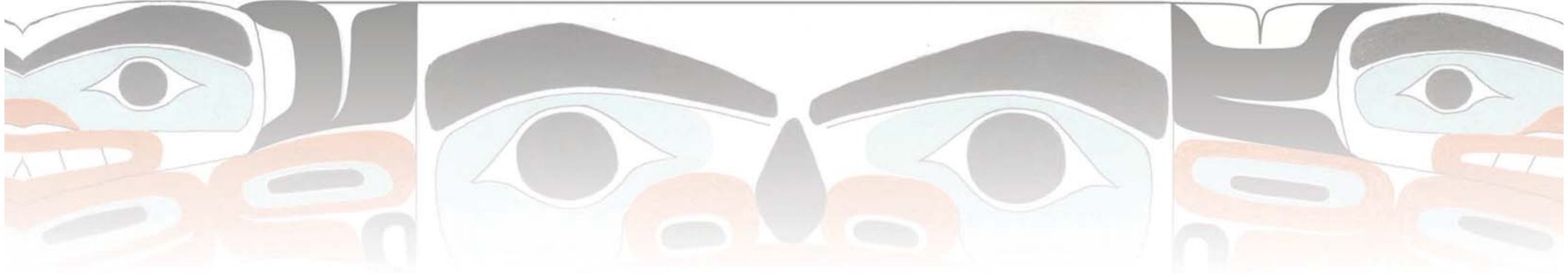


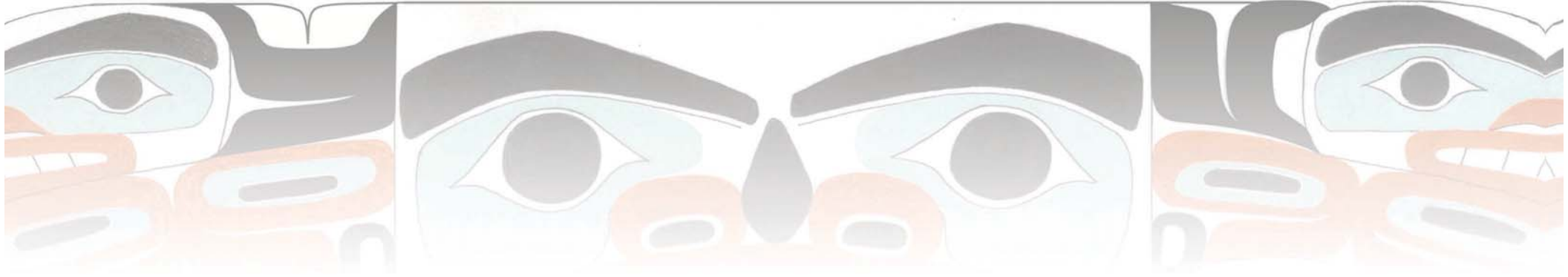
SETTLEMENT



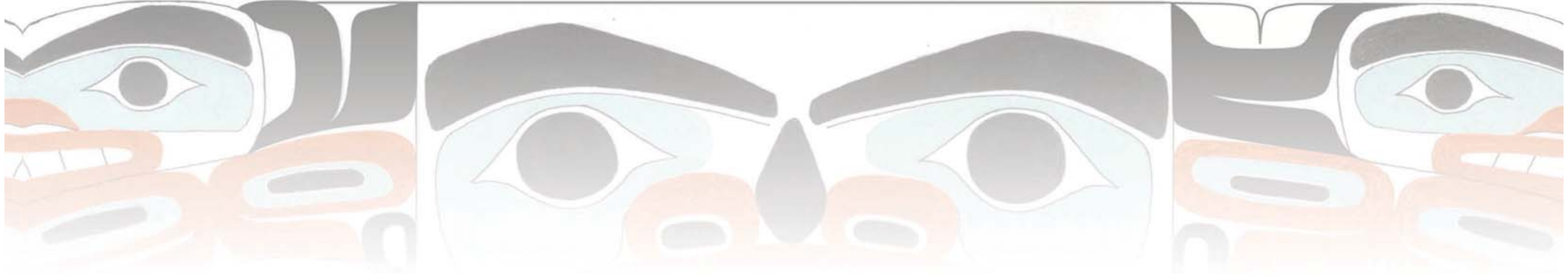


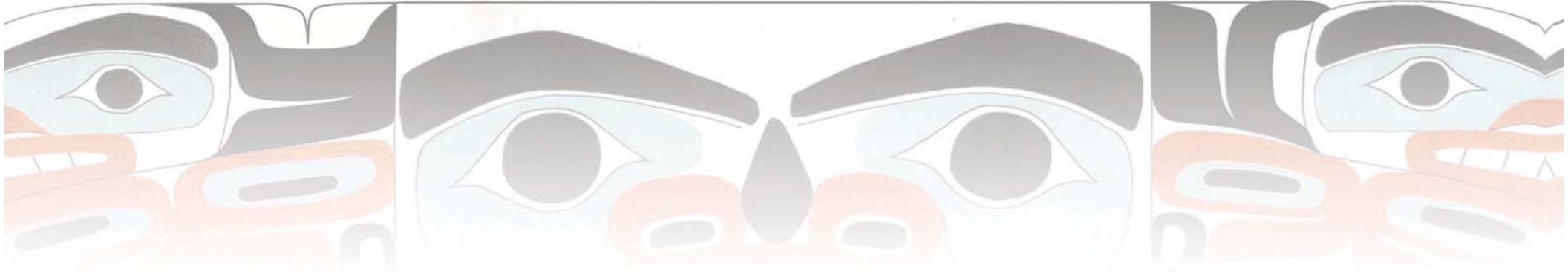
TEMPORARY



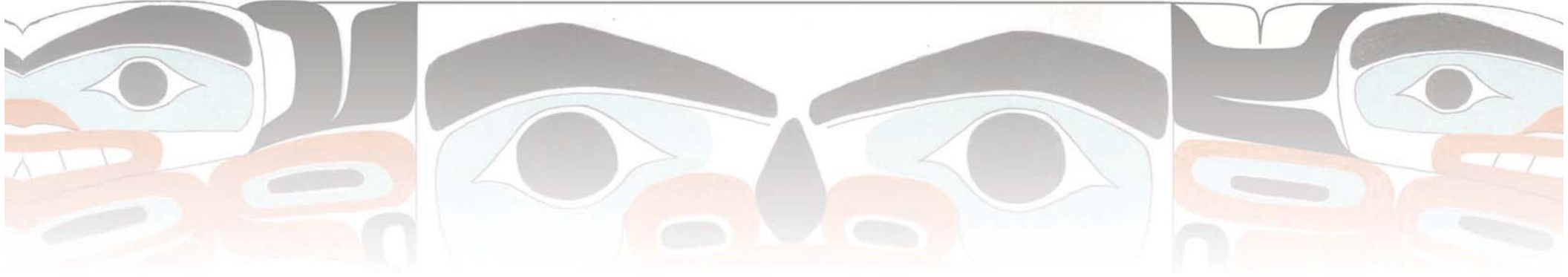


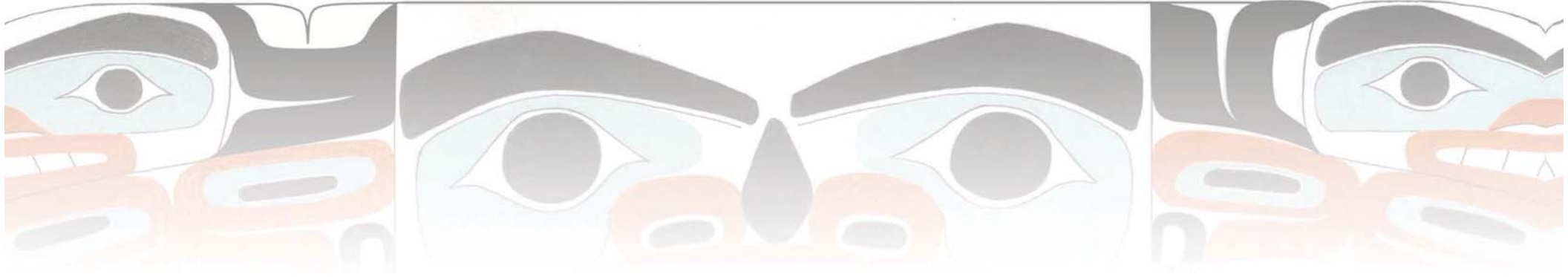
STYLES





CLAN HOUSE





HOUSES

