



UNIT 6

Ancient Trade



The Alaska Native Claims Settlement Act: Relationship with the Environment

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Many of them made long journeys over rugged mountains and rivers. They travelled north to the Yukon River. They travelled through the mountain passes and river systems to reach the Athabascans.

The Athabascans live in the Interior of Alaska. They travelled by sea in large canoes. The canoes were made from giant cedar logs. The Natives of Southeast Alaska traded goods long before any outside people arrived in Alaska.

In Alaska, each Native group had its own resources for trade. The coastal people harvested seals and tanned hides for trade. The Interior tribes had caribou, moose, and lynx hides for trade.

Animal hides for clothing were important trade items. The hides became a

form of currency.

The coastal people of Southeast Alaska had many natural resources to trade. They had greenstone for tools, clams, mussels, red and yellow cedar, dried halibut and salmon, seal oil, herring eggs, seal meat, hooligan oil, and berries.

The Chilkat robes were popular for trading. To make a robe, materials from different areas had to be used. The mountain goat wool came from the mountains. The women twisted the wool with cedar bark. The cedar bark came from the southern part of Alaska. The yellow dye used in the robes came from a moss found in the Interior.

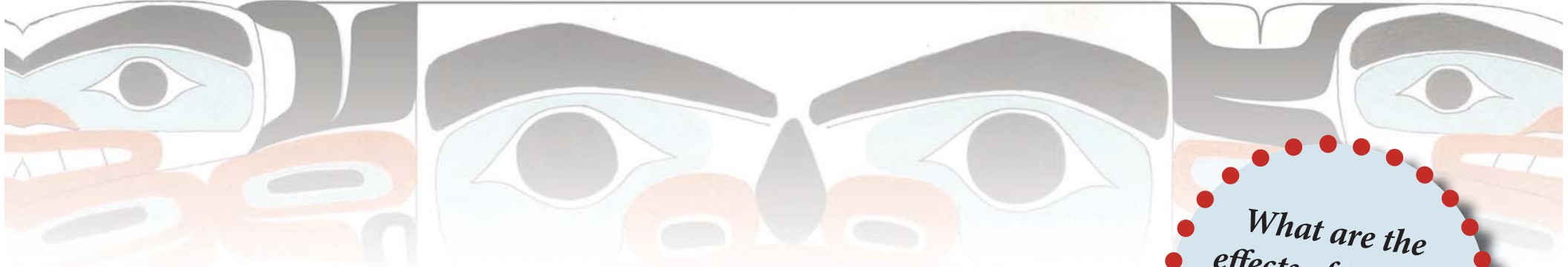
The Athabascans and Eyaks of the Copper River area had copper. Southeast Natives used the copper to make their tináa. These shields were a sign of wealth. Copper was also available in Yakutat. The Haida would travel to Yakutat to trade for copper.

Shells from Vancouver Island were

signs of wealth for the Athabascans. Jade from the Inupiat areas was used by the Athabascans. They made tools with the jade. Puffin bills from the Aleut and Alutiiq areas were made into rattles by the Natives of Southeast Alaska.

People traded with others that they trusted and liked. The traders would form partnerships that lasted many years. During this time, people would visit with each other's families. They would learn some of





The Alaska Native Claims Settlement Act: Relationship with the Environment

each other's language.

People exchanged goods up to three times a year. They would meet in places or villages that they had agreed on during their last trading trip. Sometimes it was difficult to decide the value of the goods. The value of goods changed often.

Travel could be very difficult. Villages were far apart. Much of the travel was over rugged terrain and waterways. Conflicts would slow down or stop trading. Sometimes people had no surplus goods to trade.

The Chilkat in the Haines, Klukwan, and Skagway areas played an important role in trading. They would obtain goods from Southeast Alaska and British Columbia. They traded these goods to the tribes in the Interior. They would bring back goods from the Interior. No one else was allowed to use the Chilkat trails.

Chinook Jargon was a trade language. It was used by Native peoples from Oregon to

Alaska. Many of the words come from the Chinook language. Chinook Jargon was easy to learn.

Native peoples in Alaska came from different language families. The Tlingit, Haida, and Tsimshian languages are all very different. In early historical times, the Chinook Jargon had no European words.

Chinook Jargon was important to trading. It allowed people to talk with one another. Some examples of pre-contact Chinook Jargon are:

- nika or naika—I or mine
- comox—dog
- yakso—hair
- skokomish—brave people
- cheechako—newcomer
- potlach—to give (a gift)

When the Europeans arrived in Alaska, the Chinook Jargon borrowed from their

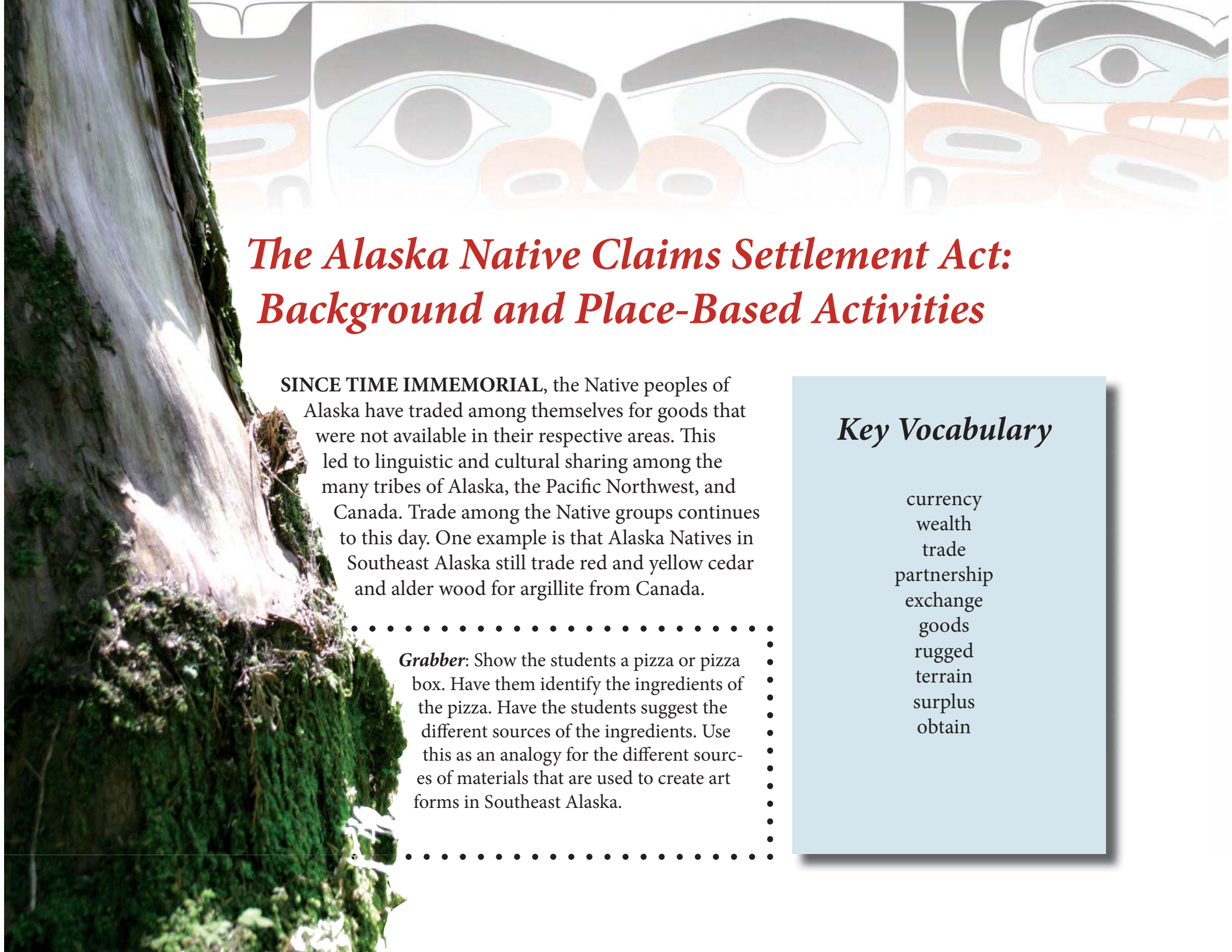
languages. They borrowed many words from French and English. For example:

- leloo—wolf (from French loup)
- malakwa—mosquito (from French maringouin)
- cosho or lecosho—pig (from French le cochon)
- lapel—a fur (from French la pelle)
- lakalat—carrot (from English carrot)

The tináa on the opposite page is made from copper. It is very old. Pieces of copper are missing from the bottom of the tináa.

The owner may have cut pieces off of the tináa to pay someone.

The cut-off pieces of copper may have been used to make jewelry.



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

SINCE TIME IMMEMORIAL, the Native peoples of Alaska have traded among themselves for goods that were not available in their respective areas. This led to linguistic and cultural sharing among the many tribes of Alaska, the Pacific Northwest, and Canada. Trade among the Native groups continues to this day. One example is that Alaska Natives in Southeast Alaska still trade red and yellow cedar and alder wood for argillite from Canada.

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Grabber: Show the students a pizza or pizza box. Have them identify the ingredients of the pizza. Have the students suggest the different sources of the ingredients. Use this as an analogy for the different sources of materials that are used to create art forms in Southeast Alaska.
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Key Vocabulary

- currency
- wealth
- trade
- partnership
- exchange
- goods
- rugged
- terrain
- surplus
- obtain



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

- Show a sample of artwork that has materials that may be from different areas. This might include jewelry, clothing items, etc. Lead the students to understand that while the different materials were most likely purchased rather than traded, the concept of obtaining materials that are not locally available is the same.
- Have the students do online research into trading and bartering practices in other parts of the world. Encourage the students to determine the effects of trading on the participating groups. Each student should have an opportunity to present his/her findings to the class.
- Explore the behind the scenes aspects of trading. Aside from obtaining goods, trading was a vehicle for demonstrating personal wealth to other Native groups. Introduce the concept (in post-contact times) of using trade beads as currency for goods. Have the students research the types of trade beads used around the world.
- Have the students imagine what life in the U.S. would be like following an isolationist policy—note the materials and products that would not be available to the American consumer.
- Have the students Google “Chinook Jargon”. Each student should select a term or sentence in Chinook Jargon. The students should share their words or sentences with the class—the other students should attempt to tell the meanings of the words or sentences.
- Read the text published at 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.



Copper Woman
Chilkat weaving ensemble by Clarissa Rizal.

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

CURRENCY



Show the students the salt picture at the end of this unit. Lead the students to understand that salt was once used as currency—thus the term “salary”. Show the Russian-Alaska currency picture from this unit.

WEALTH



Show the students the picture at the end of this unit that depicts two forms of wealth. Discuss with the students the different forms of wealth. Show the picture of the copper tináa from this unit—relate it to traditional Native wealth.

TRADE

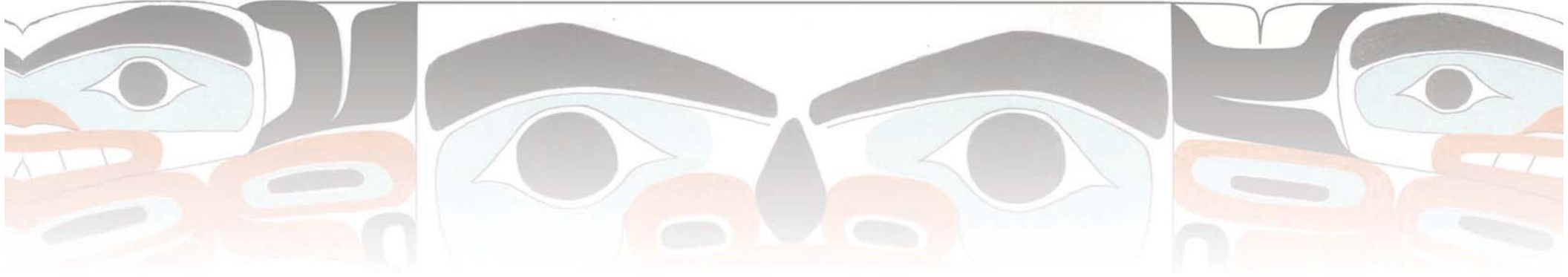


If available, show the students trading cards (for example, Pokemon cards). Show the picture of the Chilkat blanket at the end of this unit. Use it to introduce the trading sources of the materials.

PARTNERSHIP



Present the picture at the end of this unit that shows Sheldon Jackson performing a wedding. Use this as an example of partnership. Cite other types of partnerships, such as mining partners.



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

EXCHANGE



Show the students the picture for exchange. Encourage them to name goods that might have been exchanged. Show money from another country; introduce the concept of exchange rate.

GOODS



Collect a number of concrete materials that can be used to represent goods. Have the students name other types of goods.

RUGGED



Place a tray of soil in front of the students. Use the soil and rocks to create a rugged terrain in the tray. Show pictures that represent rugged terrains.

TERRAIN



Show the students the terrains picture at the end of this unit. Have the students contrast the terrains; they should suggest the natural phenomena that develop the different terrains.

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

SURPLUS

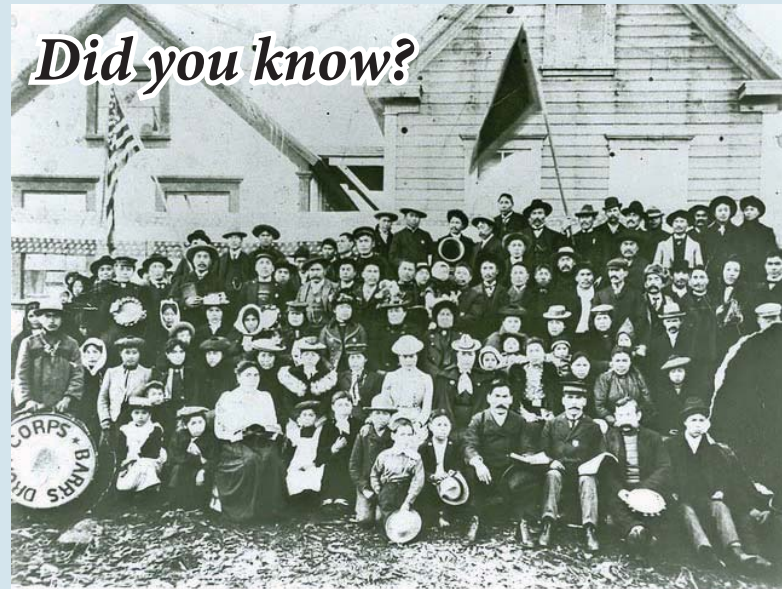


Collect fourteen eggs and an empty egg carton. Fill the egg carton with twelve of the eggs; identify the remaining eggs as surplus. Relate this to Army and Navy Surplus and other surplus forms.

OBTAIN



Show the students a bank debit card or credit card. Use the card to introduce the concept of obtaining money. Show the picture for obtain from this unit. It represents obtaining money for pelts.



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:* group photo of approximately 50 people from Haines, Alaska posing on what appears to be the 4th of July, circa 1890s.

Language and Skills Development

LISTENING

Turn and Face

Mount the vocabulary pictures on the walls and board. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the picture for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong picture), he/she is “out” until a later round of the activity. Repeat until all players have had an opportunity to participate.

Does it Fit?

Mount the vocabulary pictures on the board. Provide each student with writing paper and a pen. Point to a picture and say a sentence. If the sentence you say goes with the picture, the students should make checkmarks on their papers. However, if the sentence you say does not go with the picture, the students should make an “X” on their papers. Repeat this process with other pictures and sentences. Rather than having the students write their responses, you may have them clap for sentences that do not go with pictures and nod for sentences that do go with the pictures you point to.

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.



Language and Skills Development

SPEAKING

Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary picture and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.



Back Match

Make a photocopy of each of the vocabulary pictures from this unit. Group the students in a circle. Cut each of the photocopied pictures in half. Tape a picture half on each student's back. Do not let the students see which halves you are attaching to their backs. When you say "Go," the students should attempt to match themselves together according to the picture halves. When the students have done this correctly, have the students in each pair say a sentence about the picture represented by their halves (a different sentence from each student). Continue until each student has responded with a sentence of his own.

High Card Draw

Give each student in the class a card from a deck of playing cards. Mount the vocabulary pictures on the board and number each one. Call two students' names. Those two students should show their cards. The student who has the highest card (aces can be high or low) should then say a complete sentence about a vocabulary picture you point to. The students may exchange playing cards periodically during the activity. Repeat until many students have responded.

Language and Skills Development



READING

Funny Face

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.



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.

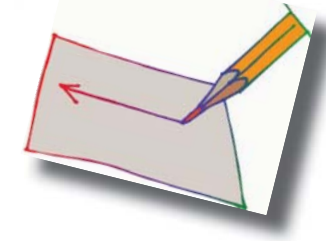
String Along

Join all of the students together with string (the students do not need to move from their seats). Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

Let's Read

Read the text from this unit with the students. Question them about the contents of the text.

Language and Skills Development



WRITING

Sentence Completion

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

Over/Under Picture

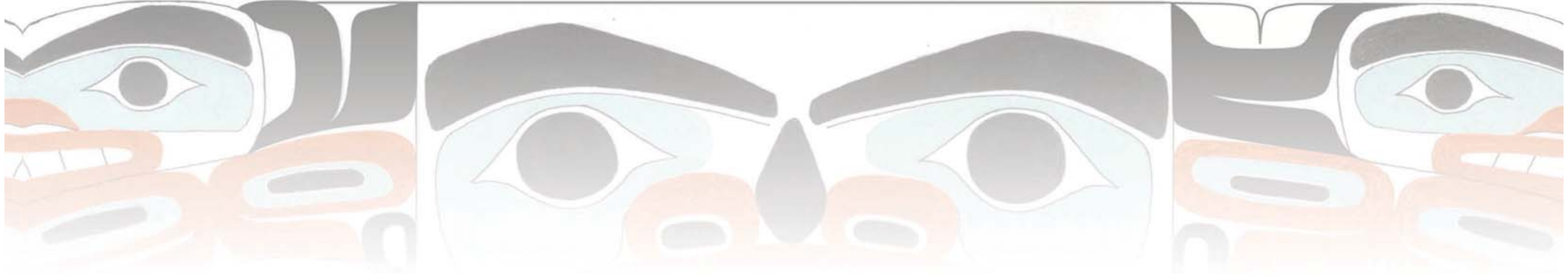
Group the students into two teams. Give a vocabulary picture to the first player in each team. When you say "Go," the first player in each team must pass the picture over his/her head to the next player. The second player in each team must then pass the picture to the next player between his/her legs. The students should continue with this over/under sequence until the last player in the team receives the picture. When the last player in the team receives the picture, he/she must rush to the board and write the vocabulary word for that picture. The first player to do this successfully wins the round. Repeat until all players have played (each picture can be used a number of times in this activity).

Let's Write

Give each student a copy of the picture for trade from this unit. Provide the students with writing supplies. Each student should then write about the contents of the picture. When finished, have each student read his/her writing to the class.

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.



Reading and Writing: Sentence Completion

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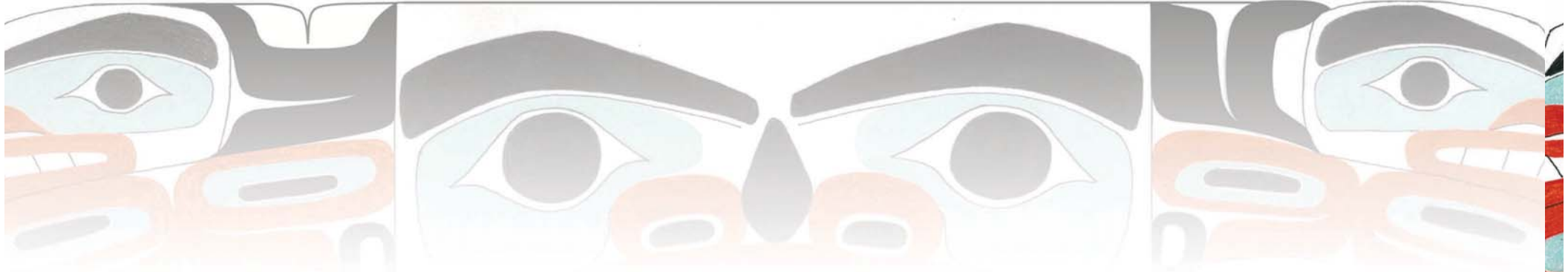
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Reading and Writing: Sentence Completion

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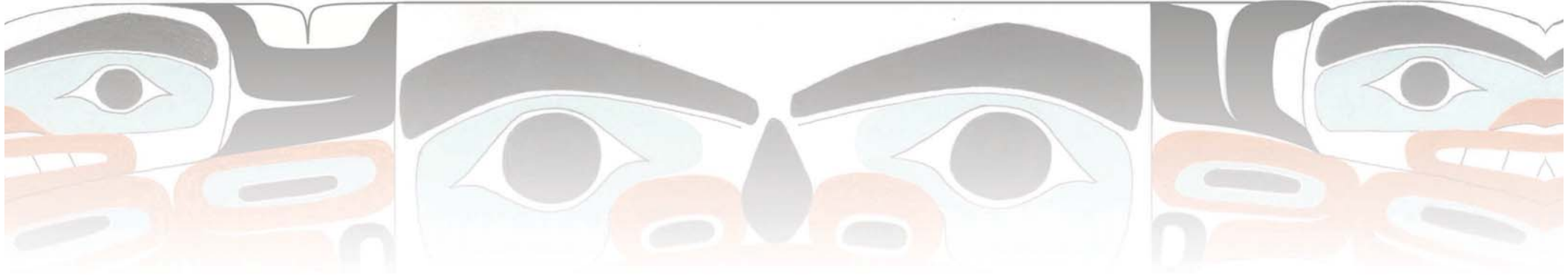
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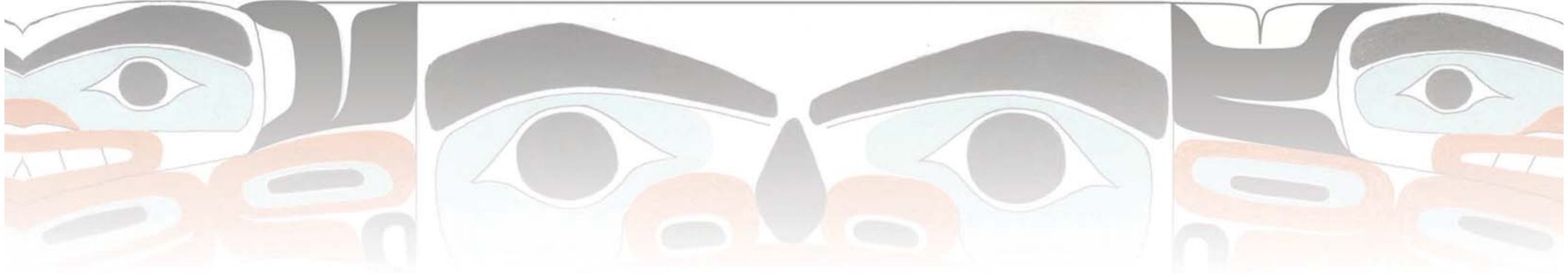


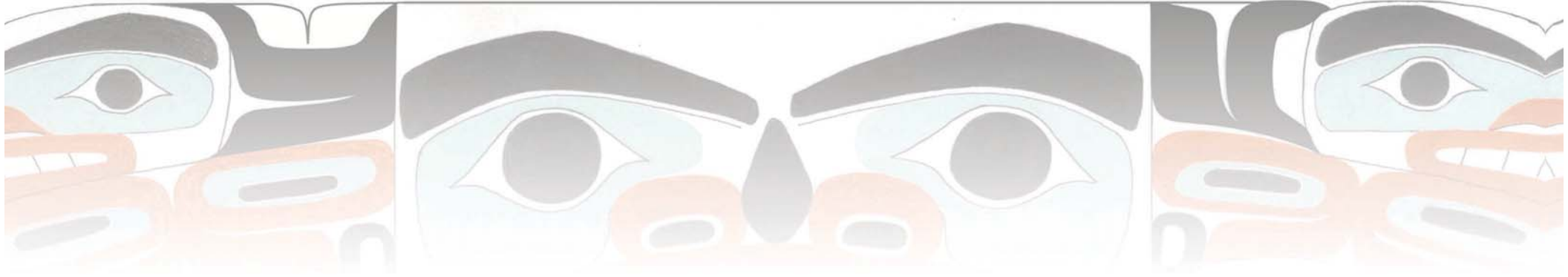
VOCABULARY PICTURES



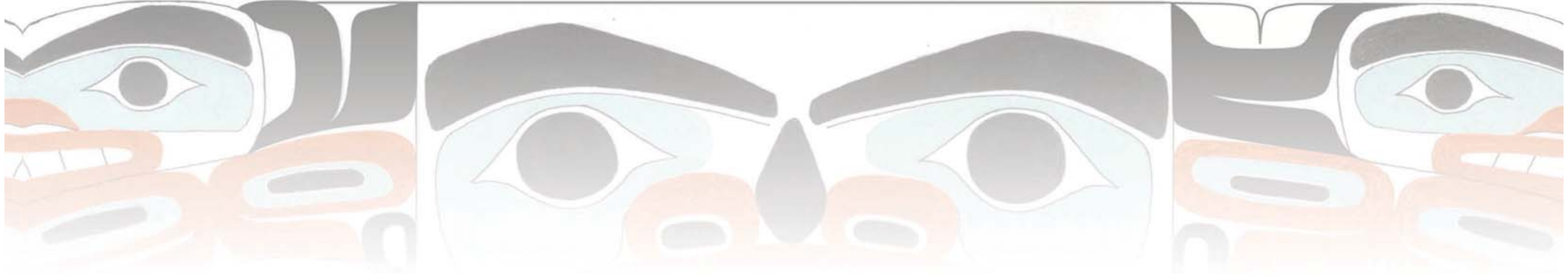


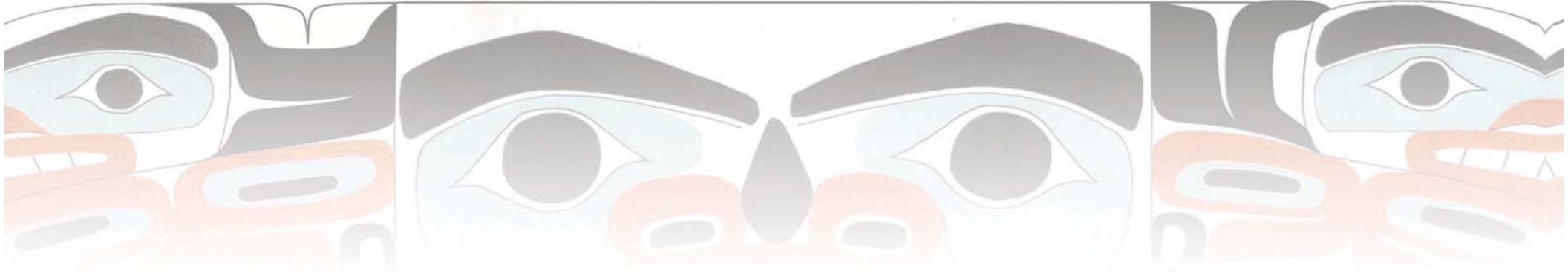
CURRENCY



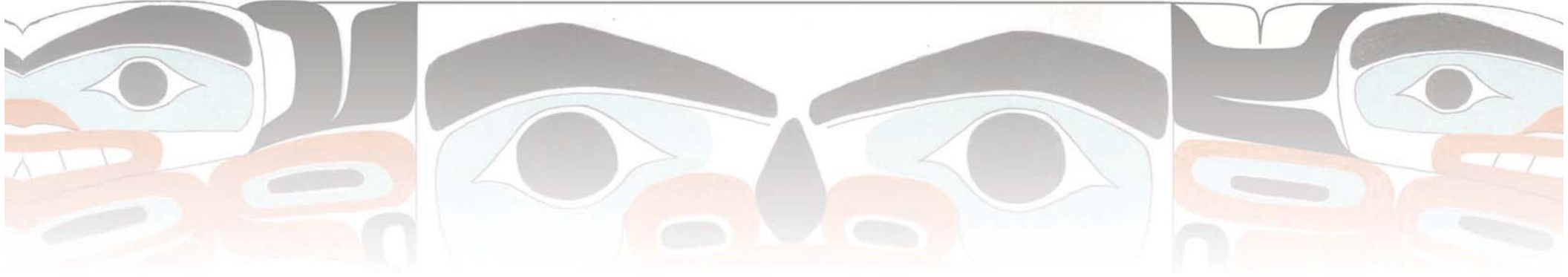


EXCHANGE

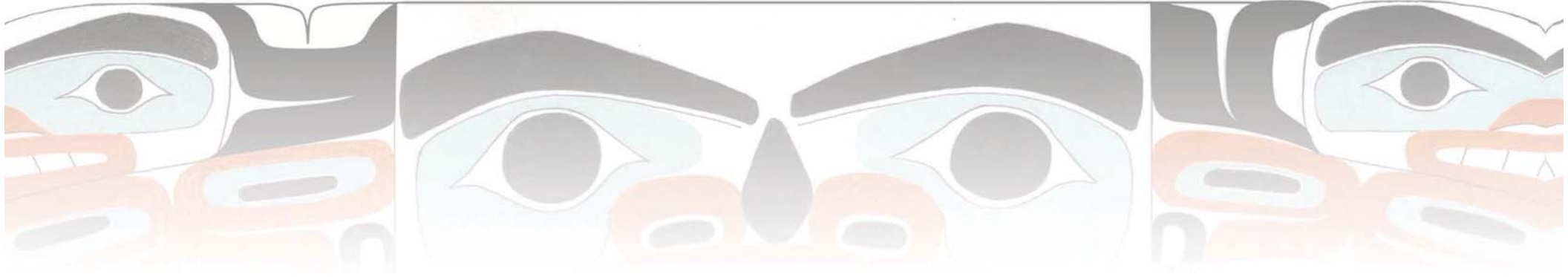




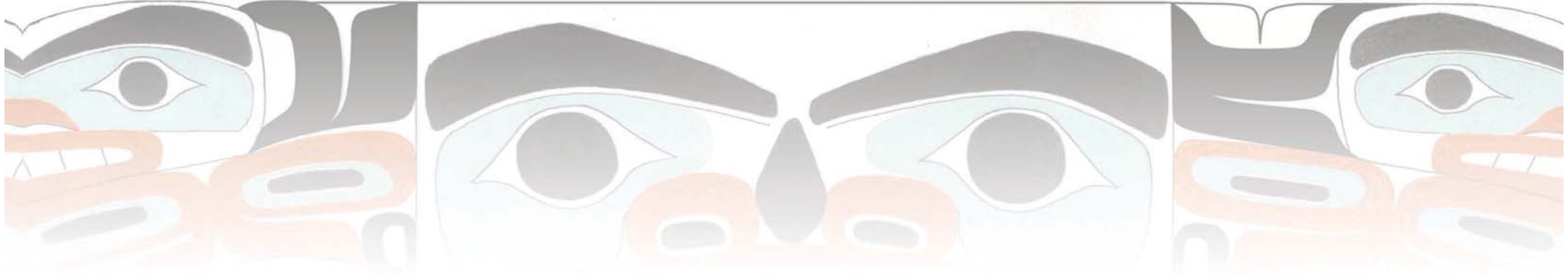
GOODS

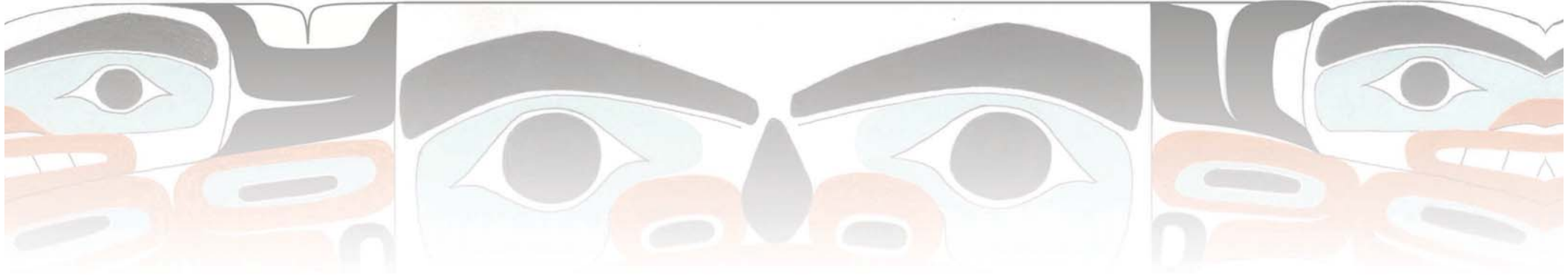


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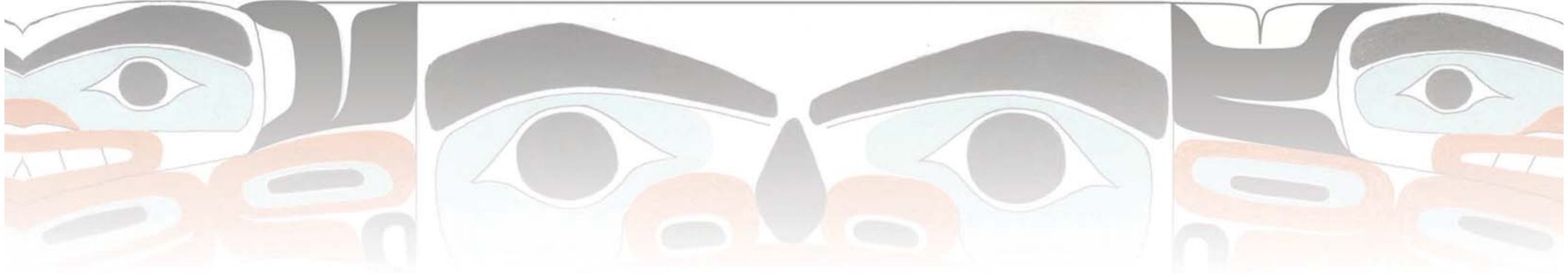


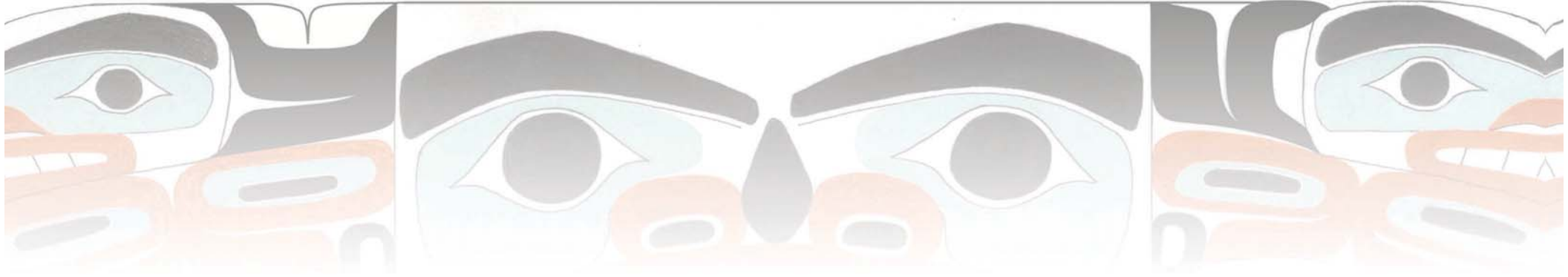
OBTAIN



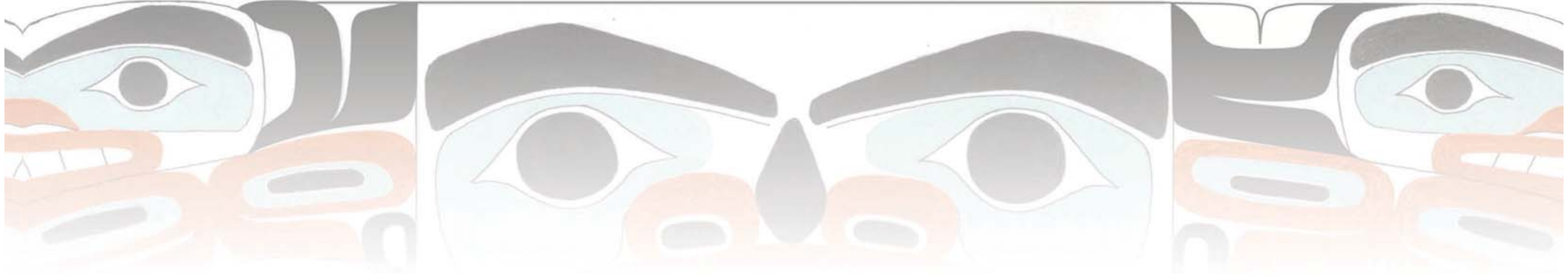


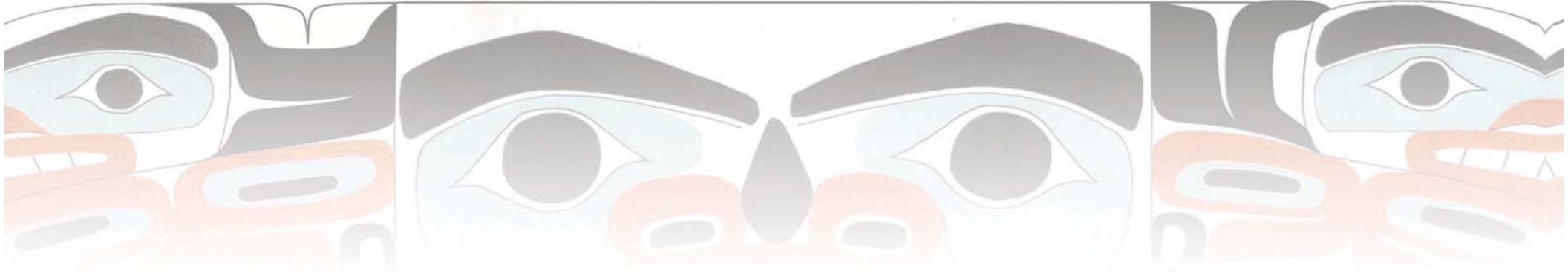
PARTNERSHIP



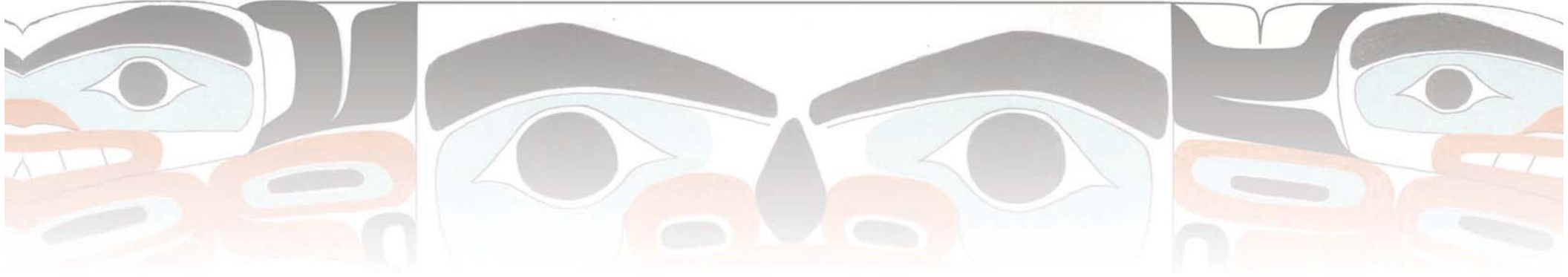


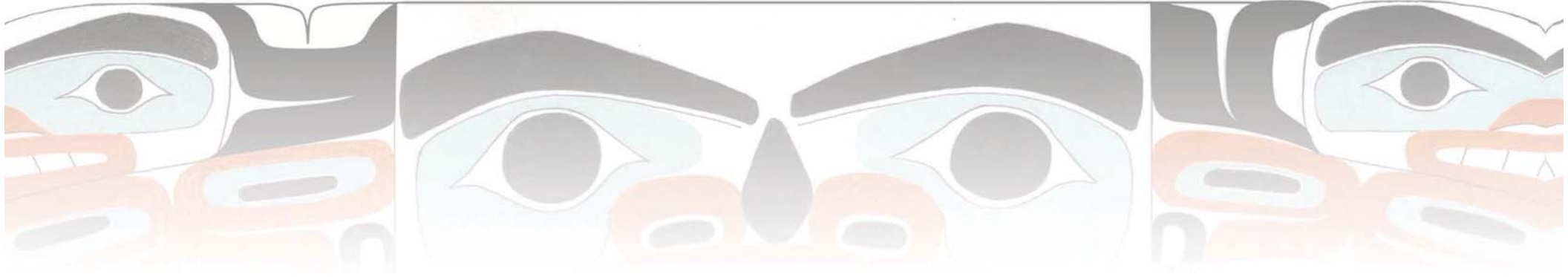
RUGGED



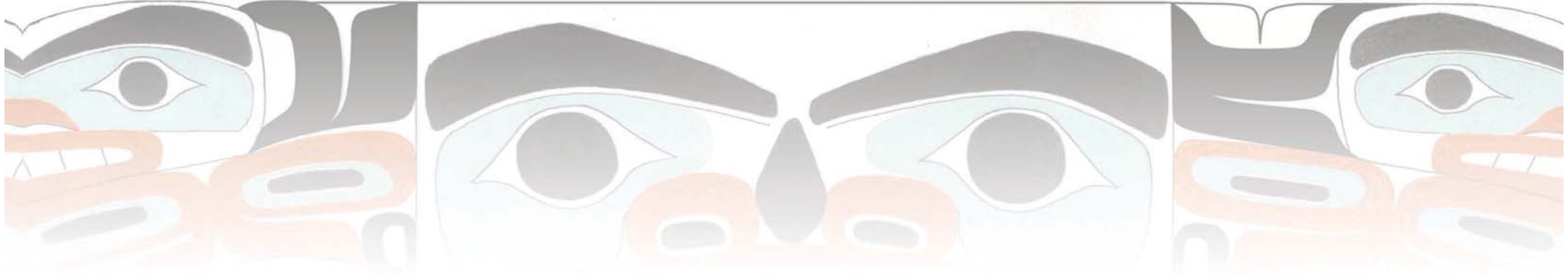


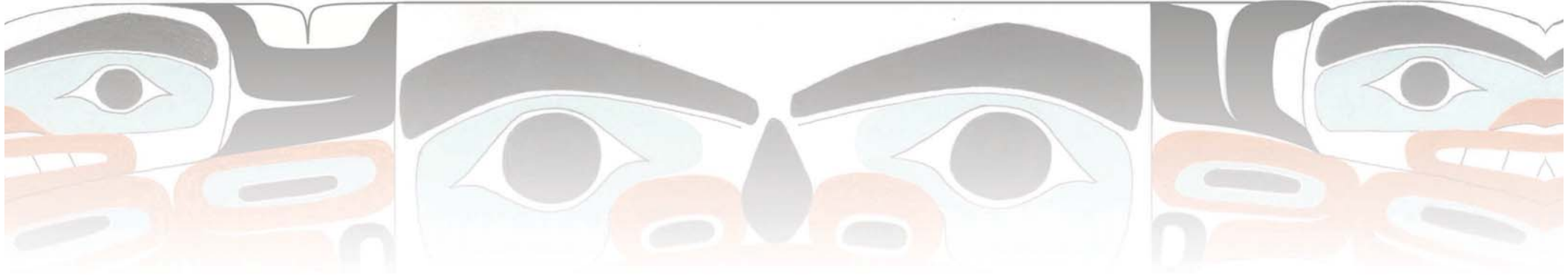
SURPLUS





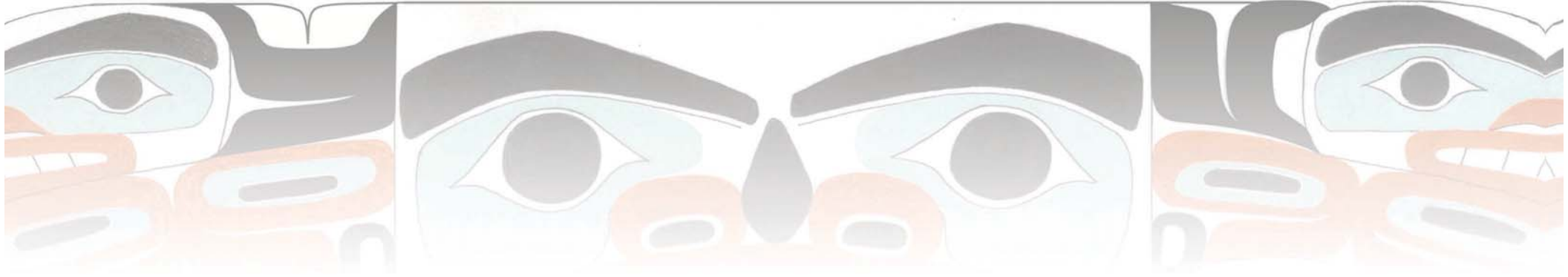
TERRAIN





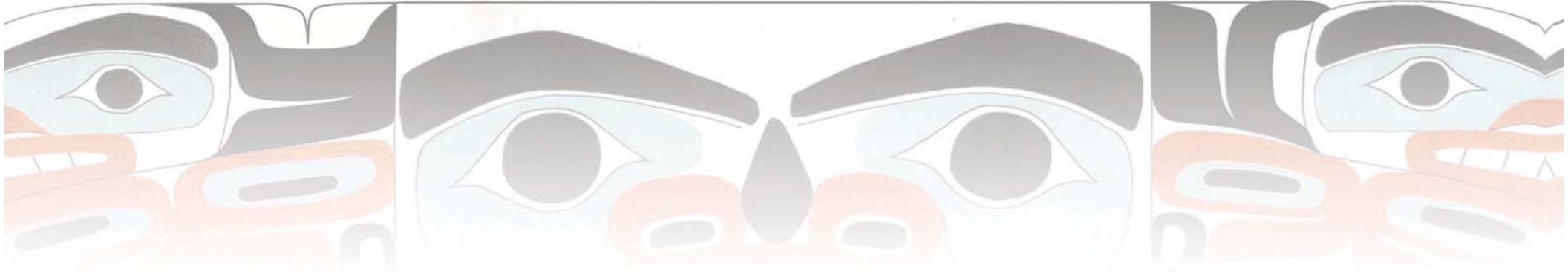
TRADE





WEALTH

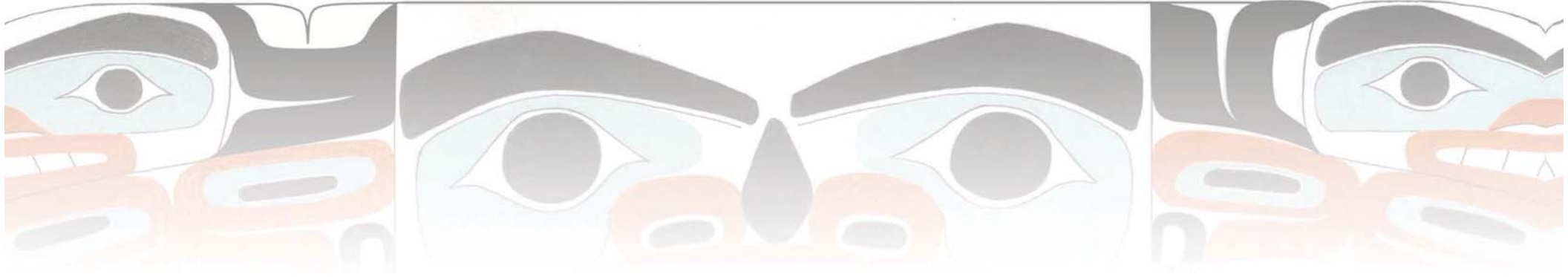




SALT

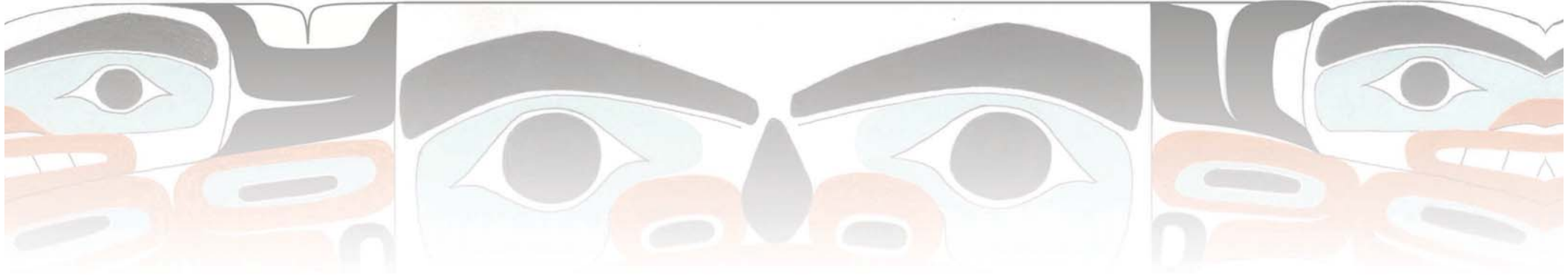


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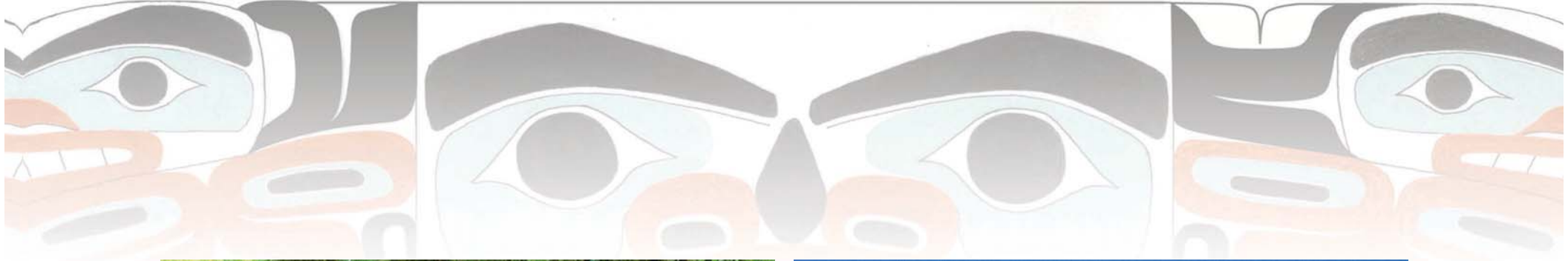


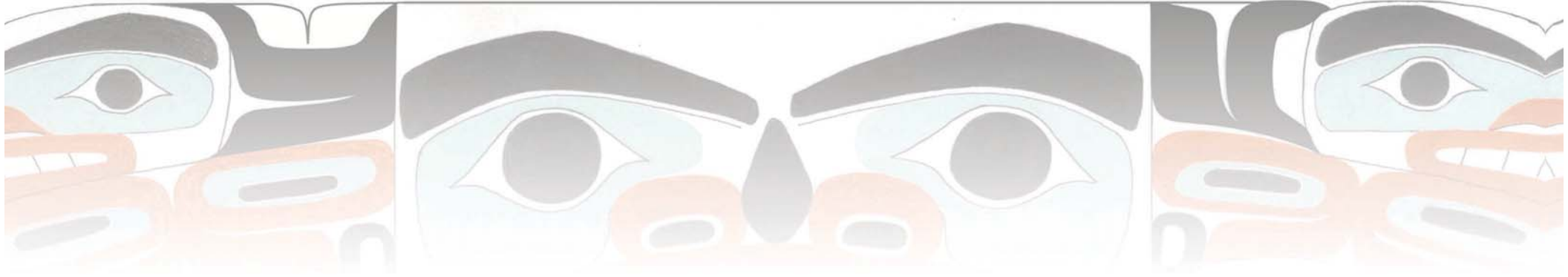
TWO FORMS OF WEALTH



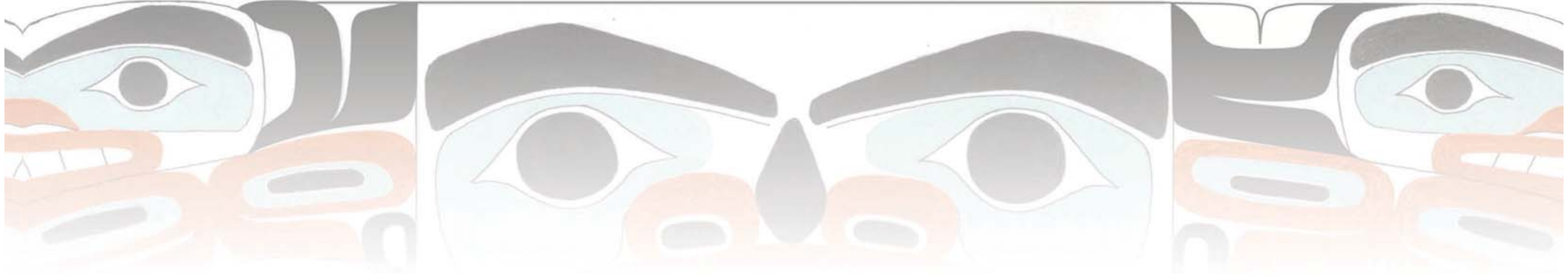


CHILKAT BLANKET

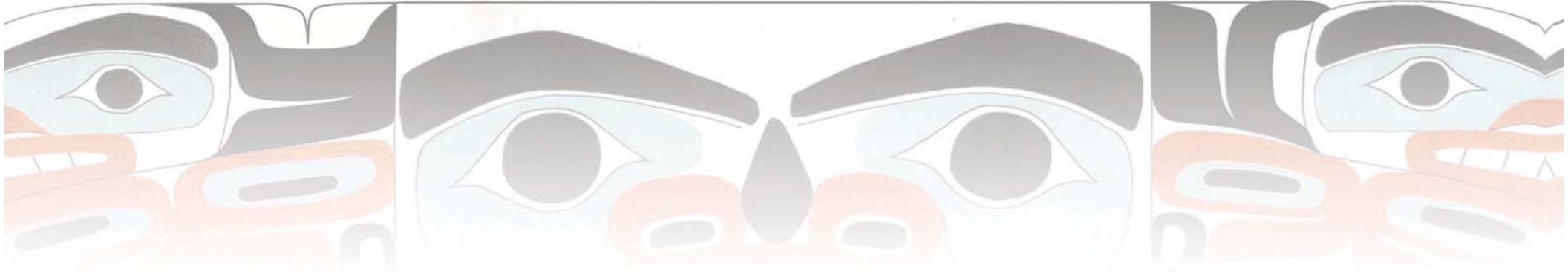




TERRAINS



B. C. TOWNE, PORTLAND, OREGON. ALASKAN, COLUMBIA RIVER AND NORTHWESTERN SCENERY.



SHELDON JACKSON PERFORMING A WEDDING CEREMONY

