



# UNIT 4

Kohklux Map

# *The Alaska Native Claims Settlement Act: Relationship with the Environment*

## *Kohklux*

Scientific evidence, including the recent discovery of human remains in the “On Your Knees Cave” on Prince of Wales Island, supports the claim that Native people have lived in Alaska for more than 10,000 years. Native people believe they have been here for much longer than that. Native people say they have been here since time immemorial.

The Chilkat Tlingit people on Southeast Alaska’s coast made much of their living from the sea. The items they lacked or had in short supply, they traded for with people to the south (Haida and Tsimshian) and in the Yukon (Tlingit, Tagish, Tanana, Tutchone, etc.)<sup>1</sup>

After the Americans purchased Alaska in 1867, life for the Tlingit people changed. There were increased pressures on sea and land animals and the environment. Settlers established permanent



Alaska State Library - Historical Collections

*Klukwan, Alaska on the Chilkat River, Winter and Pond, Photographs, 1893-1943.*  
ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS

<sup>1</sup> Yukon Historical and Museums Society, *The Kohklux Map* (Whitehorse: The Association, 1995).

settlements on lands traditionally held by the Tlingit. This led to friction between Alaska Natives and settlers. American army soldiers based in Sitka, Alaska, sought to protect settlers and advance settlement at Native expense.

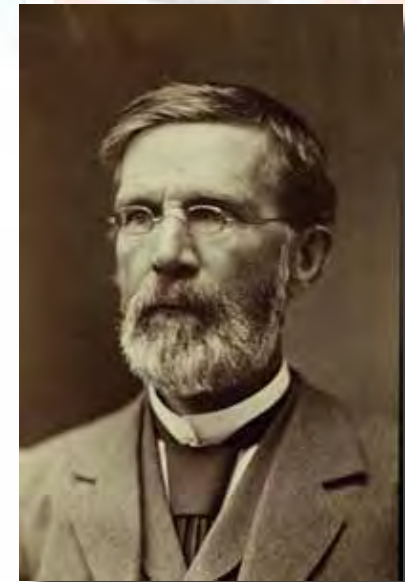
Into this uneasy situation came George Davidson, an American scientist. A solar eclipse was to occur on August 7, 1869, and Davidson thought Klukwan village would be the best place to watch the event. A scientific survey party led by Davidson made arrangements in Sitka to travel to Klukwan. Kohklux, the Clan Leader of Klukwan, traveled to Sitka to escort the men. When he arrived, Kohklux and the people he traveled with were arrested for what Davidson described as “some petty offence.”<sup>2</sup>

In return for their release, Kohklux agreed to look after Davidson and his team, which was the reason Kohklux traveled to Sitka in the first place. Davidson was impressed by Kohklux’s honesty. He wrote that Kohklux “... fulfilled in spirit and letter every promise, and our every wish was attended to.”

Kohklux made the survey party welcome in Klukwan. He received Davidson and his team in his house and fed them during their stay.

Davidson’s visit to Klukwan was recorded by journalists traveling with Davidson. Davidson spoke a Chinook trade jargon, but he was not fluent in Tlingit. There was a language barrier, which likely affected understanding between the two cultures. No oral account of the incident has survived among the Tlingits, which means that most of what is known about this story comes from the settlers’ accounts.

It appeared to Davidson and the journalists that the Klukwan residents were awed and frightened by the eclipse Davidson had come to observe. The Native people hid in their houses and came out only when the sunlight had returned. The story goes that the people of Klukwan were convinced Davidson and his men had made the sun sick and were responsible for its brief disappearance. This seemed like strong magic and Davidson, as leader of the survey party, appeared to be the chief magician. Kohklux was anxious to learn how Davidson made the sun disappear and seemed willing to give him anything in return for the information. Kohklux decided to exchange a valuable piece of information he himself held: knowledge of the Alaska landscape that he drew on a map of his own making, and has become known as the Kohklux Map.<sup>3</sup>



George Davidson. NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION, B.A. COLONNA ALBUM

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2 Ibid.

3 Ibid.





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

## *Drawing the Map*

Trade with people of the interior was a hereditary right enjoyed by certain Tlingit clan leaders. Kohklux was one such leader.

Kohklux had once traveled with his father and other warriors inland to raid the Hudson's Bay Company post at Fort Selkirk in 1852.<sup>1</sup> But he and the coastal people mostly traveled to the Yukon to trade at prearranged sites. The trip took roughly one month in each direction and was undertaken two or three times a year. Canoes and rafts were used for transportation on the rivers. Most of the route was overland, however, and trade goods were carried by people and pack dogs.

It is also important to make note of the role that women played in decision making, because women's advice and opinions were rarely ignored, especially in the planning of trade expeditions.

Kohklux had two wives. Both helped Kohklux draw two maps of the trade route. The first map was small and did not show the route to Kohklux's satisfaction. The second map was drawn on the back of a 43x27-inch chart given to Kohklux by American scientist George Davidson. Using pencils for the first time, Kohklux and his wives drew a map of the land between the Lynn Canal and Fort Selkirk. The trio took three days to complete their task.<sup>2</sup>

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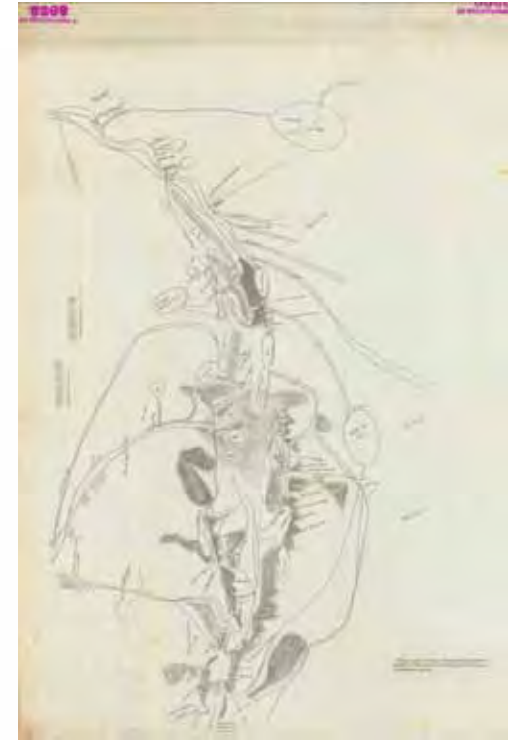
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Kohklux's map is the earliest known recording of southwestern Yukon. It portrays three-dimensional views of mountains along rivers and lakes that are clearly recognizable. The map is scaled—not in distance, but in the number of travel days between points. It also contains information about caches, villages, events, and living conditions. The map indicates an extensive knowledge of the land and the people. This knowledge was likely gathered from several sources, including both oral history and firsthand experience.

When they brought the map to Davidson, Kohklux and his wives shared the Tlingit names of the many places they had drawn. Davidson recorded the names for more than 100 rivers, lakes, glaciers, mountains, and villages on the map.<sup>3</sup>

Kohklux gifted the map to Davidson. It survives to this day in a library in California, where it remains an important cultural artifact.



A copy of the map produced by Chief Kohklux for George Davidson in 1869. NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION/ DEPARTMENT OF COMMERCE

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3 Ibid.

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

## CHILKAT



Show students the picture for “Chilkat.” Ask students what they understand about this term. What does it relate to? Continue to explain that “Chilkat” is both a Tlingit tribe and geographic region, i.e. the Chilkat people come from the village of Klukwan, which rests along the Chilkat River. (\*Teacher could have a few slides of Chilkat blankets, or have someone bring in a blanket if possible, in order to enhance students’ understanding of the term.)

## TRADED



Show students the picture for “Traded.” Enter into discussion with students and help them formulate a general definition for the term. Continue to explain to students that trade is a transfer of ownership and/or services from one person to another. Ask students what kinds of goods/services were traded for historically. Are any of these goods/services still traded for today?

## KOHLUX



Show students the picture for “Kohklux.” Teacher should guide students towards the understanding that Chief Kohklux of Klukwan was the most powerful warrior and greatest diplomat of the Northwest Coast. On October 17, 1867, the Chilkats became aware of the sale of Alaska by Russia to the United States. At this time, Kohklux was presented with a U.S. flag by Capt. Howard on the ship Lincoln. Kohklux displayed the flag mounted on his canoe, one day before the U.S. flag was raised in Sitka.

## SOLAR ECLIPSE



Show students the picture for “Solar Eclipse.” Ask students what comes to mind when they hear this term. Ask them what happens during an eclipse. Continue to explain that a solar eclipse occurs when the moon passes between the sun and the Earth, and the moon partially or fully covers up the sun. (\*Show students an animation of this phenomenon and try to stir their imaginations about what the Tlingit must have believed about this fantastic event.)

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

## SURVEY



Show students the picture for “Survey.” Explain that to survey means to look carefully and thoroughly at someone or something in order to examine them. Ask students if they know anyone who does surveying work. Teacher should explain the varied uses for surveying, e.g. mapping, mineral and other resource appraisals, detailed description of someone or something, etc.

## KLUKWAN



Show students the picture for “Klukwan.” Explain to students that Klukwan (Tlákʷ Aan in Tlingit, meaning “the village that was always there” or “eternal village”) is a small ancient Chilkat Tlingit village, which is situated along an important trade route (now called the Dalton Trail), on the banks of the Chilkat River. (\*Teacher could zoom in on this region using Google Earth or Google Maps.)

## YUKON



Show students the picture for “Yukon.” Ask students where the Yukon Territory is located. Ask for specifics, like which country the Yukon is in and what other territories it borders. Continue to explain to students that the Yukon is the westernmost and smallest of Canada’s three territories, and is named after the Yukon River. (\*Teacher could zoom in on this region using Google Earth or Google Maps.)

## HUDSON BAY COMPANY



Show students the picture for “Hudson Bay Company.” First, ask if anyone knows anything about this company and its historical significance to Southeast Alaskans. Continue to explain that the Hudson Bay Company is the oldest commercial corporation in North America and one of the oldest in the world. Based out of England, the company invested deeply in the global fur trade and became the largest land owner in British Columbia. (\*Teacher could bring in a Hudson Bay blanket to share with students.)



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

## LYNN CANAL



Show students the picture for “Lynn Canal.” Ask students where this canal is located. Is it an actual human-dug canal? Continue to explain that the Lynn Canal is a glacier-formed inlet into the mainland of Southeast Alaska and is the deepest fjord in North America! The Lynn Canal was and is an essential waterway for Natives and immigrants alike, allowing access to interior trade routes as well as the gold fields of the Klondike. (\*Teacher could zoom in on this region using Google Earth or Google Maps.)

## SCALE



Show students the picture for “Scale.” Teacher will need to weed through students’ responses here and guide them to the understanding that the scale of a map is ratio of a distance on the map to the corresponding distance on the ground. This will need to be demonstrated by displaying a real map for students to observe.

## ORAL HISTORY



Show students the picture for “Oral History.” Ask students what oral means. What does history mean? Ask students how people passed along cultural knowledge without the ability to write it down. Continue guiding them towards the understanding that oral history is cultural history transmitted from one generation to another by verbal speech, songs, names, dance, chants, and mythology.

## CHINOOK



Show students the picture for “Chinook.” The Chinook Jargon spoken of in this unit refers to the pidgin trade language of the Pacific Northwest. Explain to students that in order for culturally diverse peoples to communicate and trade efficiently they developed an actual language that could be used as far south as the Columbia River and north into Alaska.





# Language and Skills Development

## LISTENING

### The Running Story

Distribute the vocabulary illustrations to the students. Tell the story of the Kohklux map, which contains the vocabulary words. When a student hears the vocabulary word for his or her illustration, he/she must hold up the illustration and show it to you. Have students exchange the illustrations periodically throughout the activity. This activity can be repeated so that students begin to connect visually with the vocabulary words.

### One to Five

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations. Then, say five vocabulary terms — one of which is correct for the illustration that you are pointing to. The students should listen carefully to the vocabulary words you say. Then, each student should hold up his or her fingers to indicate the number that matches the illustration that you had originally pointed to. You may wish for students to create number cards (1–5) for this exercise. Repeat using other illustrations in this way.

### The Hidden Words

Give students a vocabulary word or a list of vocabulary words. Have the students listen for the specific vocabulary word(s) as you read a story aloud. Each student should have paper and a pen in front of them. When the students hear a specific vocabulary word in the story, they must make a check mark next to that specific word on their vocabulary list each time the word occurs.

### What's the Answer?

Before the activity begins, develop questions related to the concept being studied. For each question, prepare three answers—only one of which in each set is correct for the question asked. Ask the students the question and then read the three answers to them. The students should show you (using their fingers or prepared number cards) which answer is correct for the question asked. Repeat this process with other questions and answers.

### What's the Question?

The inverse of above: Read an answer to a question, followed by three questions and have the students pick which is correct.



# 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.”

### Visual Memory

Mount the vocabulary pictures on the board. The students should look carefully at the pictures. Then, have the students close their eyes. Remove one of the pictures from the board and place it to the side. The students should then open their eyes and identify the “missing picture.” Continue in this way until all of the pictures have been removed. Another way to conduct this activity is to do the reverse. In this case, prepare two or three extra sets of vocabulary pictures. Mount a number of pictures on the board. The students should look carefully at the pictures. Then, have the students close their eyes. Add another picture to the board. The students should open their eyes and identify the “new picture.” This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing picture wins the round.

### Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary pictures. Cut each of the photocopied pictures in half. Give the picture halves to the students (a student may have more than one picture half). Say one of the vocabulary words. The two students who have the halves of the picture for that word must show their halves and repeat the word orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing, and redistributing the picture halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary pictures in half. Place half of the pictures in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say “Go,” the first player from each team must rush to his/her pile of picture halves. Each player must find the half of the picture for the vocabulary word you said. The first player to correctly identify the picture half and to repeat the vocabulary word for it wins the round. Repeat until all players have played.





# Language and Skills Development



## READING

### Coded Reading

Give students either a written copy of *Setting the Stage* or *Drawing the Map*, as well as a list of unit vocabulary terms. Each student should read the account, with a writing utensil in hand, and code their text using specific text features. The teacher should pre-select specific text feature symbols and define what each one means. Recommended symbols include triangles, squares, circles, question marks, exclamation marks, and stars. The meaning of these symbols should be present both on the front board and on the writing assignment itself. Text feature symbols can represent important information, confusing information, specific vocabulary terms, something the student wants to remember, and something the student has a question about. The intention of this activity is to encourage students to be present when they are reading, to enhance their memory of what they have read, and to help them read with purpose.

### The Disappearing Word

Mount all of the sight words on the board. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the board. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the board. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the board and identified in this way.

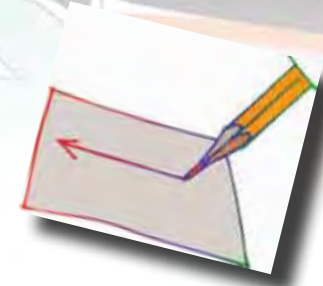
### Blank Chalkboard Reading

Mount all of the sight word cards on the chalkboard in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the "missing" sight word. Then, remove another sight word card and repeat this process. Continue until the students are "reading" the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

### Word Find

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in this form. Words may also intersect one another. When most of the form has been filled in this way, the students should fill any empty boxes with letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a color pencil or felt marker to circle the sight words in the form he/she has. An alternate to this individual approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first student in each team must rush to the word find outline and use a felt pen to circle a sight word on it. The first player to do this correctly wins the round. Repeat until all players have played.

# Language and Skills Development



## WRITING

### 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

Provide the students with a copy of the creative writing page from the Student Support Materials. The students should write as much as they can about the graphic. Later, 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.

### 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.

## *Activities Using Oral and Written Information*

Students listen to the teacher read *Setting the Stage* and *Drawing the Map*, found in Unit 4 (provide the learners with their own copy of these stories). Students follow along as the teacher narrates the above stories.



### *Word Lists*

Students develop their own vocabulary word list (with no less than ten terms) of words they want to learn more about - this word list must come from these specific readings.

Students then research the meaning of the words they've chosen and develop a Pictionary of their own word list.

Students present their vocabulary term list and Pictionary to the class.

Working in partners, students develop a learning game involving their list of words and Pictionary (teacher can help with suggestions) and then present this game to the class.

Students should be encouraged to work together and demonstrate respect for self and others.



# Geography Activities: Economy and Map Features

## Economy

- Explore Tlingit ideas about economy as shown in Kohklux Map
- Students use the internet to investigate the impacts of the Gold Rush on the economy of Alaska Natives in Klukwan and Fort Selkirk (the inland people could receive their goods from other sources)
- Explore the economy as it grew out of the Gold Rush (packing, trading, language usage, trail usage....) \*See also Chief Claanot's statement about trail ownership (Unit 3).

## Map Features

- After viewing and studying maps of regional southeast Alaska and their features, focus in on the Chilkoot Trail region.
- Have students develop a list of map features including a key, legend, compass rose, place-names, bodies of water, mountains, glaciers, islands, trade and migration routes.
- Provide students with rulers and colored pencils
- Have students create a map of the region showing the time of Chief Kohklux and the trade routes
- \*An excellent way for students to research and study maps is to allow them time online.



## Audio/Visual Resources:

*Copy of the Kohklux Map*  
from *Yukon Historical & Museums Association*

*Google Earth*

*Google Maps*

*Globe*

*Atlas*

*Maps*



## *Reading and Writing: Sentence Completion*

### *Kohklux*

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Into this uneasy situation came George Davidson, an American scientist. A \_\_\_\_\_ was to occur on August 7, 1869, and Davidson thought \_\_\_\_\_ village would be the best place to watch the event. A scientific \_\_\_\_\_ party led by Davidson made arrangements in Sitka to travel to \_\_\_\_\_. \_\_\_\_\_, the Clan Leader of \_\_\_\_\_, traveled to Sitka to escort the men. When he arrived, \_\_\_\_\_ and the people he traveled with were arrested for what Davidson described as “some petty offence.”<sup>2</sup>

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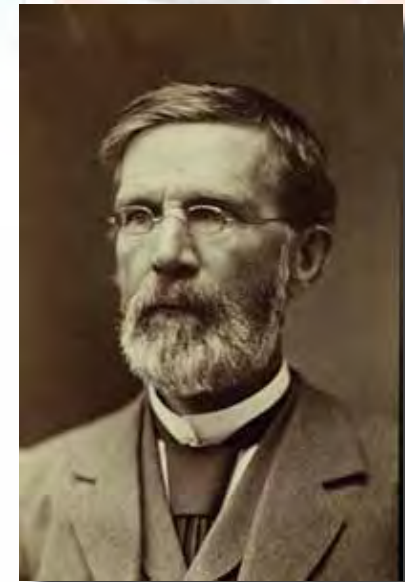
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## *Reading and Writing: Sentence Completion*

### *Drawing the Map*

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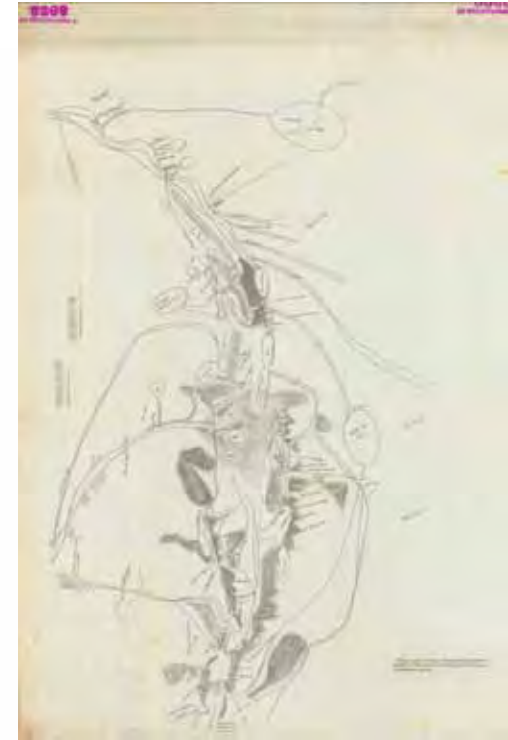
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**Chilkat**

**trade**

**Kohklux**







**solar eclipse**

**survey**

**Klukwan**



**Yukon**

**Hudson Bay Company**



**Lynn Canal**



**scale**

**oral history**

**Chinook**







# VOCABULARY PICTURES







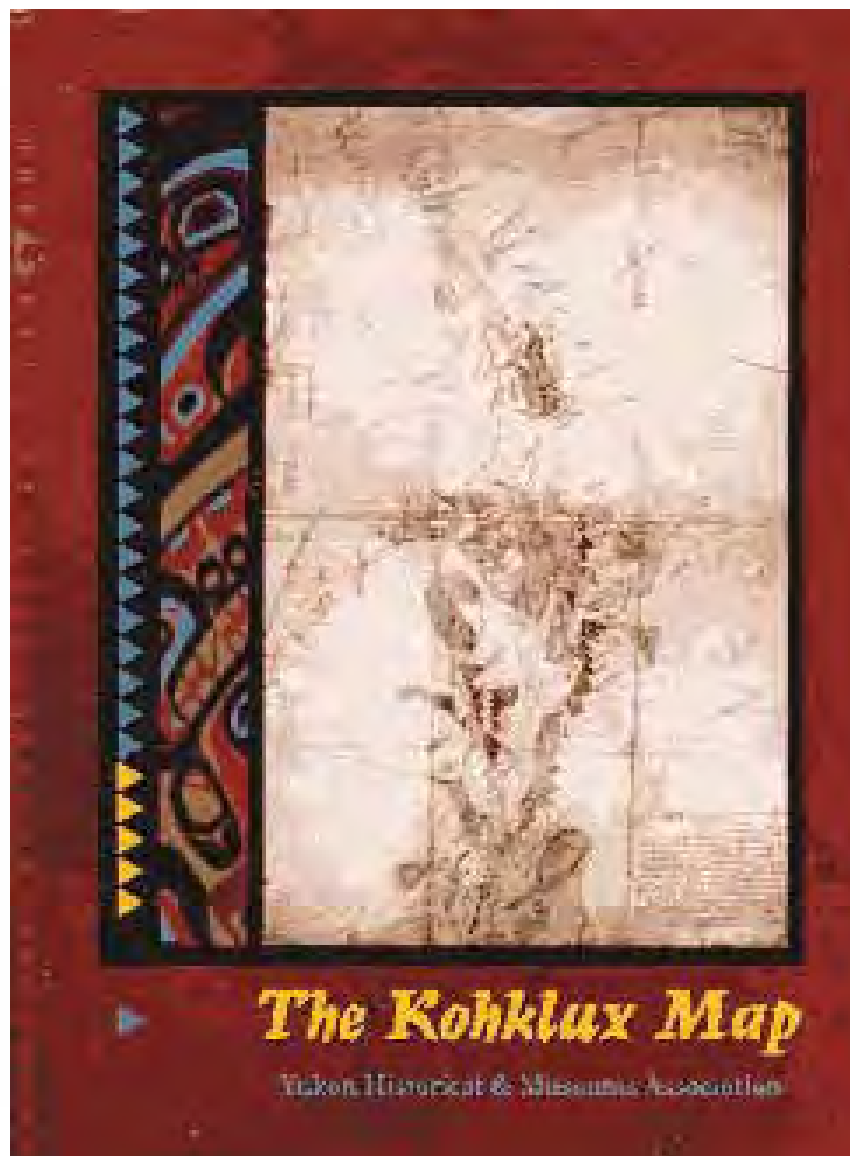
# CHILKAT







## TRADED





## KOHKLUX







## SOLAR ECLIPSE





## SURVEY





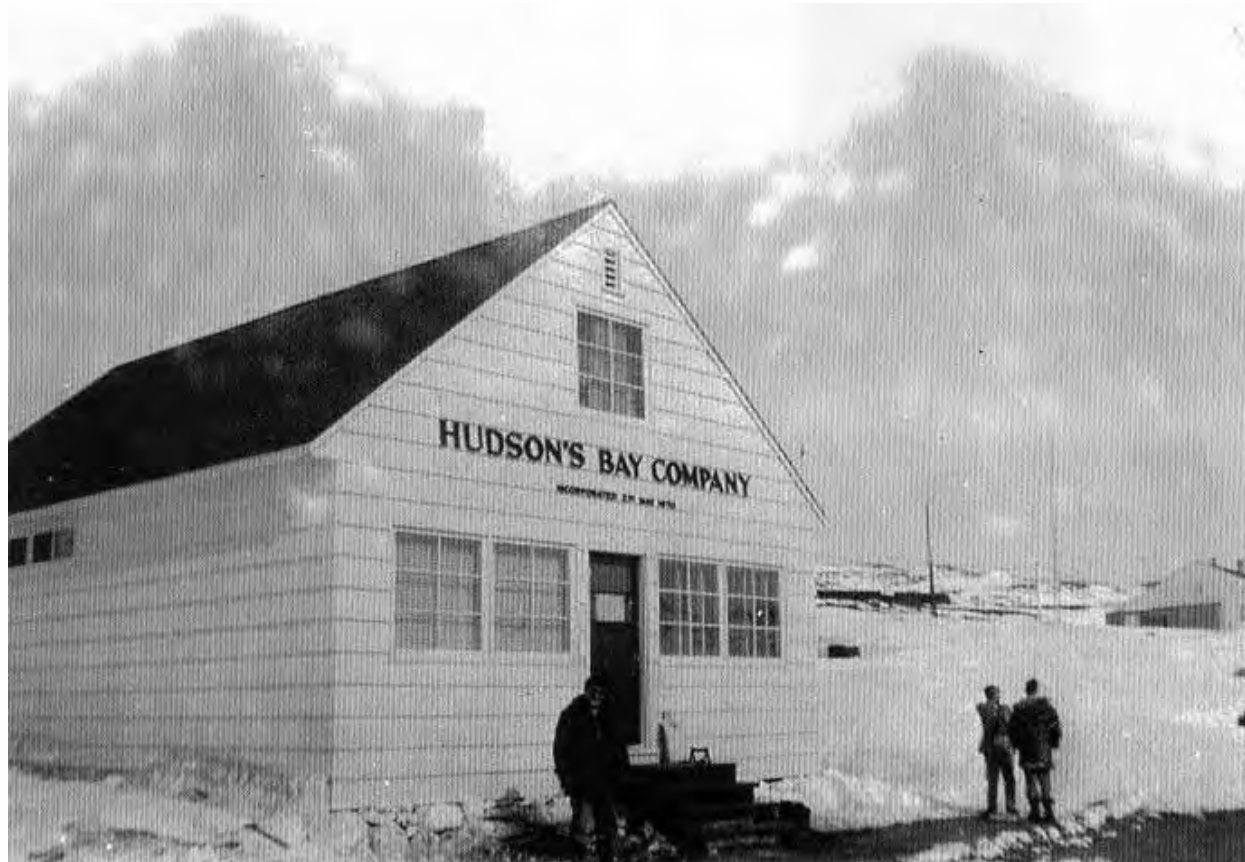


## KLUKWAN





# YUKON







## HUDSON BAY COMPANY





## LYNN CANAL





## SCALE







## ORAL HISTORY





# CHINOOK