

## **Basket Bay History**

*as told by Robert Zuboff*

## **Raven Boat**

*as told by Jennie White*

## **Kaakex'wti**

*as told by Willie Marks*

by Nora Marks Dauenhauer and  
Richard Dauenhauer, from *Haa Shuká*,  
*Our Ancestors—Tlingit Oral Narratives*





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# High School Literature

## BOOK 1

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*as told by Willie Marks*





# 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.

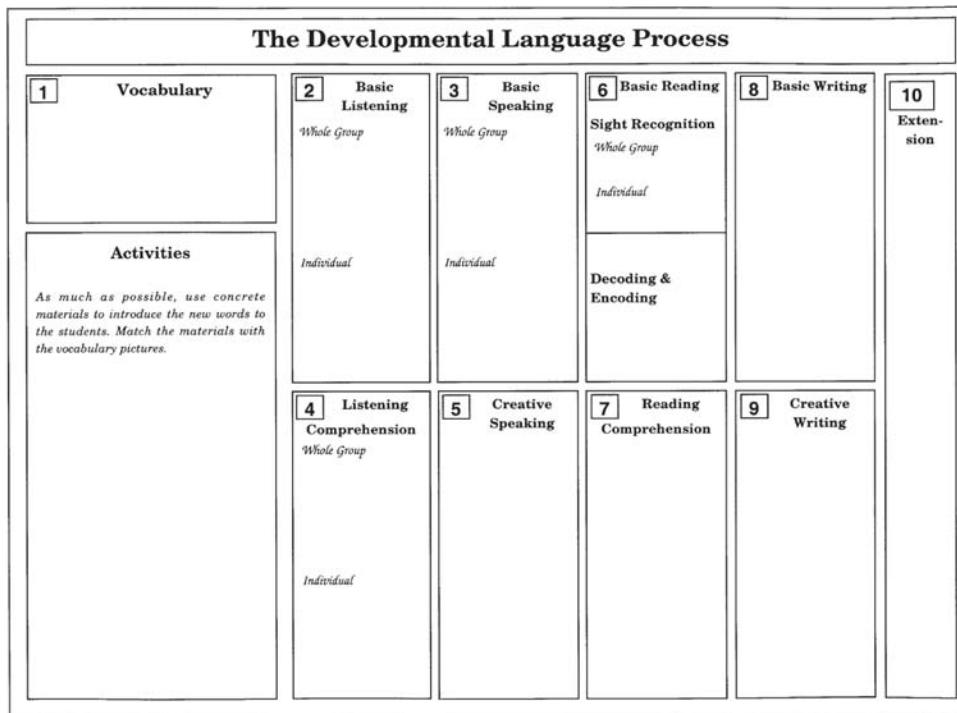




Many Alaskan school attics are filled with reading programs that didn't work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading 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.





# **Basket Bay History**

*as told by Robert Zuboff*



Sealaska Heritage Institute









# Alaska State Literature Standards Used in the Process

## Basket Bay History

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

Adze		an ax-like tool with a curved blade at right angles to the handle, used for shaping wood.
Namesake	Jr.	person named for the sake of someone
Sapwood		the young sap-containing and usually lighter-colored wood found just beneath the bark of a tree
Grotto		an artificial structure made to resemble a natural cave
Accordingly		in accordance; agreement
Brim		the edge or rim of something hollow
Migrate		to change position or location
Based		a fundamental part; main ingredient
Founded		to bring into existence





# 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. Flick – Give selected students flashlights. Tell students to listen for a certain word. Begin saying vocabulary words and when student hears the certain word, they should flick the flashlight.
2. Fanball - Tape the vocabulary illustrations to the floor and group the students around them. Give a “hand fan” and an inflated balloon to two students. Say one word. Students should use fans to move balloons to the illustration for the vocabulary word said.
3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

## **BASIC SPEAKING**

1. What’s That Word? - Hang illustrations on the board. Tell a “running story” and point to the words as they appear in the running story. When you point to an illustration, students should say the vocabulary word for it. Repeat this process a number of times.
2. Mesh words - Prepare mesh words prior to activity (liquid+ solid= solquid). Mount mesh words on board. Students must say the two words that make up the vocabulary term.

## **LISTENING COMPREHENSION**

1. Potted Marbles - Give students an aluminum pot with marbles in it. Student tries to walk to other side of the room without making any noise. If any sound is heard, student needs to say a word based on the definition that the teacher gives.

## **CREATIVE SPEAKING**

- 1 Wild Balloon - Have illustrations hung on a board at the front of the room. Stand in front of the students and inflate a balloon. 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 using the vocabulary picture you point to.





# Basic Reading

## Sight Recognition

1. Snip Snip - Prepare two long, narrow strips of paper. Write the sight words on each strip, leaving no spaces. Place both strips on the floor. Place a pair of scissors beside each strip of paper. Put class into two teams, say “go”. First students will cut a word out of the strips. The first player to cut and read the word wins the round.
2. Use the Activity Pages from the Student Support Materials.

## **READING COMPREHENSION**

1. Bottle of Fortune - Each student needs to write his or her name on a name card. Collect students’ name cards and lay them out in a circle. Mount the vocabulary illustrations on the board and number the illustrations. Place a bottle in the center of the circle of name cards. Spin the bottle. When the bottle stops, that student needs to read a closure sentence (about the concept being studied) and replace the missing word with the illustration number.
2. Student Support Materials

## **BASIC WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Write one definition for each word. Read the definitions; the students write the words.

## **CREATIVE WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Make sentences with words missing. Students complete orally or written, using words of their own.







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STUDENT SUPPORT MATERIALS

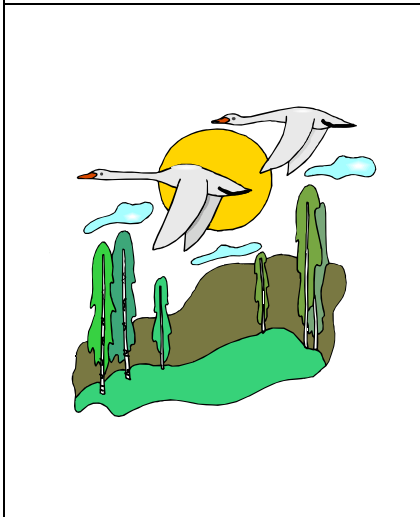
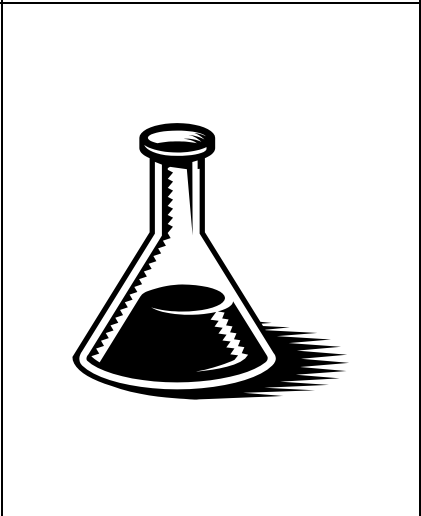
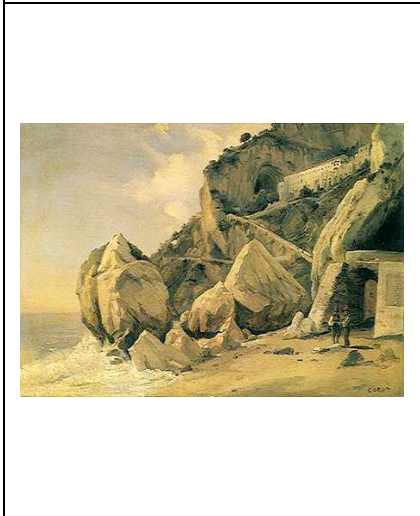
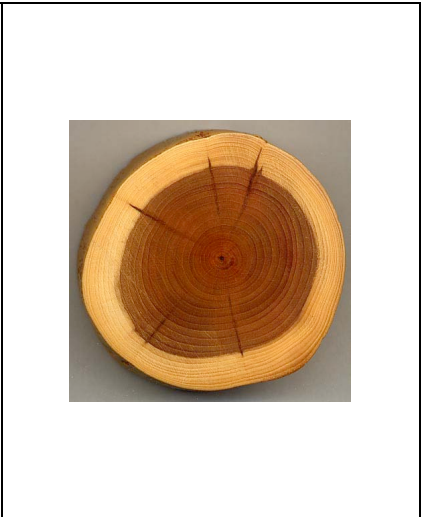
# Basic Listening Activity Page

## Mini Illustrations





Jr.









STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages





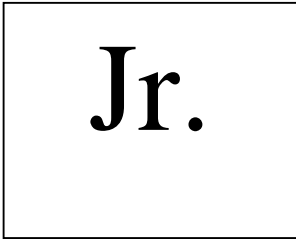




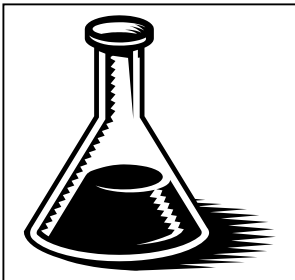
Highlight/circle the correct word to match the picture.



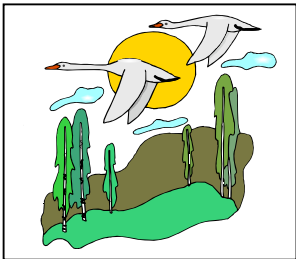
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grotto  
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founded



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edbvbfepimeridianheuakadsflkasjdfhaiuwerlkdf  
lkjhafsapwoodiuywqadfjeigenamesakehasdfiuya  
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sapwood  
accordingly  
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namesake  
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based  
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qewertyuiopasdfgbrimasklhvadflkjiwefsdflkegh  
qlcimigrateklabyaasdbyncnhgygrottobxczcvjkjhas  
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hboaiknakeiuthgladkngiturhdafaeitjgowgaqwraf  
oundedcuhasdfiaccordinglydelk





STUDENT SUPPORT MATERIALS

# Encoding Activity Pages









## Activity Page 1

Match the word half to create the proper vocabulary word.

ad

tto

sapw

ated

gro

ake

accor

rim

b

ed

names

ded

migr

ood

bas

zed

foun

dingly



## 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.

ed	found
----	-------

to	grot
----	------

ed	mi	grat
----	----	------

ed	found
----	-------

sake	name
------	------

wood	sap
------	-----

ing	ac	cord	ly
-----	----	------	----





### Activity Page 3

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

ad____d	a____ord____ly
br____	____r____tt____
s____w____d	ba____
mi____at____	____mesa____
____unded	





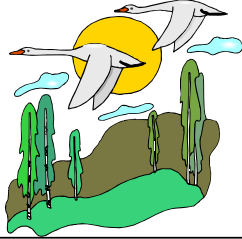
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# Basic Writing











---

Jr.



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.

brim

---

based

---

namesake

---

migrate

---

sapwood

---

accordingly

---

adze

---

founded

---

grotto

---







STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations









adze







namesake

Jr.







sapwood









grotto







accordingly

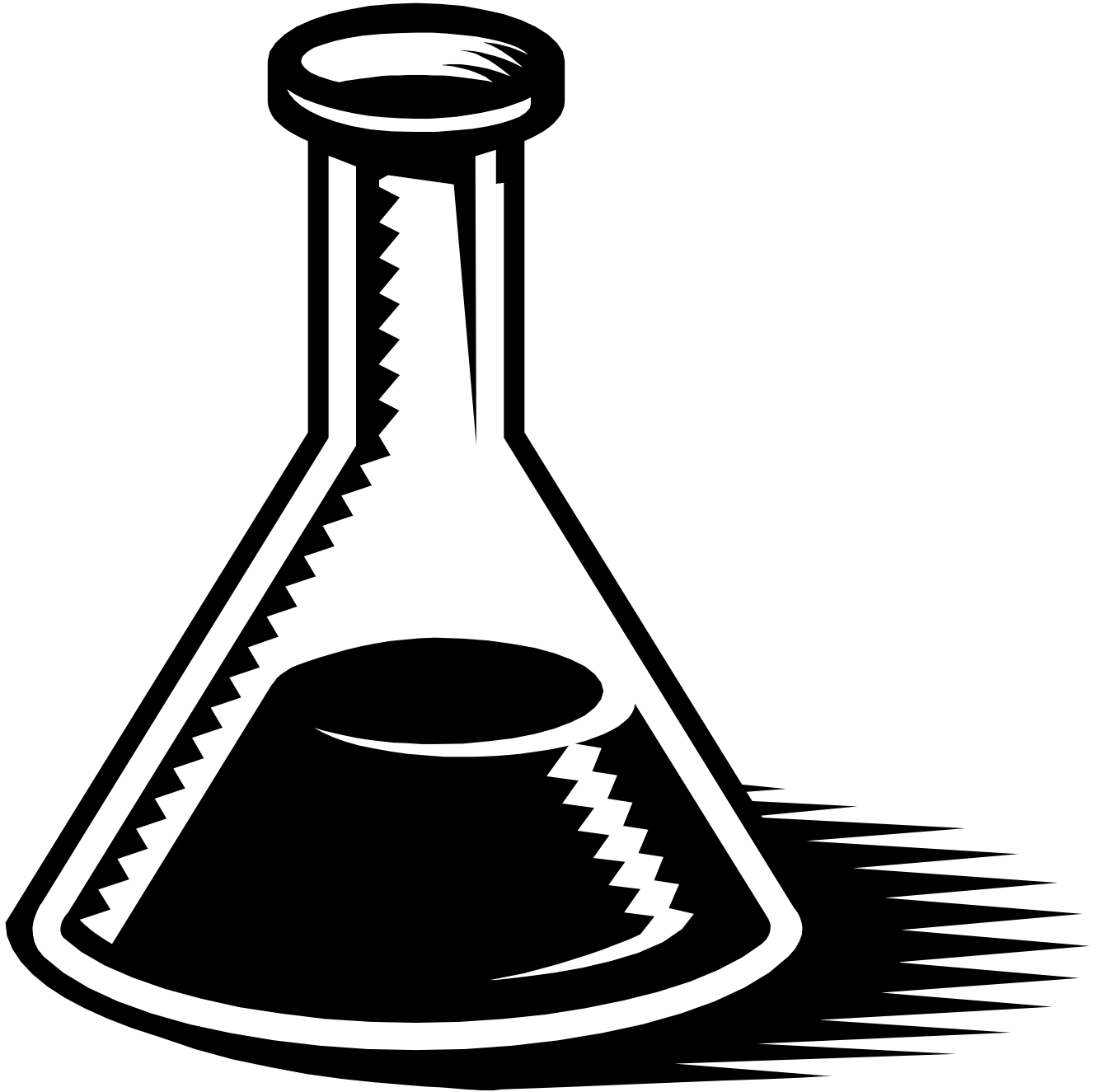








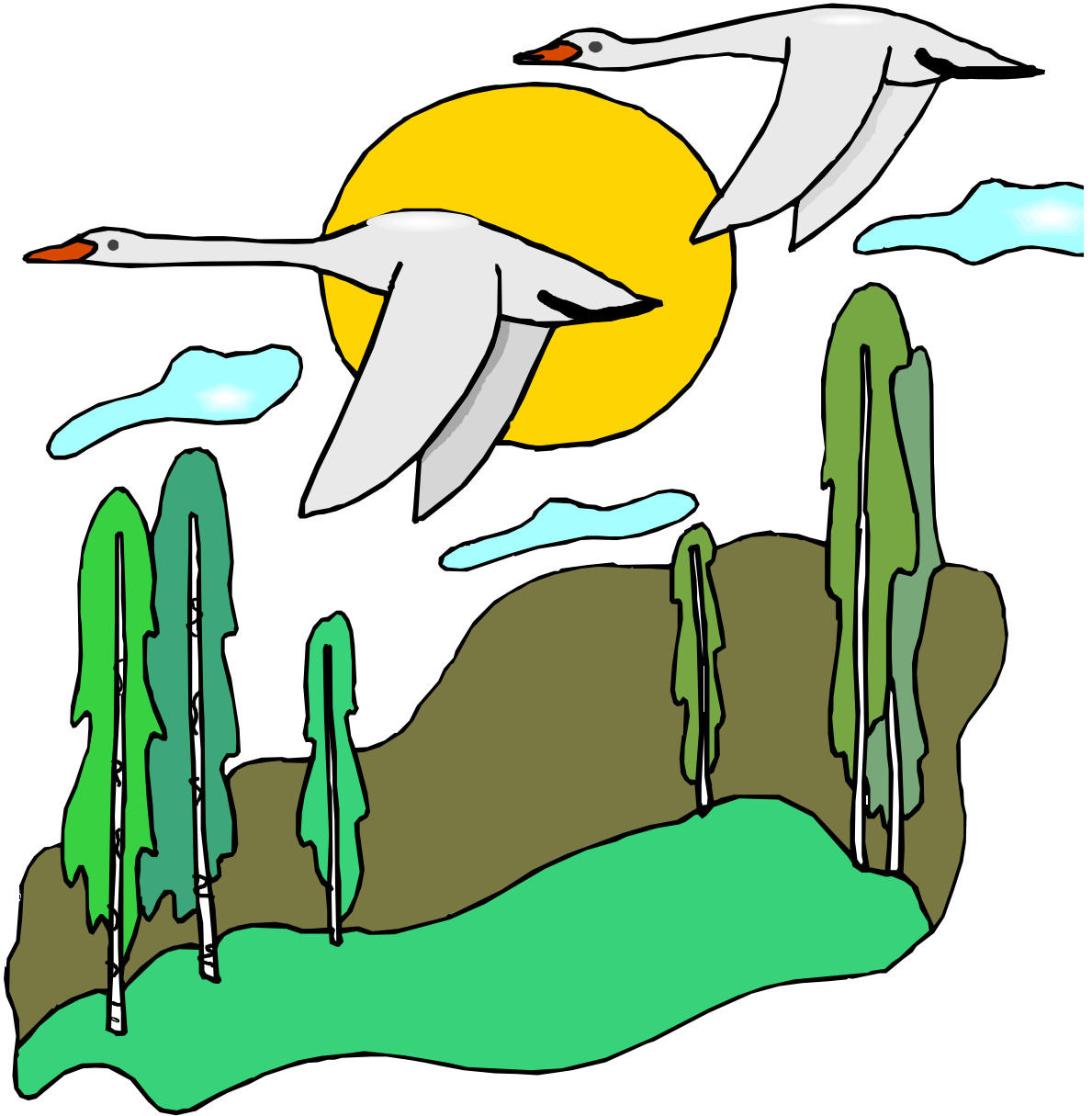
brim







migrate







based









founded







STUDENT SUPPORT MATERIALS

# Word Wall







adze

naamesake





sapwood

grotto



accordingly

brim





migrate

based



# founded









# Story





## **Basket Bay History** **told by Robert Zuboff**

That land of ours,  
that land of ours  
is called Kák'w;  
but in English  
Basket Bay.  
You know, they used to club seals,  
at that place.  
That place is kind of strange.  
When the tide was almost out  
they would send one man as guard.  
People would keep  
a watch on the tide.  
They would go underneath the village  
in a grotto, by the light of sapwood,  
underneath the village.  
Down the bay from Shark's Cave,  
to the head north of Kaakáakw,  
to the head north of this they would cross over  
to go under the village.  
A ladder was adze there  
a huge one;  
it was a tree.  
This is what was made into a ladder.  
This is what they came down on to go underneath  
the village.  
Sapwood torches were held; they would be lighted.  
By the light of this they clubbed seals,  
underneath the village.  
Many different kinds of animals would gather  
down there.  
And you know, there would be tide watchers.  
One would stand out on the beach.  
One would sit on the top of a house.  
The third one would stand at the arch of Kaakáakw;  
the fourth one would stand right at the mouth of the hole.  
As soon as the tide started coming up  
he would cry out,  
“The Tíiiiide is starting uuuuuuuup.”  
As if it were put in his mouth  
the one sitting on top of the house repeated  
“The Tíiiiide is starting uuuuuuuup.”  
Accordingly,



men would pull up the seal stomachs  
through the throats  
of their kills.  
They would blow them up through the throat.  
They tied them off;  
they tied them off;  
they tied them off.  
The tide comes in under us very quickly,  
like filling a container to the **brim**  
is how quick it is.  
It's like cutting off any escape under us.  
They would work very hard,  
on this kill of theirs.  
No sooner would they finish the last one  
than they would run  
quickly;  
they would run up the ladder in the dark;  
only by the light of the **sapwood**  
would they run up.  
They would even go home from their kill.  
When the tide was finally nearly up,  
when the tide was nearly up,  
was when out from the village, in the bay,  
in front of Spring Water Point  
their kills would pop up out of the water.  
You know, this is the way it was.  
Then they would just get them by boat.  
This is how the history is told,  
about  
Basket Bay, from the time it's been ours,  
from the time it's been ours,  
ages.  
It was long ago,  
it's been long,  
since the histories have been told of us;  
we are named for it,  
Kak'weidi.  
For the things that happened  
to the Tlingits  
in the beginning,  
many say  
we **migrated** here  
through the south,  
the south.  
And, you know, there are many  
who **migrated** down the Stikine River,



down the Stikine River.  
The story of my fathers is always told,  
of when they **migrated** down the Stikine.  
At one place, there,  
in the river,  
the river flowed under a glacier.  
This is where they tied a raft together.  
They put the elderly women on it.  
One's name was Awasti and the other Koowasikx,  
these elderly women.  
They are the first ones who were pushed under  
the glacier.  
Having drifted under it and through to the  
other side,  
they started singing.  
Floating under the glacier  
gave them their song.  
**Based** on this  
a raft was made.  
Some went on it.  
Under it, under the glacier, they floated,  
down the river.  
But many of them  
were afraid  
to float under the glacier.  
This is why they start over it,  
some started over the glacier.  
These are the ones who came down the Chilkat,  
the relatives of my fathers,  
the Dakl'aweidi.  
They became the Chilkats.  
The name that came from those  
who went over the glacier  
is Sit'ká indeed,  
those who came down through Chilkat,  
are named Sit'ká.  
Those of us who are Deisheetaan,  
still  
tell it like this,  
as coming from the South,  
from the south.  
I wonder where we came out, those of us.  
I wonder where we came out.  
From there we finally went northward,  
northward,  
we began searching.



They tried many places.  
Villages were **founded** in many places.  
At that time across from Brown Bear Fort,  
when it froze,  
they walked over ice at the time,  
at the point when they moved across.  
Well! There are many who are our relatives,  
these Deisheetaan,  
some are living in the Interior.  
Since long ago,  
they have been living there.  
They are many,  
Nahóowu lives there  
and this **namesake** of mine.  
Shaadaax' is also there,  
in the Interior.  
You know, thinking about them,  
if they've been living there a long time,  
maybe we separated and **migrated** from them.  
This is what I'm thinking about them.  
This is why we  
gathered here on the coast.  
This is where I will end  
this story.



# Story with Closure







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told by Robert Zuboff

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 People would keep  
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 They would go underneath the village  
 in a \_\_\_\_\_, by the light of \_\_\_\_\_,  
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 Down the bay from Shark's Cave,  
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 \_\_\_\_\_,



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They would blow them up through the throat.  
They tied them off;  
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The tide comes in under us very quickly,  
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 they started singing.  
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 Under it, under the glacier, they floated,  
 down the river.  
 But many of them  
 were afraid  
 to float under the glacier.  
 This is why they start over it,  
 some started over the glacier.  
 These are the ones who came down the Chilkat,  
     the relatives of my fathers,  
 the Dakl'aweidi.  
 They became the Chilkats.  
 The name that came from those  
     who went over the glacier  
 is Sit'ká indeed,  
 those who came down through Chilkat,  
 are named Sit'ká.  
 Those of us who are Deisheetaan,  
 still  
 tell it like this,  
 as coming from the South,  
 from the south.  
 I wonder where we came out, those of us.  
 I wonder where we came out.  
 From there we finally went northward,  
 northward,  
 we began searching.



They tried many places.  
Villages were \_\_\_\_\_ in many places.  
At that time across from Brown Bear Fort,  
when it froze,  
they walked over ice at the time,  
at the point when they moved across.  
Well! There are many who are our relatives,  
these Deisheetaan,  
some are living in the Interior.  
Since long ago,  
they have been living there.  
They are many,  
Nahóowu lives there  
and this \_\_\_\_\_ of mine.  
Shaadaax' is also there,  
in the Interior.  
You know, thinking about them,  
if they've been living there a long time,  
maybe we separated and \_\_\_\_\_ from them.  
This is what I'm thinking about them.  
This is why we  
gathered here on the coast.  
This is where I will end  
this story.





# Student Story





### **Basket Bay History told by Robert Zuboff**

That land of ours,  
that land of ours  
is called Kák'w;  
but in English  
Basket Bay.  
You know, they used to club seals,  
at that place.  
That place is kind of strange.  
When the tide was almost out  
they would send one man as guard.  
People would keep  
a watch on the tide.  
They would go underneath the village  
in a grotto, by the light of sapwood,  
underneath the village.  
Down the bay from Shark's Cave,  
to the head north of Kaakáakw,  
to the head north of this they would cross over  
to go under the village.  
A ladder was adze there  
a huge one;  
it was a tree.  
This is what was made into a ladder.  
This is what they came down on to go underneath  
the village.  
Sapwood torches were held; they would be lighted.  
By the light of this they clubbed seals,  
underneath the village.  
Many different kinds of animals would gather  
down there.  
And you know, there would be tide watchers.  
One would stand out on the beach.  
One would sit on the top of a house.  
The third one would stand at the arch of Kaakáakw;  
the fourth one would stand right at the mouth of the hole.  
As soon as the tide started coming up  
he would cry out,  
"The Tiiiiide is starting uuuuuuup."  
As if it were put in his mouth  
the one sitting on top of the house repeated  
"The Tiiiiide is starting uuuuuuup."  
Accordingly,





men would pull up the seal stomachs  
through the throats  
of their kills.  
They would blow them up through the throat.  
They tied them off;  
they tied them off;  
they tied them off.  
The tide comes in under us very quickly,  
like filling a container to the brim  
is how quick it is.  
It's like cutting off any escape under us.  
They would work very hard,  
on this kill of theirs.  
No sooner would they finish the last one  
than they would run  
quickly;  
they would run up the ladder in the dark;  
only by the light of the sapwood  
would they run up.  
They would even go home from their kill.  
When the tide was finally nearly up,  
when the tide was nearly up,  
was when out from the village, in the bay,  
in front of Spring Water Point  
their kills would pop up out of the water.  
You know, this is the way it was.  
Then they would just get them by boat.  
This is how the history is told,  
about  
Basket Bay, from the time it's been ours,  
from the time it's been ours,  
ages.  
It was long ago,  
it's been long,  
since the histories have been told of us;  
we are named for it,  
Kak'weidi.  
For the things that happened  
to the Tlingits  
in the beginning,  
many say  
we migrated here  
through the south,  
the south.  
And, you know, there are many  
who migrated down the Stikine River,



down the Stikine River.  
The story of my fathers is always told,  
of when they migrated down the Stikine.  
At one place, there,  
in the river,  
the river flowed under a glacier.  
This is where they tied a raft together.  
They put the elderly women on it.  
One's name was Awasti and the other Koowasikx,  
these elderly women.  
They are the first ones who were pushed under  
the glacier.  
Having drifted under it and through to the  
other side,  
they started singing.  
Floating under the glacier  
gave them their song.  
Based on this  
a raft was made.  
Some went on it.  
Under it, under the glacier, they floated,  
down the river.  
But many of them  
were afraid  
to float under the glacier.  
This is why they start over it,  
some started over the glacier.  
These are the one who came down the Chilkat,  
the relatives of my fathers,  
the Daql'aweidi.  
They became the Chilkats.  
The name that came from those  
who went over the glacier  
is Sit'ká indeed,  
those who came down through Chilkat,  
are named Sit'ká.  
Those of us who are Deisheetaan,  
still  
tell it like this,  
as coming from the South,  
from the south.  
I wonder where we came out, those of us.  
I wonder where we came out.  
From there we finally went northward,  
northward,  
we began searching.





They tried many places.  
Villages were founded in many places.  
At that time across from Brown Bear Fort,  
when it froze,  
they walked over ice at the time,  
at the point when they moved across.  
Well! There are many who are our relatives,  
these Deisheetaan,  
some are living in the Interior.  
Since long ago,  
they have been living there.  
They are many,  
Nahóowu lives there  
and this namesake of mine.  
Shaadaax' is also there,  
in the Interior.  
You know, thinking about them,  
if they've been living there a long time,  
maybe we separated and migrated from them.  
This is what I'm thinking about them.  
This is why we  
gathered here on the coast.  
This is where I will end  
this story.



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 10 Literature: Basket Bay History Quiz

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

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

**Fill in the Blank: Fill in each blank with the word that fits best . Choose from the words provided in the word bank.**

#### Word Bank

brim

founded

grotto

immigrated

migrated

namesake

sapwood

- 1) When the people of Basket Bay were underground, they would use the light of the \_\_\_\_\_, the young sap and lighter colored wood just beneath the bark of the tree.
- 2) When they were pulling up the seal stomachs and tying them off, the tide would come in under them quickly, filling to the \_\_\_\_\_, the rim or the edge of where they were, so they had to work very fast.
- 3) It was said that the Tlingit \_\_\_\_\_ through the south and other down the Stikine River, moving from one location to another.
- 4) Villages were \_\_\_\_\_ or brought into existence, in many different places.
- 5) When the people in Basket Bay when to get seal, they would go underneath the village into a \_\_\_\_\_, an artificial structure made to resemble a natural cave.

**Multiple Choice: Select one of the choices to complete the sentence. Circle the best choice to complete the sentence.**

- 6) Accordingly means...
  - a) in conflict with
  - b) in agreement with
  - c) in opposition to
  - d) the same as





- 7) An adze is....
- a) a cooking utensil
  - b) an axlike tool with a curved blade
  - c) an important part of a boat
- 8) Someone's namesake is.....
- a) a memento or souvenir
  - b) a person named for someone else.
  - c) a keepsake.

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

- |           |          |   |
|-----------|----------|---|
| 9) _____  | namesake | a. the edge or rim of something hollow        |
| 10) _____ | grotto   | b. person name for the sake of someone        |
| 11) _____ | brim     | c. to change position or location             |
| 12) _____ | migrate  | d. an artificial structure that's like a cave |





## Grade 10 Literature: Basket Bay History Quiz

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

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

**Fill in the Blank:** Fill in each blank with the word that fits best . Choose from the words provided in the word bank.

### Word Bank

brim

founded

grotto

immigrated

migrated

namesake

sapwood

- 1) When the people of Basket Bay were underground, they would use the light of the sapwood, the young sap and lighter colored wood just beneath the bark of the tree.
- 2) When they were pulling up the seal stomachs and tying them off, the tide would come in under them quickly, filling to the brim, the rim or the edge of where they were, so they had to work very fast.
- 3) It was said that the Tlingit migrated through the south and other down the Stikine River, moving from one location to another.
- 4) Villages were founded or brought into existence, in many different places.
- 5) When the people in Basket Bay when to get seal, they would go underneath the village into a grotto, an artificial structure made to resemble a natural cave.

**Multiple Choice:** Select one of the choices to complete the sentence. Circle the best choice to complete the sentence.

6) Accordingly means...

a) in conflict with

**b) in agreement with**

c) in opposition to

d) the same as



7) An adze is....

a) a cooking utensil

**b) an axlike tool with a curved blade**

c) an important part of a boat

8) Someone's namesake is.....

a) a momento or souvenir

**b) a person named for someone else.**

c) a keepsake.

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

9)   **b**   namesake

10)   **d**   grotto

11)   **a**   brim

12)   **c**   migrate

a. the edge or rim of something hollow

b. person name for the sake of someone

c. to change position or location

d. an artificial structure that's like a cave





# **Raven Boat**

*as told by Jennie White*



Sealaska Heritage Institute







# Alaska State Literature Standards Used in the Process

## Raven Boat

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

Capsized		to become or cause to become upset or overturned
Lituya Bay		a fjord located in Alaska. It is 9 miles long and 2 miles wide at its widest point.
Resembled		to be like or similar to
Intestines		the part of the body that is a long tube composed of the small intestine and the large intestine. It helps to digest food and absorb nutrients and water. It also carries waste matter to be discharged.
Tlingits		a society that developed a complex hunter-gatherer culture in the temperate rainforest of the southeast Alaska coast.
Canvas		stiff material that has regular meshes for working with a needle
Devil's club		large shrub native to the cool moist forests of western North America. It is noted for its large palmate leaves and erect, woody stems covered in brittle spines.
Hollowed		having a hole inside, not solid throughout
Schooner		a ship with a fore-and-aft rig and two or more masts





# 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. Flashlight Find - Mount the DLP pictures around the board. Have students compete to find the word with the flashlight beam when you say the vocabulary.
2. Mesh Words - Prepare mesh pictures prior to the activity (hollowed + schooner = hollooner). Mount the vocabulary illustrations on the board. Say a mesh word. Students must find the two illustrations that make up the word. Repeat.
3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

## BASIC SPEAKING

1. Being Lippy - Stand in front of the room and lip a word. Students should say the word after you. Use full sentences after practice with single words.
2. Whisper - Put students into two teams. Whisper a vocabulary word to the first person on each team. Teacher says "Go." Students then turn and whisper the word to the next player. Last person should run two the front of the room and say the word orally.

## LISTENING COMPREHENSION

1. Teacher writes a number between 1 and 10 down, without letting anyone see it. Call on students to guess the number. When a student guesses the correct number, they need to say a definition for a vocabulary word given by the teacher.



# Basic Reading

## Sight Recognition

1. Face - Mount words around room. Darken room. Give first student a flashlight. Say a word. Student turns on flashlight and tries to find the word. Can do this in two teams and race against other team to find word.
2. Use the Activity Pages from the Student Support Materials.
3. Sight Word Sequence Bingo - Give each student a sheet with all of the sight words. Students need to cut words apart and place three words on their desk in any sequence. Teacher says 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. Show a definition of DLP word. Students cover up the word for that definition. Repeat until there is a winner.
2. What's the Answer- Students should choose the correct answer to written questions.

## **BASIC WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Introduce the International Pilots' Alphabet to the students – Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Gulf, Hotel, India, Juliette, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whiskey, X-ray, Yankee, Zulu. Spell words, using the alphabet terms – the students write only the first letter of each of the alphabet words you say. Afterwards, read whole sentences in this way. The students transcribe the letters and later break the words up to form the sentence.

## **CREATIVE WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Have the students write true and false sentences, related to the story. The students should write their sentences on individual strips of paper. Place all of the sentences in a container. Have the students take turns removing the sentences, reading them, and telling if they are *true* or *false*.



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STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations







A black and white line drawing of a person standing on the deck of a boat, looking out at the sea.	A simple illustration of a sailboat with a blue sail and a brown hull.	A simple illustration of a green tent with a brown base and a small window.
A photograph of a large, colorful carved mask with a blue face, green eyes, and a red mouth.	A photograph of a rocky landscape with a rock slide. Text overlay: "St. Elias Mountains, southern Alaska origin of rock slide", "Litya Bay", "Pacific Ocean".	An illustration of a person with long hair sitting inside a hollowed-out tree trunk.
A photograph of a plant with large green leaves and clusters of small red berries.	A photograph of several large icebergs floating in the ocean.	A stylized illustration of a human brain with a yellow and green jagged border.
A photograph of a plant with green leaves and several yellow flowers.		







STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages



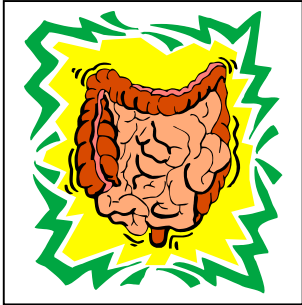




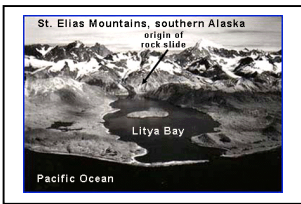
Highlight/circle the correct word to match the picture.



capsized  
Lituya Bay  
resembled  
intestines  
Tlingits  
canvas  
devil's club  
hollowed  
schooner



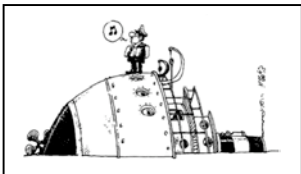
capsized  
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intestines  
Tlingits  
canvas  
devil's club  
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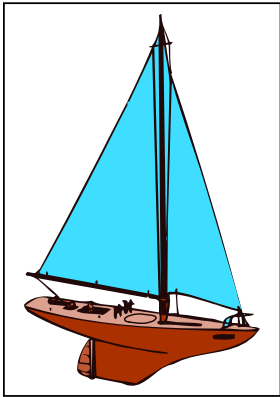


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Tlingits  
canvas  
devil's club  
hollowed  
schooner







resembled  
Tlingits  
capsized

intestines  
hollowed  
schooner

Lituya Bay  
canvas  
devil's club

ajdujdbtueqioqoakanddhfoiudfaeresesembledbgbv  
hceialdkschoonermpqoalcapsizedlqpiopqwerty  
uiopasdfgcanvasasklhvsdfakeghqlcidevilsclubkla  
byaasdbycnhgyintestinesbxczcvjkjhasdfjkadfqcli  
Tlingitswawiuyqweqweyhiuytoiuwertyfjiuqwerk  
lschoonerjahsdfbjbasdfkacnhollowediruyadsfjkg  
eintestinesroiqwopurpqqjasdeadgdevilsclubmky  
aqkljhsdfkjizabasdcavashasdfiuqyeklcapsizedjh  
afkhwerkfjeijhadslLituyaBayefabvbfepimeridia  
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ywqadfjeigeLituyaBayhasdfiuyahboaiknakeiuth  
gladkngowgaqwrahollowedcuhasdfiTlingitsdelk





resembled  
Tlingits  
capsized

intestines  
hollowed  
schooner

Lituya Bay  
canvas  
devil's club

ajdujdbtueqioqoakanddhfoiudfaer**resembled**bgbv  
hceialdk**schooner**mpqoal**capsized**lqpiopqwerty  
uiopasdfg**canvas**asklhvsdfakeghqlci**devilsclub**kla  
byaasdbycnhgy**intestines**bxczcvjkjhasdfjkadfqli  
**Tlingits**wawiuyqweqweyhiuytoiuwertyfjiuqwerk  
l**schooner**jahsdfbjbasdfkacn**hollowed**iruyadsfjkg  
e**intestines**roiqwopurpqkjasdeadg**devilsclub**mky  
aqljhsdfkjizabasd**canvas**hasdfiuqyekl**capsized**jh  
afkhwerkfjeijhadsl**LituyaBay**efabvbfepimeridia  
nheuakadsflkasjdfhaiuwerlkdfkjha**resembled**iu  
ywqadfjeige**LituyaBay**hasdfiuyahboaiknakeiuth  
gladkngowgaqwra**hollowed**cuhasdfi**Tlingits**delk





STUDENT SUPPORT MATERIALS

# Encoding Activity Pages







**Activity Page 1**

Match the word halve to create the proper vocabulary word.

cap

as

rese

uya Bay

intes

tines

Tli

wed

canv

ooner

dev

ngits

Lit

il's club

hollo

sized

sch

mble





### Activity Page 2

Each set of boxed contain the syllables of the vocabulary words. Use the boxes to correctly spell the words below the boxes.

sized	cap
-------	-----

re	bled	sem
----	------	-----

tes	in	tines
-----	----	-------

club	de	vil's
------	----	-------

ner	schoo
-----	-------

lowed	hol
-------	-----

vas	can
-----	-----

Lit	Bay	u	ya
-----	-----	---	----







### Activity Page 3

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

ca__ize__	c__vas
__vil's cl__	__tes__nes
__sem__ed	__ooner
T__ng__s	Li__ya Ba__
	H__llo__





STUDENT SUPPORT MATERIALS

# Basic Writing









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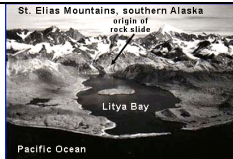
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The image features a red background with two horizontal borders of pearls. Between these borders, the text "STUDENT SUPPORT MATERIALS" is written in white, uppercase letters. Below this, the title "Creative Writing" is written in a larger, bold, white font. The background is also decorated with large, diamond-encrusted letters scattered across the surface.

STUDENT SUPPORT MATERIALS

# Creative Writing





Write a complete sentence containing the vocabulary.

canvas

---

Lituya Bay

---

devil's club

---

schooner

---

resembled

---

Tlingits

---

capsized

---

hollowed

---

intestines

---





STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations

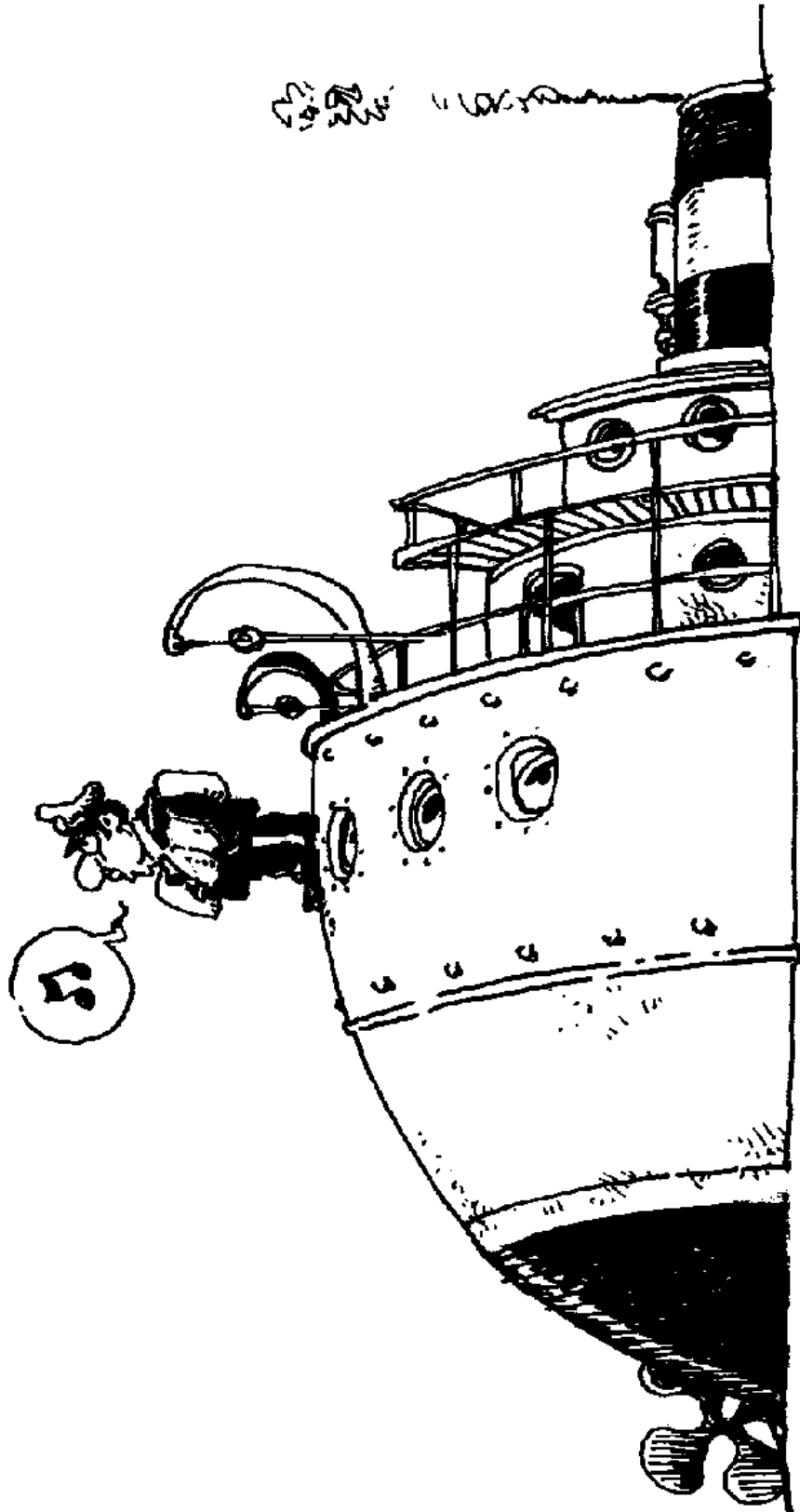








capsized

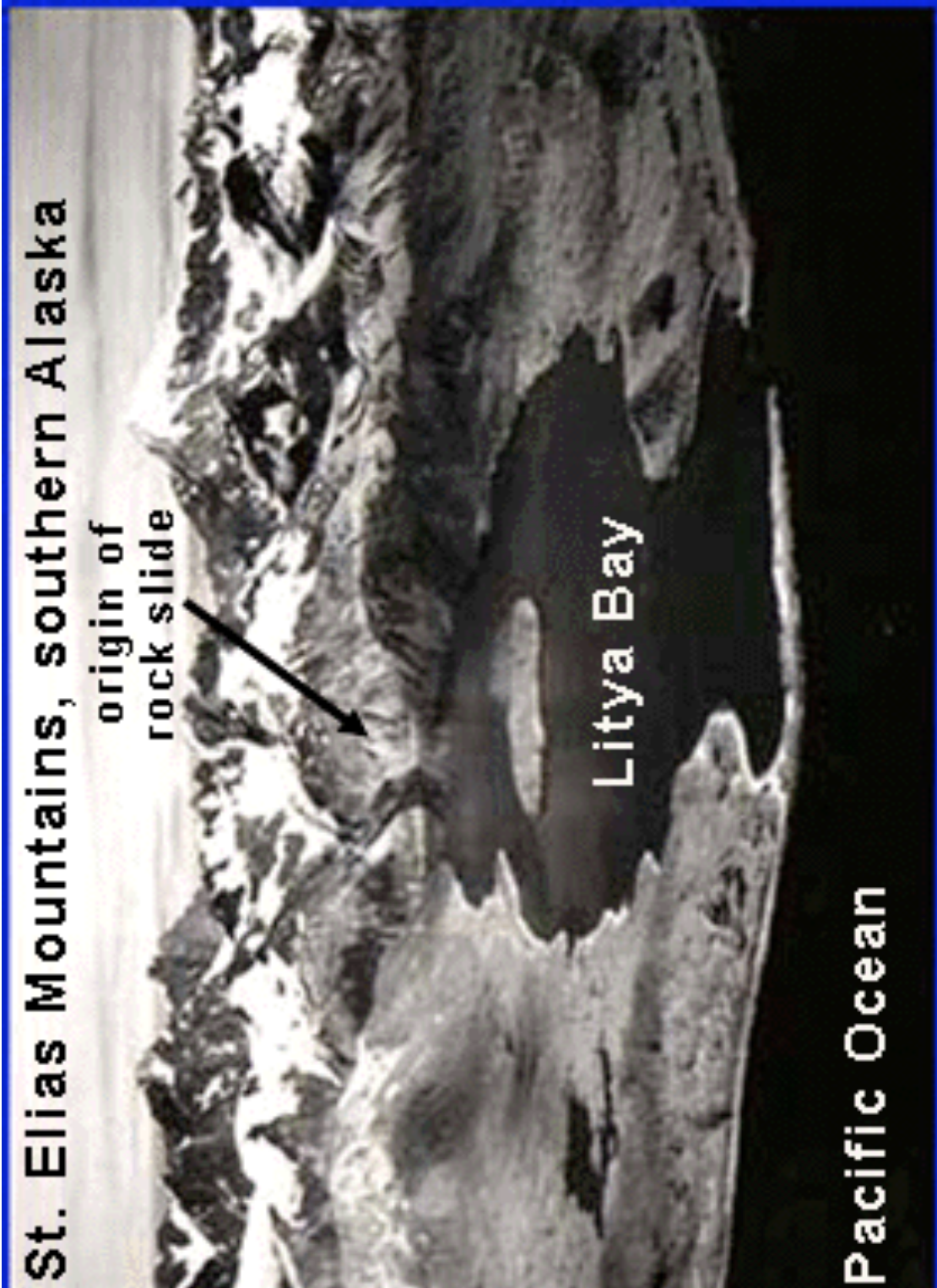








Lituya Bay







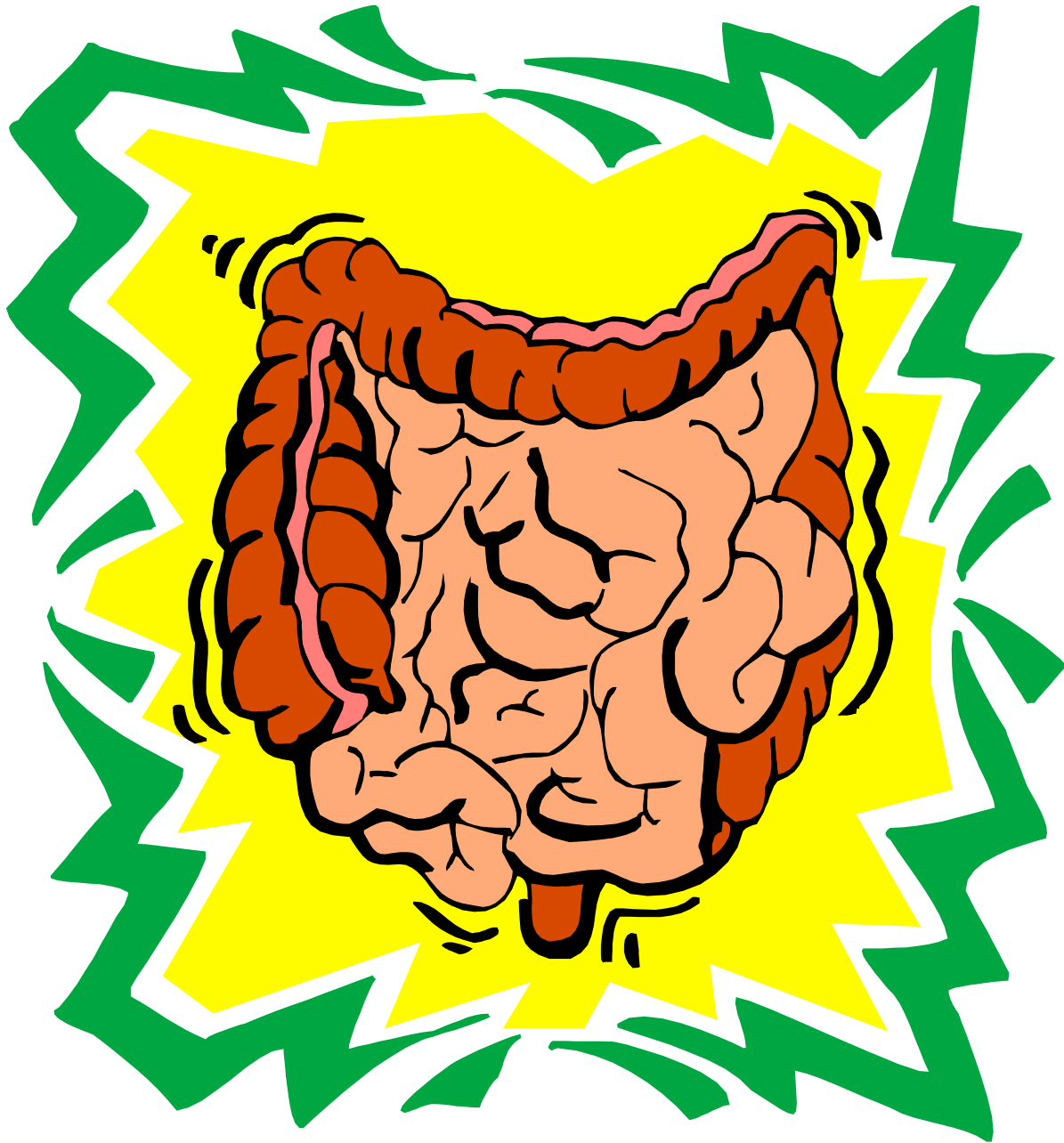
resembled







intestines









Tlingits







canvas







devil's club









hollowed









schooner







STUDENT SUPPORT MATERIALS

# Word Wall







capsized

Lituyá Bay





# resembled intestines





Tlingits

canvas





# devil's club





hollowed

schnooner







# Story





## Raven Boat told by Jennie White

The rapids are very scary.  
Twice the L'uknaḡ.ádi capsized there.

This one boat travelled out of Lituya Bay  
when the tide had dropped.  
No white man knew of Alaska.  
The bundle of furs  
floated out to the face of the clouds.  
The intestines resembled a plastic bag.  
Brown Bear intestines.  
They are cut and sewn back together.  
The intestinal  
bag of furs floated to the face of the clouds  
from Lituya Bay,  
the ones the people drowned with.  
This is why  
the Russians searched for Alaska.  
That's how they found Tlingits in Alaska.  
They didn't  
have machines either they'd just  
sail with canvas.  
A Russian boat first sailed into Lituya Bay.  
And so  
the Tlingits didn't tell it like it really was.  
It was the Raven boat,  
was what they told one another,  
the Raven boat.  
That's what they were saying about the Russians.  
If you looked directly at it you would turn to stone.  
Even today the Tlingits are like that.  
And that  
devil's club.  
They drilled holes in them  
and  
dog droppings  
were sewn like bags  
and put into their children's clothes.  
You would turn to stone.  
That's the way the Tlingits talked about this.  
This blue hellebore  
was hollowed through though,  
let's see, like binoculars.



As it sailed into Lituya Bay  
they looked at it through these.  
Then they wouldn't turn to stone.  
Dog droppings too were hung around children's  
necks.  
But the larger  
devil's club  
had holes drilled through them too.  
They were put on the necks of their children.  
That's the way things happened in the beginning  
when they awaited the schooner.







# Story with Closure





**Raven Boat**  
told by Jennie White

The rapids are very scary.  
Twice the L'ukna<sub>x</sub>.ádi \_\_\_\_\_ there.

This one boat travelled out of \_\_\_\_\_  
when the tide had dropped.

No white man knew of Alaska.

The bundle of furs  
floated out to the face of the clouds.

The \_\_\_\_\_ a plastic bag.

Brown Bear \_\_\_\_\_.

They are cut and sewn back together.

The \_\_\_\_\_  
bag of furs floated to the face of the clouds  
from \_\_\_\_\_,

the ones the people drowned with.

This is why  
the Russians searched for Alaska.

That's how they found \_\_\_\_\_ in Alaska.

They didn't  
have machines either they'd just  
sail with \_\_\_\_\_.

A Russian boat first sailed into \_\_\_\_\_.

And so  
the \_\_\_\_\_ didn't tell it like it really was.

It was the Raven boat,  
was what they told one another,  
the Raven boat.

That's what they were saying about the Russians.  
If you looked directly at it you would turn to stone.

Even today the \_\_\_\_\_ are like that.

And that  
\_\_\_\_\_.

They drilled holes in them  
and  
dog droppings  
were sewn like bags  
and put into their children's clothes.

You would turn to stone.

That's the way the \_\_\_\_\_ talked about this.

This blue hellebore  
was \_\_\_\_\_ through though,  
let's see, like binoculars.



As it sailed into \_\_\_\_\_  
they looked at it through these.  
Then they wouldn't turn to stone.  
Dog droppings too were hung around children's  
necks.  
But the larger  
devil's club  
had holes drilled through them too.  
They were put on the necks of their children.  
That's the way things happened in the beginning  
when they awaited the \_\_\_\_\_.





# Student Story





**Raven Boat**  
**told by Jennie White**

The rapids are very scary.  
Twice the L'uknaḡ.ádi capsized there.

This one boat travelled out of Lituya Bay  
when the tide had dropped.  
No white man knew of Alaska.  
The bundle of furs  
floated out to the face of the clouds.  
The intestines resembled a plastic bag.  
Brown Bear intestines.  
They are cut and sewn back together.  
The intestinal  
bag of furs floated to the face of the clouds  
from Lituya Bay,  
the ones the people drowned with.  
This is why  
the Russians searched for Alaska.  
That's how they found Tlingits in Alaska.  
They didn't  
have machines either they'd just  
sail with canvas.  
A Russian boat first sailed into Lituya Bay.  
And so  
the Tlingits didn't tell it like it really was.  
It was the Raven boat,  
was what they told one another,  
the Raven boat.  
That's what they were saying about the Russians.  
If you looked directly at it you would turn to stone.  
Even today the Tlingits are like that.  
And that  
devil's club.  
They drilled holes in them  
and  
dog droppings  
were sewn like bags  
and put into their children's clothes.  
You would turn to stone.  
That's the way the Tlingits talked about this.  
This blue hellebore  
was hollowed through though,  
let's see, like binoculars.  
As it sailed into Lituya Bay  
they looked at it through these.  
Then they wouldn't turn to stone.



Dog droppings too were hung around children's  
necks.  
But the larger  
devil's club  
had holes drilled through them too.  
They were put on the necks of their children.  
That's the way things happened in the beginning  
when they awaited the schooner.







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 10 Literature: Raven Boat Quiz**

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

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

- 1) Lituya Bay in Alaska is very long and narrow and is like a \_\_\_\_\_.
  - a) fjord
  - b) river
  - c) lake
  
- 2) Devil's club has many different uses for people in SE Alaska. It is best described as.....
  - a) a tiny plant with shiny leaves that grows close to the ground.
  - b) a large plant, with palm like leaves, woody stems with stickers.
  - c) a large club like piece of wood coming from a fir tree.
  
- 3) The bear intestines floating on the water \_\_\_\_\_ a plastic bag,
  - a) resembled
  - b) sank like
  - c) assimilated
  
- 4) The \_\_\_\_\_ bag is the long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, waste matter is carried from the body.
  - a) esophageal
  - b) pancreatic
  - c) intestinal
  
- 5) When the rapids in the river were big and very scary, the canoe turned over and \_\_\_\_\_.
  - a) forged ahead
  - b) capsized in the water
  - c) drifted to shore





**Matching:** Match the key vocabulary on the left with the definition on the right. Put from the definition in front of the word it matches.

- |          |          |    |  |
|----------|----------|----|--|
| 6) _____ | canvas   | a. | heavy stiff fabric or cloth used for making tents and boat sails |
| 7) _____ | schooner | b. | a type of boat with canvas rigging, both a fore and aft mast     |
| 8) _____ | hollow   | c. | something with a hole that is not solid throughout               |

**True/False:** Read the statement and determine if it is true or false. Circle the answer you think is correct.

- 9) Devil's club is a piece of wood used in battle to scare the enemy.  
a) True  
b) False
- 10) A schooner can be any kind of boat.  
a) True  
b) False
- 11) Lituya Bay located in SE Alaska, is long and narrow.  
a) True  
b) False
- 12) Tlingit are a Native society that developed a complex hunter-gatherer culture in the temperate rainforest of SE Alaska.  
a) True  
b) False



### Grade 10 Literature: Raven Boat Quiz

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

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

1) Lituya Bay in Alaska is very long and narrow and is like a \_\_\_\_\_.

**a) fjord**

b) river

c) lake

2) Devil's club has many different uses for people in SE Alaska. It is best described as.....

a) a tiny plant with shiny leaves that grows close to the ground.

**b) a large plant, with palm like leaves, woody stems with stickers.**

c) a large club like piece of wood coming from a fir tree.

3) The bear intestines floating on the water \_\_\_\_\_ a plastic bag,

**a) resembled**

b) sank like

c) assimilated

4) The \_\_\_\_\_ bag is the long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, waste matter is carried from the body.

a) esophageal

b) pancreatic

**c) intestinal**

5) When the rapids in the river were big and very scary, the canoe turned over and \_\_\_\_\_.

a) forged ahead

**b) capsized in the water**

c) drifted to shore



**Matching:** Match the key vocabulary on the left with the definition on the right. Put from the definition in front of the word it matches.

- |                          |   |
|--------------------------|---|
| 6) <u>  a  </u> canvas   | a. heavy stiff fabric or cloth used for making tents and boat sails |
| 7) <u>  b  </u> schooner | b. a type of boat with canvas rigging, both a fore and aft mast     |
| 8) <u>  c  </u> hollow   | c. something with a hole that is not solid throughout               |

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**a) True**  
b) False



# **Kaakex'wti**

*as told by Willie Marks*



Sealaska Heritage Institute







# Alaska State Literature Standards Used in the Process

## Kaakex'wti

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

Ancient		having existed for many years
Midship		Middle of a ship
Grotesque		unnaturally odd or ugly
Reprimand		a severe or formal criticism
Stern		the rear end of a boat
Hooligan		Small ocean fish
Gratitude		the state of being grateful
Motioned		to direct or signal by a movement or sign
Coppers		a copper or bronze coin
Embers		a glowing piece of coal or wood from a fire; <i>especially</i> such a piece smoldering in ashes
Settlement		a small village
Proverb		a brief popular saying expressing a wise thought
Acquired		to come to have often by one's own efforts
Midsection		Middle part of something



# 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. Flick - Give selected students each a flashlight. Tell students to listen for a certain word. Begin saying vocabulary words and when student hears the certain word, they should flick the flashlight.
2. Fanball - Tape the vocabulary illustrations to the floor and group the students around them. Give a “hand fan” and an inflated balloon to two students. Say one word. Students should use fans to move balloons to the illustration for the vocabulary word said.
3. Use the Mini-Illustrations for this story. Have the students lay the individual illustrations on their desks. Say the key words and the students must show the illustrations. This activity can also be done in team form; the team that has all players showing the correct illustration first, wins the round.

## **BASIC SPEAKING**

1. What’s That Word? - Hang illustrations on the board. Tell a “running story” and point to the words as they appear in the running story. When you point to an illustration, students should say the vocabulary word for it. Repeat this process a number of times.
2. Mesh words - Prepare mesh words prior to activity (liquid + solid = soliquid). Mount mesh words on board. Students must say the two words that make up the vocabulary term.

## **LISTENING COMPREHENSION**

1. Potted Marbles - Give students an aluminum pot with marbles in it. Student tries to walk to other side of the room without making any noise. If any sound is heard, student needs to say a word based on the definition that teacher gives.
2. Use the Activity Pages from the Student Support Materials.

## **CREATIVE SPEAKING**

1. Wild Balloon - Have illustrations hung on board at the front of room. Stand in front of the students and inflate a balloon. Hold the end of the balloon closed. Then, the release the balloon. When the balloon lands, the student closest to it should say a complete sentence using the vocabulary picture you point to.





# Basic Reading

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. Flick - Give selected students each a flashlight. Tell students to listen for a certain word. Begin saying vocabulary words and when student hears the certain word, they should flick the flashlight.
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STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations





A photograph of ancient stone ruins, likely the Temple of Apollo in Delphi, Greece, showing several tall columns and a partially collapsed structure.	A cartoon illustration of a brown bear sitting in a small, light-colored boat on blue water, holding a long wooden pole.	A black and white line drawing of a stylized mask with large, expressive eyes and a wide, open mouth.
A cartoon illustration of a woman with dark hair and a green dress sitting at a red desk, talking to a man in a suit who is also sitting at the desk.	A photograph of a small boat with a red and white cabin on a body of water under a blue sky.	A photograph of two long, slender fish, possibly salmon, lying on a light-colored surface.
A circular graphic with a light blue background. The words "THANK YOU" are written in pink, stylized letters. A green rose with a stem and leaves is positioned to the right of the text.	A cartoon illustration of a hand with a white sleeve pointing at a yellow taxi cab on a screen, with a blue background and a white grid.	A photograph of a US quarter coin, showing the profile of George Washington.
A cartoon illustration of a woman with long purple hair, wearing a purple robe, with her hands clasped in prayer. She is standing next to a small stove with a flame and a pot.	A photograph of a large, multi-story brick church building with a steeple, set in a rural landscape.	A simple black and white line drawing of a speech bubble.
A colorful illustration of a person in a purple and green outfit floating in blue water, surrounded by green leaves.	A black and white silhouette of two mannequins, one larger than the other, standing against a black background.	









STUDENT SUPPORT MATERIALS

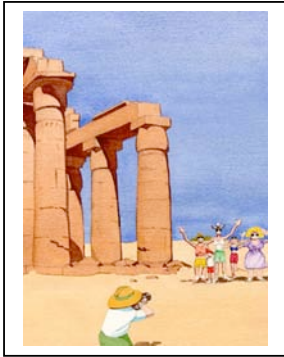
# Sight Recognition Activity Pages







Highlight/circle the correct word to match the picture.



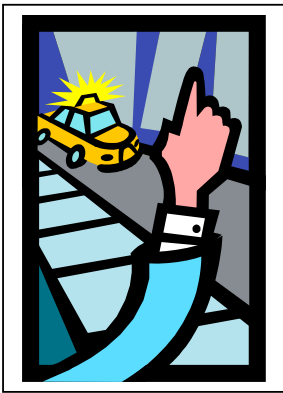
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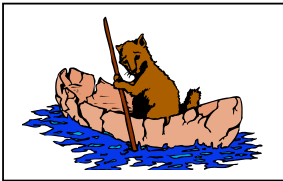
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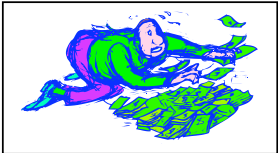
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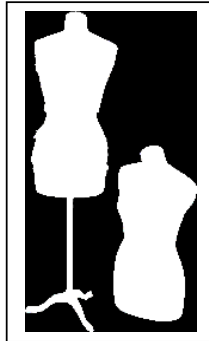
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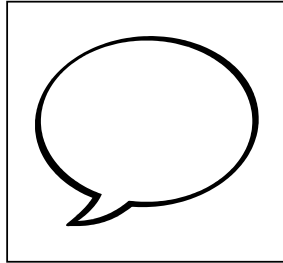


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itjgowgaqwrac**coppers**cuasdfi**stern**delk







STUDENT SUPPORT MATERIALS

# Encoding Activity Pages









**Activity Page 1**

Match the word half to create the proper vocabulary word.

anc	sque
mids	pers
grote	ern
reprim	ude
st	bers
hooli	ned
gratit	red
motio	ient
cop	ment
em	gan
settle	verb
pro	hip
acqui	ction
midse	and





### Activity Page 2

Each set of boxes contain the syllables of the vocabulary words. Use the boxes to correctly spell the words below the boxes.

cient	an
-------	----

pers	cop
------	-----

sec	tion	mid
-----	------	-----

verb	pro	
------	-----	--

ment	set	tle
------	-----	-----

ship	mid
------	-----

tioned	mo
--------	----

bers	em
------	----

tude	ti	gra
------	----	-----

li	gan	hoo
----	-----	-----

quired	ac
--------	----

tesque	gro
--------	-----

ed	rep	mand	ri
----	-----	------	----



**Activity Page 3**

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

an__nt	__prim__ed
se__le__	co__er__
__rat__ude	pro__
__bers	mid__ip
st__n	a__ired
mo__ed	__ooli__n
grot__e	__sect__



The image features a decorative border at the top consisting of a row of pearls. Below the pearls is a red background. At the bottom, there is another row of pearls, and below that, a pattern of large, diamond-encrusted letters on a white background. The letters are scattered and include B, L, L, L, N, U, T, U, V, W, Z, O, T, E, and 7.

STUDENT SUPPORT MATERIALS

# Basic Writing









---







The image features a red background with two horizontal decorative 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.

hooligan

---

motioned

---

settlement

---

midship

---

gratitude

---

acquired

---

embers

---

grotesque

---

stern

---



ancient

---

coppers

---

reprimand

---







STUDENT SUPPORT MATERIALS

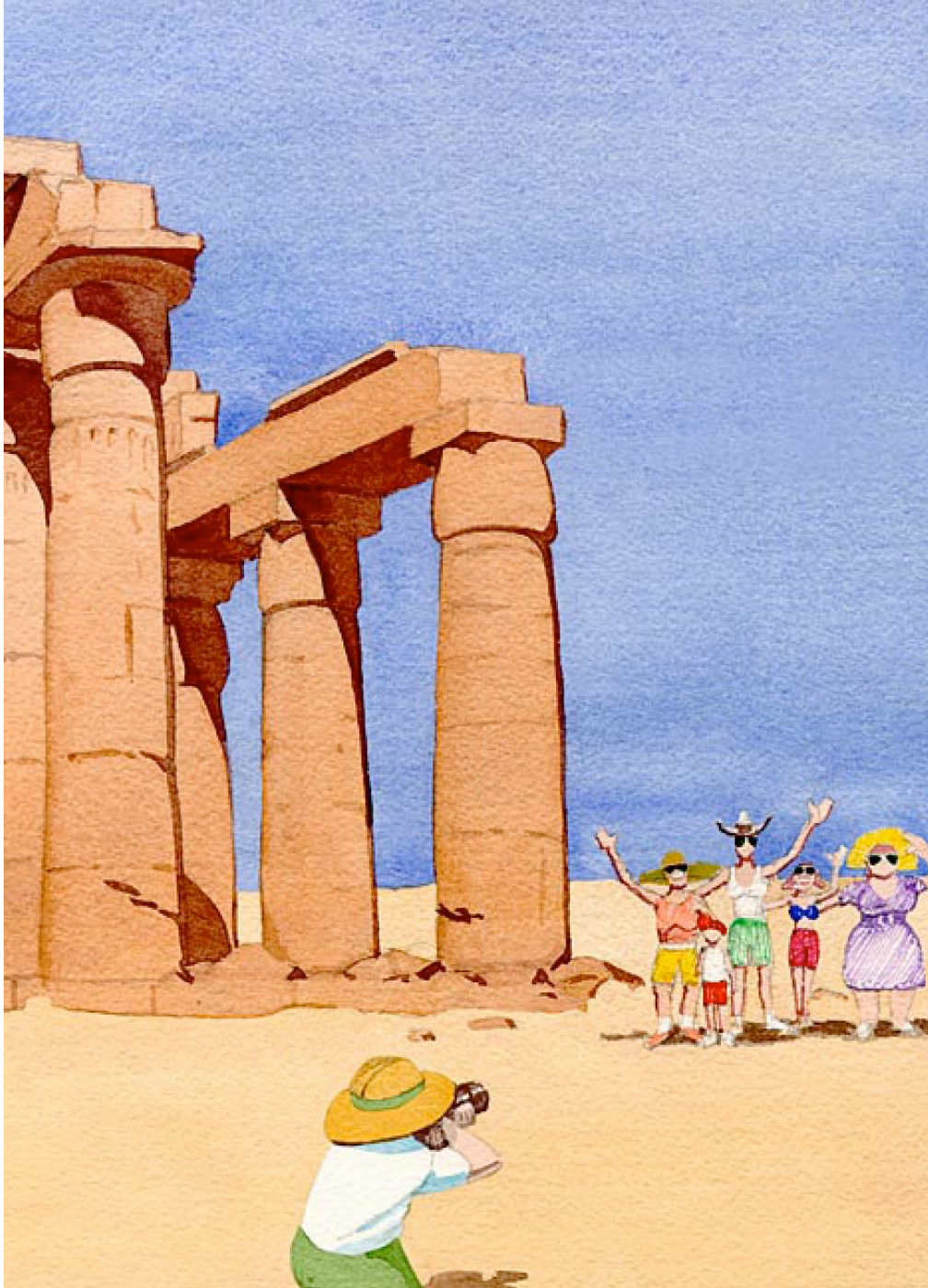
# Large Vocabulary Illustrations







ancient









midship







grotesque

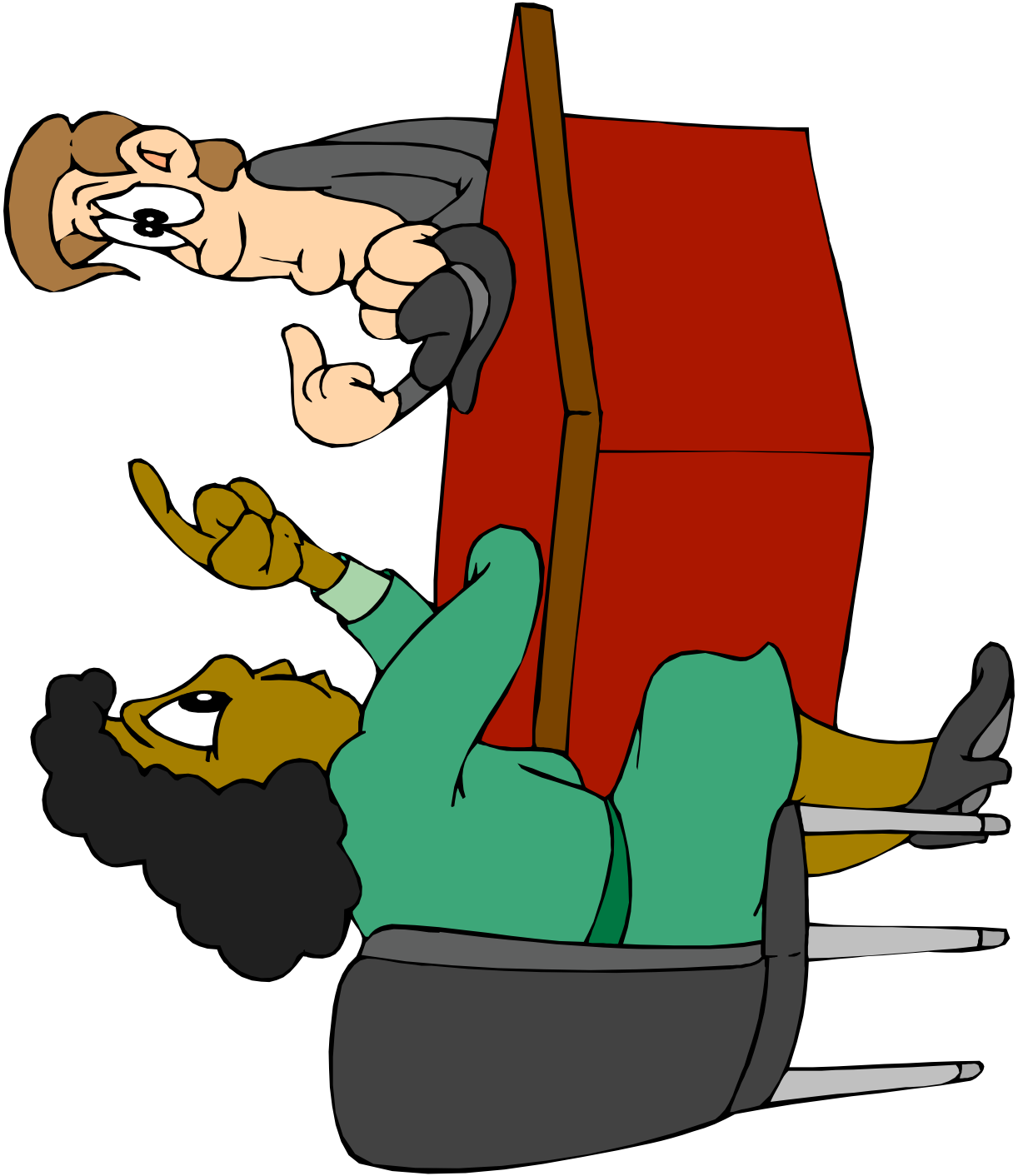








reprimand







stern







hooligan









gratitude







motioned







coppers







embers

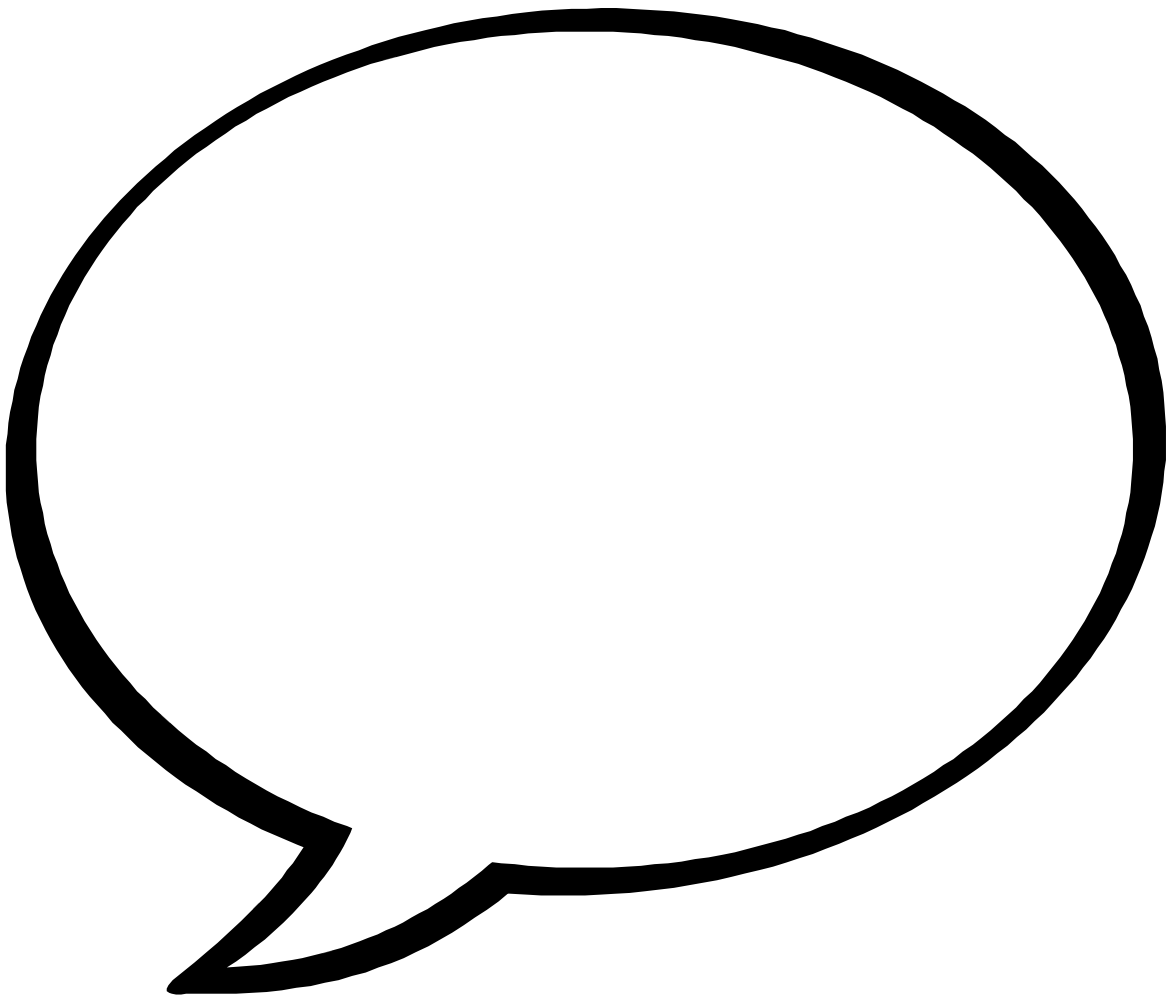








proverb







settlement







acquired









midsection







STUDENT SUPPORT MATERIALS

# Word Wall







ancient

midship





grotesque

reprinmand



stern

hooligian







gratitude

motioned



**coppers**

**embers**





settlement

proverb



# acquired midsection







# Story





**Kaakex'wti**  
**told by Willie Marks**

Now, I will tell of Kaakex'wti.  
This place called Gathéeni  
is where people lived, out there along the ocean.  
On the mainland from Cape Spencer the place  
is called Gathéeni.  
It was this kind of a place ancient people lived in.  
They used to live there  
away from  
war parties; they lived in a safe place.  
A difficult place; this was how people lived.

Seals  
were killed at night  
for people to eat.  
That's why  
he went.  
His paddlers were also with him  
also the one who sits midship in the canoe.  
I wonder how the midsection man was related to him,  
and to the one who paddled.  
They were anchored  
where the seals swam by at night.  
He had a spear.  
Perhaps they killed some.  
Maybe it was getting light,  
time to return.  
What was it that kept flying past his face? It  
bothered him  
when it flew to his face.  
When it did this again he waved his paddle.  
It flew into the paddle.  
It dropped in the canoe.  
What did he compare it to? It was grotesque.  
Then what? Perhaps he threw that thing in  
the sea,  
that bird.  
(I have been reprimanded just recently.)  
They began paddling to the village.

They had just begun to paddle; they had not  
been going long  
when his midsection paddler keeled over,

the one sitting in the midsection.  
Maybe when they were nearing their village  
his stern man  
keeled over also.  
People would fall asleep.  
Maybe people were dying then,  
That man  
had clubbed his sleep.  
When he brought his dead crew to the village  
perhaps to the beach of the village perhaps  
he was yelling  
“What's happened to my crew?”  
Why was there no one?  
He didn't see a single human  
at the village.  
People were sleeping forever.  
When he went up from the beach,  
  
they were gone. They had all died.  
This happened to the one village.

Perhaps he buried these relatives of his.  
Only then he began walking.  
Traps  
were around long ago. He had  
those things called traps.  
Probably  
he also had some of those things  
he might hunt with.

Which way did he go? Maybe he came down  
behind Mt. Fairweather.  
He walked.  
Faaaaaaaaaar!  
Probably many many months passed during his walk.  
That's when he came on them,

those things,  
a man's footprints  
along a river bank.  
What are these little dead falls  
doing here, sitting there in the water?

They were placed close to one other.  
Inside the farthest on  
lay one little hooligan.





Some footprints were around them.  
 He knew that **hooligans** were being trapped.  
 (If you trap one, how many will it feed?)  
 He knew he had come on humans.  
 That's why he made it,  
 the thing they make in our land,  
 those things used to catch **hooligans**,  
 the thing that is used to kill them.  
 He wove  
 the one that is called  
 a trap, indeed.

That's when  
 he hooked it down  
 out there in the river.  
 When he thought it was very full  
 he waded out there.  
 It was full.

Then he dumped them by the traps.  
 Again by the ones beyond them he'd dump some.  
 Until the traps disappeared  
 that's how he did it.

When day was breaking  
 he heard people's voices.  
 He ran away from there to hide.  
 Weh-weh-weh-weh-weh.  
 People were coming out.

He saw  
 the Athabaskans.  
 They could see his footprints.  
 It was easy to see they were trying to talk to  
     him; it was easy to see.  
 No!  
 He didn't show himself.  
 They left again.  
 Perhaps for long; perhaps for just one night.  
 That's when he heard people's voices again.

They were coming again,  
 they knew a human was there; one had come.  
 How many the **hooligans** were; there was a lot of food,  
 the **hooligans** he dumped there.  
 Because they wanted to show their **gratitude** to him

they called him.  
 Wasn't that a woman they had brought along?  
 It was a woman for him.

Perhaps they tried to talk to him.  
 Perhaps they pointed her out to him.  
 "Here is a wife for you," they said.  
 Only then did he finally come out of the forest.  
 They **motioned** to him in sign language  
 "She's all yours."  
 He left to go home with them.

That's how he remained there; for how many years  
     did he live among them?

Then there were children,  
 his children.  
 All of a sudden --  
 (but I forgot what he would say.)  
 They were already fully grown,  
 perhaps over sixteen  
 fifteen years; that's what Tlingits call  
 already fully grown.  
 I guess he wanted to go back.  
 Why not try along the shore line?

(I told it wrong.)  
 First he left there  
 alone  
 toward the way back.  
 He knew how he had come along the shore line  
     through the forest  
 from behind the mountain.  
 That's why he knew how he would go along the beach.

F a r r r r r ! How long he walked.  
 Lituya Bay.  
 Perhaps he made a raft to cross it.  
 On the near side of it  
 this south side of it  
 is what is called Nagootk'i.  
 Hey!  
 A Tlingit was coming toward **Kaakex'wti**.

There is a song for this,  
 the one who was coming toward him,  
 but I don't know it.



His pack was very tall.  
When he was closer to him he thought  
he lifted his head.  
Hey!  
It was a rock.  
That's why it's called even till today  
"the Little Walker."  
It was given that name then.

He went back  
again.

Then perhaps he stayed long at home.  
Perhaps a mouth went by.  
Maybe here he collected those **coppers**  
he came upon,  
whatever else with them  
all his children could pack.  
When they were ready  
they began walking  
along the beach.

They walked.

Maybe they came up there toward the head of  
Dixon Harbor.  
But where were they?  
People had just left.  
The wood was still **embers**.

That was the **settlement** they came on  
also a **settlement**.  
The Chookaneidi lived uppermost in the bay.  
Next to them lived the Kaagwaantaan.  
The Kaagwaantaan had a shaman.  
He was the one who would predict when he sang.  
He would compare it to Tl'anaxéedakw.  
He told his men, "Be brave."  
All of a sudden people came out there.  
People were across the river.

People were talking there; they were speaking  
their language.  
Maybe it was a "hard case"  
Chookaneidi who ran out there.  
"They're down the bay!"

They're down the bay! The people who were  
cutting tongues to get you,  
you little land otter people,"  
is what he said.  
He claimed they were land otter people.  
So Kaakex'wti told his children,  
"They're telling us to go down the bay."

That's why there's a **proverb**  
about "sending Athabaskans down the opposite bay."  
It was a Chookaneidi who did that.  
The shaman was already there,  
the Kaagwaantaan shaman.  
That's when  
they told him  
"There are some people across the bay."  
The shaman immediately told them  
"They are the ones,  
they are the ones."  
Then the people ran out to them.  
"Hey! They have **coppers**!"  
That is when  
he told what happened to him.  
Maybe that's when  
he told what happened to him.  
Maybe that's when  
he tried by boat.  
Boats went to the **Copper** River.  
That is where **copper** was **acquired**.  
But only for the rich people.  
It was brought here for the rich people.



# Story with Closure





**Kaakex'wti**  
told by Willie Marks

Now, I will tell of Kaakex'wti.  
This place called Gathéeni  
is where people lived, out there along the ocean.  
On the mainland from Cape Spencer the place  
is called Gathéeni.  
It was this kind of a place \_\_\_\_\_ people lived in.  
They used to live there  
away from  
war parties; they lived in a safe place.  
A difficult place; this was how people lived.

Seals  
were killed at night  
for people to eat.  
That's why  
he went.  
His paddlers were also with him  
also the one who sits \_\_\_\_\_ in the canoe.  
I wonder how the \_\_\_\_\_ man was related to him,  
and to the one who paddled.  
They were anchored  
where the seals swam by at night.  
He had a spear.  
Perhaps they killed some.  
Maybe it was getting light,  
time to return.  
What was it that kept flying past his face? It  
bothered him  
when it flew to his face.  
When it did this again he waved his paddle.  
It flew into the paddle.  
It dropped in the canoe.  
What did he compare it to? It was \_\_\_\_\_.  
Then what? Perhaps he threw that thing in  
the sea,  
that bird.  
(I have been \_\_\_\_\_ just recently.)  
They began paddling to the village.

They had just begun to paddle; they had not  
been going long  
when his \_\_\_\_\_ paddler keeled over,

the one sitting in the \_\_\_\_\_.  
Maybe when they were nearing their village  
his \_\_\_\_\_ man  
keeled over also.  
People would fall asleep.  
Maybe people were dying then,  
That man  
had clubbed his sleep.  
When he brought his dead crew to the village  
perhaps to the beach of the village perhaps  
he was yelling  
“What's happened to my crew?”  
Why was there no one?  
He didn't see a single human  
at the village.  
People were sleeping forever.  
When he went up from the beach,  
  
they were gone. They had all died.  
This happened to the one village.

Perhaps he buried these relatives of his.  
Only then he began walking.  
Traps  
were around long ago. He had  
those things called traps.  
Probably  
he also had some of those things  
he might hunt with.

Which way did he go? Maybe he came down  
behind Mt. Fairweather.  
He walked.  
Faaaaaaaar!  
Probably many many months passed during his walk.  
That's when he came on them,

those things,  
a man's footprints  
along a river bank.  
What are these little dead falls  
doing here, sitting there in the water?

They were placed close to one other.  
Inside the farthest on  
lay one little \_\_\_\_\_.





Some footprints were around them.  
 He knew that \_\_\_\_\_ were being trapped.  
 (If you trap one, how many will it feed?)  
 He knew he had come on humans.  
 That's why he made it,  
 the thing they make in our land,  
 those things used to catch \_\_\_\_\_,  
 the thing that is used to kill them.  
 He wove  
 the one that is called  
 a trap, indeed.

That's when  
 he hooked it down  
 out there in the river.  
 When he thought it was very full  
 he waded out there.  
 It was full.

Then he dumped them by the traps.  
 Again by the ones beyond them he'd dump some.  
 Until the traps disappeared  
 that's how he did it.

When day was breaking  
 he heard people's voices.  
 He ran away from there to hide.  
 Weh-weh-weh-weh-weh.  
 People were coming out.

He saw  
 the Athabaskans.  
 They could see his footprints.  
 It was easy to see they were trying to talk to  
 him; it was easy to see.

No!  
 He didn't show himself.  
 They left again.  
 Perhaps for long; perhaps for just one night.  
 That's when he heard people's voices again.

They were coming again,  
 they knew a human was there; one had come.  
 How many the \_\_\_\_\_ were; there was a lot of food,  
 the \_\_\_\_\_ he dumped there.  
 Because they wanted to show their \_\_\_\_\_ to him

they called him.  
 Wasn't that a woman they had brought along?  
 It was a woman for him.

Perhaps they tried to talk to him.  
 Perhaps they pointed her out to him.  
 "Here is a wife for you," they said.  
 Only then did he finally come out of the forest.  
 They \_\_\_\_\_ to him in sign language  
 "She's all yours."  
 He left to go home with them.

That's how he remained there; for how many years  
 did he live among them?  
 Then there were children,  
 his children.  
 All of a sudden --  
 (but I forgot what he would say.)  
 They were already fully grown,  
 perhaps over sixteen  
 fifteen years; that's what Tlingits call  
 already fully grown.  
 I guess he wanted to go back.  
 Why not try along the shore line?

(I told it wrong.)  
 First he left there  
 alone  
 toward the way back.  
 He knew how he had come along the shore line  
 through the forest  
 from behind the mountain.  
 That's why he knew how he would go along the beach.

F a r r r r r ! How long he walked.  
 Lituya Bay.  
 Perhaps he made a raft to cross it.  
 On the near side of it  
 this south side of it  
 is what is called Nagootk'i.  
 Hey!  
 A Tlingit was coming toward Kaakex'wti.

There is a song for this,  
 the one who was coming toward him,  
 but I don't know it.



His pack was very tall.  
When he was closer to him he thought  
he lifted his head.

Hey!  
It was a rock.  
That's why it's called even till today  
"the Little Walker."  
It was given that name then.

He went back  
again.

Then perhaps he stayed long at home.  
Perhaps a mouth went by.  
Maybe here he collected those \_\_\_\_\_  
he came upon,  
whatever else with them  
all his children could pack.  
When they were ready  
they began walking  
along the beach.

They walked.

Maybe they came up there toward the head of  
Dixon Harbor.  
But where were they?  
People had just left.  
The wood was still \_\_\_\_\_.

That was the \_\_\_\_\_ they came on  
also a \_\_\_\_\_.  
The Chookaneidi lived uppermost in the bay.  
Next to them lived the Kaagwaantaan.  
The Kaagwaantaan had a shaman.  
He was the one who would predict when he sang.  
He would compare it to Tl'anaxédakw.  
He told his men, "Be brave."  
All of a sudden people came out there.  
People were across the river.

People were talking there; they were speaking  
their language.  
Maybe it was a "hard case"  
Chookaneidi who ran out there.  
"They're down the bay!"

They're down the bay! The people who were  
cutting tongues to get you,  
you little land otter people,"  
is what he said.  
He claimed they were land otter people.  
So Kaakex'wti told his children,  
"They're telling us to go down the bay."

That's why there's a \_\_\_\_\_  
about "sending Athabaskans down the opposite bay."  
It was a Chookaneidi who did that.  
The shaman was already there,  
the Kaagwaantaan shaman.  
That's when  
they told him  
"There are some people across the bay."  
The shaman immediately told them  
"They are the ones,  
they are the ones."  
Then the people ran out to them.  
"Hey! They have \_\_\_\_\_!"  
That is when  
he told what happened to him.  
Maybe that's when  
he told what happened to him.  
Maybe that's when  
he tried by boat.  
Boats went to the \_\_\_\_\_ River.  
That is where \_\_\_\_\_ was \_\_\_\_\_.  
But only for the rich people.  
It was brought here for the rich people.







# Student Story







**Kaakex'wti**  
**told by Willie Marks**

Now, I will tell of Kaakex'wti.  
place called Gathéni  
is where people lived, out there along the ocean.  
On the mainland from Cape Spencer the place  
is called Gathéni.

It was this kind of a place ancient people lived in.  
They used to live there  
away from  
war parties; they lived in a safe place.  
A difficult place; this was how people lived.

Seals  
were killed at night  
for people to eat.  
That's why  
he went.  
His paddlers were also with him  
also the one who sits midship in the canoe.  
I wonder how the midsection man was related to him,  
and to the one who paddled.

They were anchored  
where the seals swam by at night.  
He had a spear.  
Perhaps they killed some.  
Maybe it was getting light,  
time to return.  
What was it that kept flying past his face? It  
bothered him  
when it flew to his face.  
When it did this again he waved his paddle.  
It flew into the paddle.  
It dropped in the canoe.  
What did he compare it to? It was grotesque.  
Then what? Perhaps he threw that thing in  
the sea,  
that bird.  
(I have been reprimanded just recently.)  
They began paddling to the village.

They had just begun to paddle; they had not  
been going long  
when his midsection paddler keeled over,  
the one sitting in the midsection.

Maybe when they were nearing their village  
his stern man  
keeled over also.  
People would fall asleep.  
Maybe people were dying then,  
That man  
had clubbed his sleep.  
When he brought his dead crew to the village  
perhaps to the beach of the village perhaps  
he was yelling  
“What's happened to my crew?”  
Why was there no one?  
He didn't see a single human  
at the village.  
People were sleeping forever.  
When he went up from the beach,  
  
they were gone. They had all died.  
This happened to the one village.

Perhaps he buried these relatives of his.  
Only then he began walking.  
Traps  
were around long ago. He had  
those things called traps.  
Probably  
he also had some of those things  
he might hunt with.

Which way did he go? Maybe he came down  
behind Mt. Fairweather.  
He walked.  
Faaaaaaaar!  
Probably many many months passed during his walk.  
That's when he came on them,

those things,  
a man's footprints  
along a river bank.  
What are these little dead falls  
doing here, sitting there in the water?

They were placed close to one other.  
Inside the farthest on  
lay one little hooligan.  
Some footprints were around them.





He knew that hooligans were being trapped.  
 (If you trap one, how many will it feed?)  
 He knew he had come on humans.  
 That's why he made it,  
 the thing they make in our land,  
 those things used to catch hooligans,  
 the thing that is used to kill them.  
 He wove  
 the one that is called  
 a trap, indeed.

That's when  
 he hooked it down  
 out there in the river.  
 When he thought it was very full  
 he waded out there.  
 It was full.

Then he dumped them by the traps.  
 Again by the ones beyond them he'd dump some.  
 Until the traps disappeared  
 that's how he did it.

When day was breaking  
 he heard people's voices.  
 He ran away from there to hide.  
 Weh-weh-weh-weh-weh.  
 People were coming out.

He saw  
 the Athabaskans.  
 They could see his footprints.  
 It was easy to see they were trying to talk to  
 him; it was easy to see.  
 No!  
 He didn't show himself.  
 They left again.  
 Perhaps for long; perhaps for just one night.  
 That's when he heard people's voices again.

They were coming again,  
 they knew a human was there; one had come.  
 How many the hooligans were; there was a lot of food,  
 the hooligans he dumped there.  
 Because they wanted to show their gratitude to him  
 they called him.

Wasn't that a woman they had brought along?  
 It was a woman for him.

Perhaps they tried to talk to him.  
 Perhaps they pointed her out to him.  
 "Here is a wife for you," they said.  
 Only then did he finally come out of the forest.  
 They motioned to him in sign language  
 "She's all yours."  
 He left to go home with them.

That's how he remained there; for how many years  
 did he live among them?  
 Then there were children,  
 his children.  
 All of a sudden --  
 (but I forgot what he would say.)  
 They were already fully grown,  
 perhaps over sixteen  
 fifteen years; that's what Tlingits call  
 already fully grown.  
 I guess he wanted to go back.  
 Why not try along the shore line?

(I told it wrong.)  
 First he left there  
 alone  
 toward the way back.  
 He knew how he had come along the shore line  
 through the forest  
 from behind the mountain.  
 That's why he knew how he would go along the beach.

F a r r r r r ! How long he walked.  
 Lituya Bay.  
 Perhaps he made a raft to cross it.  
 On the near side of it  
 this south side of it  
 is what is called Nagootk'i.  
 Hey!  
 A Tlingit was coming toward Kaakex'wti.

There is a song for this,  
 the one who was coming toward him,  
 but I don't know it.  
 His pack was very tall.



When he was closer to him he thought  
he lifted his head.

Hey!

It was a rock.

That's why it's called even till today  
"the Little Walker."

It was given that name then.

He went back  
again.

Then perhaps he stayed long at home.  
Perhaps a mouth went by.  
Maybe here he collected those coppers  
he came upon,  
whatever else with them  
all his children could pack.  
When they were ready  
they began walking  
along the beach.

They walked.

Maybe they came up there toward the head of  
Dixon Harbor.  
But where were they?  
People had just left.  
The wood was still embers.

That was the settlement they came on  
also a settlement.  
The Chookaneidi lived uppermost in the bay.  
Next to them lived the Kaagwaantaan.  
The Kaagwaantaan had a shaman.  
He was the one who would predict when he sang.  
He would compare it to Tl'anaxéedakw.  
He told his men, "Be brave."  
All of a sudden people came out there.  
People were across the river.

People were talking there; they were speaking  
their language.  
Maybe it was a "hard case"  
Chookaneidi who ran out there.  
"They're down the bay!"  
They're down the bay! The people who were

cutting tongues to get you,  
you little land otter people,"  
is what he said.  
He claimed they were land otter people.  
So Kaakex'wti told his children,  
"They're telling us to go down the bay."

That's why there's a proverb  
about "sending Athabaskans down the opposite bay."  
It was a Chookaneidi who did that.  
The shaman was already there,  
the Kaagwaantaan shaman.  
That's when  
they told him  
"There are some people across the bay."  
The shaman immediately told them  
"They are the ones,  
they are the ones."  
Then the people ran out to them.  
"Hey! They have coppers!"  
That is when  
he told what happened to him.  
Maybe that's when  
he told what happened to him.  
Maybe that's when  
he tried by boat.  
Boats went to the Copper River.  
That is where copper was acquired.  
But only for the rich people.  
It was brought here for the rich people.



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 10 Literature: Kaakex'wti Quiz

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

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

**Matching: Match the key vocabulary on the left with the correct definition on the right. Write the letter of the definition in front of the word.**

- |                     |   |
|---------------------|---|
| 1) _____ settlement | a. middle of the ship                                   |
| 2) _____ embers     | b. the name of a coin                                   |
| 3) _____ proverb    | c. a small fish, often used for bait                    |
| 4) _____ midsection | d. come to have in one's possession by one's own effort |
| 5) _____ midship    | e. a small village                                      |
| 6) _____ reprimand  | f. middle part of something                             |
| 7) _____ hooligan   | g. a brief popular saying, expressing a wise thought    |
| 8) _____ coppers    | h. a severe and/or formal criticism or discipline       |
| 9) _____ stern      | i. the back of the boat                                 |
| 10) _____ acquired  | j. a glowing piece of coal or wood from a fire          |

**Fill in the Blank: Fill in each blank with the word that fits best. Choose from the words provided in the word bank.**

#### Word Bank

ancient

gratitude

grotesque

midsection

midship

stern

- 11) When they had trapped many hooligans, there was a lot of food. They shared the hooligans to show their \_\_\_\_\_, how grateful they were.
- 12) Something kept flying by Kaakev's face, something \_\_\_\_\_, something very ugly and unnaturally odd.



- 15) When they were out paddling, the man in the middle of the boat, the \_\_\_\_\_ man, keeled over.
  
- 16) The place called Gatheeni was a kind of place where \_\_\_\_\_ people lived, people who existed for many, many years.







## Grade 10 Literature: Kaakex'wti Quiz

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

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

**Matching: Match the key vocabulary on the left with the correct definition on the right. Write the letter of the definition in front of the word.**

- |                            |   |
|----------------------------|---|
| 1) <u>  e  </u> settlement | a. middle of the ship                                   |
| 2) <u>  j  </u> embers     | b. the name of a coin                                   |
| 3) <u>  g  </u> proverb    | c. a small fish, often used for bait                    |
| 4) <u>  f  </u> midsection | d. come to have in one's possession by one's own effort |
| 5) <u>  a  </u> midship    | e. a small village                                      |
| 6) <u>  h  </u> reprimand  | f. middle part of something                             |
| 7) <u>  c  </u> hooligan   | g. a brief popular saying, expressing a wise thought    |
| 8) <u>  b  </u> coppers    | h. a severe and/or formal criticism or discipline       |
| 9) <u>  i  </u> stern      | i. the back of the boat                                 |
| 10) <u>  d  </u> acquired  | j. a glowing piece of coal or wood from a fire          |

**Fill in the Blank: Fill in each blank with the word that fits best. Choose from the words provided in the word bank.**

### Word Bank

ancient

gratitude

grotesque

midsection

midship

stern

- 11) When they had trapped many hooligans, there was a lot of food. They shared the hooligans to show their gratitude, how grateful they were.
- 12) Something kept flying by Kaakev's face, something grotesque, something very ugly and unnaturally odd.



- 13) This man sat in the middle of the boat, or midship as it is called.
- 14) The man who paddled at the front of the boat is known as the stern man.
- 15) When they were out paddling, the man in the middle of the boat, the midsection man, keeled over.
- 16) The place called Gatheeni was a kind of place where ancient people lived, people who existed for many, many years.





### Grade 10 Literature: Kaakex'wti, Basket Bay, Raven Boat TEST

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

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

**Word Completion: Complete each of the following words, spelling it correctly. Use the definition behind the word to help identify the correct word.**

- 1) F \_ O R \_ : a very long and narrow body of water \_\_\_\_\_
- 2) I M \_ I G \_ A T \_ D: moved from one location to another \_\_\_\_\_
- 3) I \_ T \_ S T \_ \_ A L: a long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, and waste matter is carried from the body \_\_\_\_\_
- 4) C A \_ S \_ Z E \_ : a turned over boat \_\_\_\_\_
- 5) N A \_ E S \_ \_ E: One who is named after another or for whom another is named  
\_\_\_\_\_
- 6) B \_ \_ M: the rim or the edge of something \_\_\_\_\_
- 7) D \_ V I \_ \_ C \_ U \_ : a large plant with palm like leaves, wood stems with stickers.  
\_\_\_\_\_
- 8) G \_ O T \_ O: An artificial structure made to resemble a natural cave \_\_\_\_\_



**Matching: Match the key vocabulary on the left with a sentence that has a matching definition in capital letters in the sentence. Place the letter of the sentence in front of the word it matches.**

- |           |           |    |  |
|-----------|-----------|----|--|
| 9) _____  | resembled | a. | They traveled out of Lituya Bay in a LARGE SAIL BOAT with a tall mast. |
| 10) _____ | adze      | b. | The AXLIKE TOOL was used for carving.                                  |
| 11) _____ | migrated  | c. | the bear's intestines LOOKED LIKE a plastic bag.                       |
| 12) _____ | schooner  | d. | Lituya Bay is LONG, NARROW BAY along the coast of Alaska.              |
| 13) _____ | fjord     | e. | They used gold colored COINS for buying furs.                          |
| 14) _____ | coppers   | f. | The people MOVED FROM one location to another.                         |
| 15) _____ | stern     | g. | He sat in the BACK OF THE BOAT.  |
| 16) _____ | embers    | h. | As the fire burned down, only SMALL PIECES OF WOOD remained glowing    |

**Multiple Choice: Complete the sentences below with the best choice of the key vocabulary word. Circle your choice.**

- 17) The back of the boat is the...
- a) midsection
  - b) bow
  - c) stern
- 18) The center part of the boat is located in the...
- a) midship
  - b) bow
  - c) stern
- 19) When we are grateful for the generosity of others, we show...
- a) displeasure
  - b) delight
  - c) gratitude



- 20) When an elder disciplines member of the clan, he verbally \_\_\_\_\_ them with severe criticism.
- a) reprimands
  - b) remains silent
  - c) soft whispers
- 21) When a face becomes very ugly and misshaped, it is...
- a) grotesque.
  - b) ancient
  - c) gratuitous
- 22) Elders and other wise people often instruct others using sayings that express wisdom. These sayings are.....
- a) cliches
  - b) proverbs
  - c) idioms
- 23) When a group of people lived many years ago their civilization was
- a) ancient.
  - b) well developed.
  - c) moribund.
- 24) When someone goes out and gets something using their own skills and effort, they \_\_\_\_\_ it.
- a) steal
  - b) buy
  - c) acquire
- 25) The front of the boat is the...
- a) midship
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  - c) bow



### Grade 10 Literature: Kaakex'wti, Basket Bay, Raven Boat TEST

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

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

**Word Completion: Complete each of the following words, spelling it correctly. Use the definition behind the word to help identify the correct word.**

- 1) F \_ \_ O R \_ \_ : a very long and narrow body of water fjord
- 2) I M \_ \_ I G \_ \_ A T \_ \_ D: moved from one location to another immigrated
- 3) I \_ \_ T \_ \_ S T \_ \_ \_ A L: a long narrow tube in the lower part of the body where food is digested, nutrients are absorbed, and waste matter is carried from the body intestinal
- 4) C A \_ \_ S \_ \_ Z E \_ \_ : a turned over boat capsized
- 5) N A \_ \_ E S \_ \_ \_ E: One who is named after another or for whom another is named namesake
- 6) B \_ \_ \_ M: the rim or the edge of something brim
- 7) D \_ \_ V I \_ \_ \_ C \_ \_ U \_ \_ : a large plant with palm like leaves, wood stems with stickers. devils club
- 8) G \_ \_ O T \_ \_ O: An artificial structure made to resemble a natural cave grotto



**Matching:** Match the key vocabulary on the left with a sentence that has a matching definition in capital letters in the sentence. Place the letter of the sentence in front of the word it matches.

- |                           |   |
|---------------------------|---|
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| 10) <u>  b  </u> adze     | b. The AXLIKE TOOL was used for carving.                                  |
| 11) <u>  f  </u> migrated | c. the bear's intestines LOOKED LIKE a plastic bag.                       |
| 12) <u>  a  </u> schooner | d. Lituya Bay is LONG, NARROW BAY along the coast of Alaska.              |
| 13) <u>  d  </u> fjord    | e. They used gold colored COINS for buying furs.                          |
| 14) <u>  e  </u> coppers  | f. The people MOVED FROM one location to another.                         |
| 15) <u>  g  </u> stern    | g. He sat in the BACK OF THE BOAT.  |
| 16) <u>  h  </u> embers   | h. As the fire burned down, only SMALL PIECES OF WOOD remained glowing    |

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