

**First Russians**

*as told by Charlie White*

**Kaats'**

*as told by J.B. Fawcett*

**Raven, the Rock,  
and the King Salmon**

*as told by James Klanott*

**The Coming of the  
First White Man**

*as told by George Betts*





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# High School Literature

## BOOK 2

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# 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.

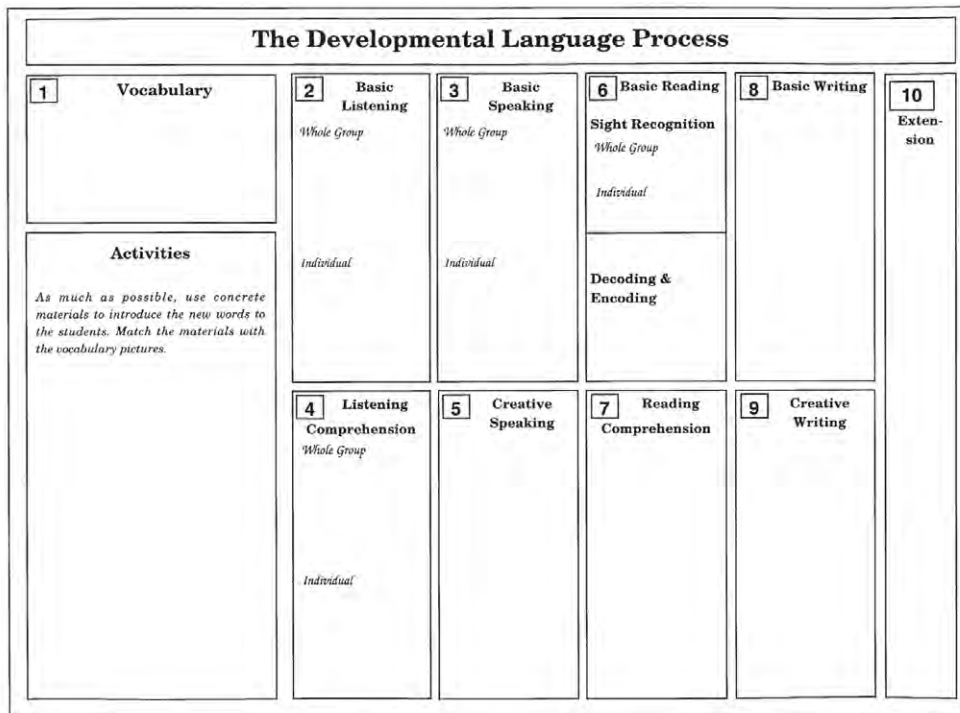




Many Alaskan school attics are filled with reading programs that didn't work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading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







# First Russians

*as told by Charlie White*



Sealaska Heritage Institute









# Alaska State Literature Standards Used in the Process

## First Russians

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

<p>Voyaging</p>		<p>to take a trip</p>
<p>Eddy</p>		<p>a current of air or water running against the main current or in a circle</p>
<p>Straddling</p>		<p>to stand, sit, or walk with the legs wide apart</p>
<p>Overtured</p>		<p>to turn over or upside down</p>
<p>Imitating</p>		<p>an act of imitating</p>
<p>Marten</p>		<p>a slender flesh-eating mammal that is larger than the related weasels and has soft gray or brown fur; <i>also</i> : its fur</p>







# Order of Operations

## 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. Matching Halves - Cut each illustration in half. Mix all halves together and pass out to students. Say a vocabulary word. The two students who have the halves for the illustration need to show their halves.
2. Turn Around - Have students stand at the end of the classroom with their backs to you. Hold up one of the illustrations and say a vocabulary word. If the students think that you said the right word, they should turn around. If not, they should remain still. If a student turns around and you have said an incorrect word, he/she is “out” until another round.
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. Illustration Build-Up - Mount vocabulary pictures on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then point to another illustration. Students should repeat the first two vocabulary words and then continue adding a picture and words combination. Continue until students lose the sequence of words. Activity should be repeated, changing the position of the pictures.
2. Colored Words - Match a different colored strip of construction paper to each illustration. Tell students which word matches to each color. Mount the strips of construction paper to the board. Point to one strip and call upon students to say the vocabulary word for it.

### LISTENING COMPREHENSION

1. The Revealing Illustration - All illustrations are mounted to board. Students close their eyes. Cover one illustration with a sheet of paper. Students open their eyes. Slowly uncover the picture until students can name illustration.

### CREATIVE SPEAKING

1. Dodge Ball - Students sit in a circle. Four or five students stand in center of circle. Give a foam ball to a student sitting. Teacher says, “Go!” and students roll the ball across the center of the circle. The students in the middle need to dodge the ball. When the ball touches a student, he/she must say a sentence using the illustration you point to.



# Basic Reading

## READING

### Sight Recognition

1. 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 student has those three words in the order given, they win. Continue.
2. Use the Activity Pages from the Student Support Materials.

## READING COMPREHENSION

1. Illustrated Sentences - Write sentences related to the concept on sentence strips. Hang sentences on board. Give each student paper and supplies to draw. Each student selects ONE of the sentences to illustrate. Collect illustrations and mix them together. Give two students each an illustration (not one they did). When you say "Go," the students need to match the illustrations to the sentences.
2. Use the Activity Pages from the 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 and the students write the words for them.

## CREATIVE WRITING

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









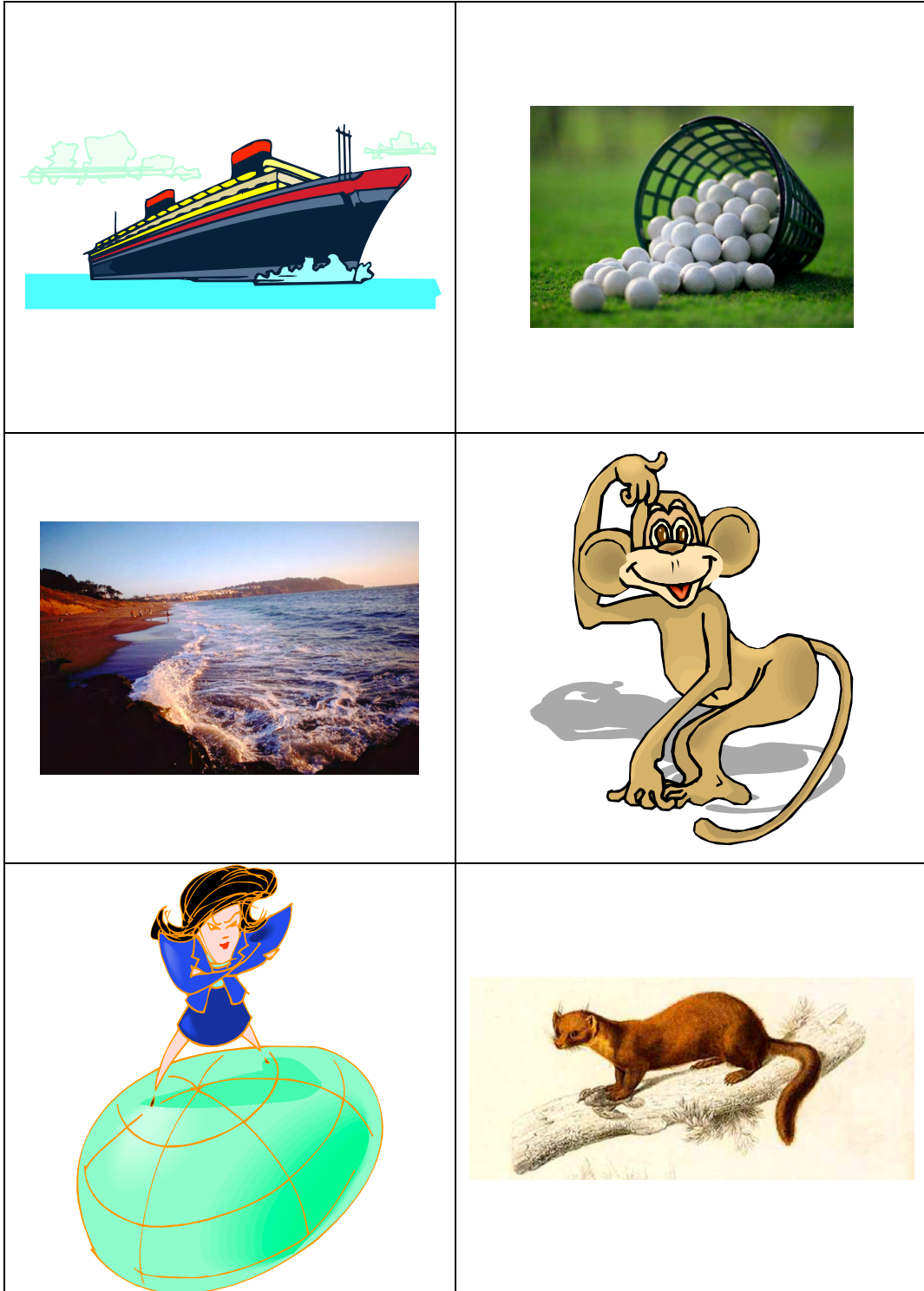
STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations













STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages





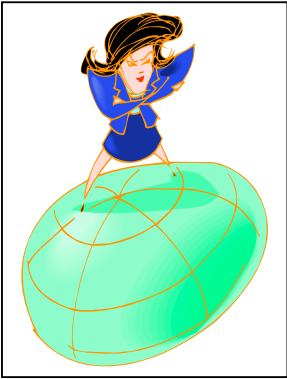




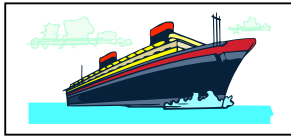
Highlight/circle the correct word to match the picture.



voyaging  
eddy  
straddling  
overturned  
imitating  
marten



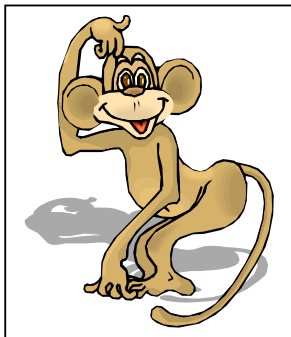
voyaging  
eddy  
straddling  
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imitating  
marten



voyaging  
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straddling  
overturned  
imitating  
marten



voyaging  
eddy  
straddling  
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imitating  
marten



voyaging  
eddy  
straddling  
overturned  
imitating  
marten



voyaging  
eddy  
straddling  
overturned  
imitating  
marten



straddling  
imitating

eddy  
voyaging

overturned  
marten

ajdujdbtueqioqoakaasdfkjdshdhdhfoiuwerhlkaj  
bdfaestraddlingbgbvvhceialdkmpqoalvoyaginglqp  
iopqewertyuiopasdfgmartenasklhvsdflikeghqlciki  
abyaasdbycnhgyoverturnedbxczcvjkjhasdfadfjkq  
cliimitatingwawiuyqweqweyhiuytoiuwertyuqwe  
rkljahsdfbjbasdfkacniruyadsfjkgeoverturnedroi  
wopurpqqjasdeadgmkbasdfkjhweriouequatoryaq  
kljhzabasdmartenhasdfiuqyeklvoyagingjhadsfkh  
werkfjeijhadsleddyefabvbfepimeridianheuakads  
flkasjdfhaiuwerlkdfkjhafstraddlingiuywqadfjeig  
eeddyhasdfiuyahadsfidfjgboaiknakeiuthgladkngi  
turhdafaeitjgowgaqwracuhasdfiimitatingdeladsk



straddling  
imitating

eddy  
voyaging

overturned  
marten

Ajdujdbtueqioqoakaasdfkjsfinddhfoiuwerhlkaj  
 bdfae**straddling**bgbvhceialdkmpqoal**voyaging**lqp  
 iopqewertyuiopasdfg**marten**asklhvsdfkkehghqlcicl  
 abyaasdbycnhgy**overturned**bxczcvjkjhasdfadfjkq  
 cli**imitating**wawiuyqweqweyhiuytoiuwertyuqwe  
 rkljahsdfbjbasdfkacniruyadsfjkge**overturned**droiq  
 wopurpqkjasdeadgmkbasdfkjhweriouequatoryaq  
 kljzabasd**marten**hasdfiuqyekl**voyaging**jhadsfkh  
 werkfjeijhadsl**eddy**efabvbfepriemeridianheuakads  
 flkasjdfhaiuwerlkdfkjhaf**straddling**iuwqadfjeig  
**eddy**hasdfiuyahadsfidfjgboaiknakeiuthgladkngi  
 turhdafaeitjgowgaqwracuhasdfi**imitating**deladsk





STUDENT SUPPORT MATERIALS

# Encoding Activity Pages









**Activity Page 1**

Match the word half to create the proper vocabulary word.

voyag

addling

ed

ned

str

ating

overtur

en

imit

ing

mart

dy





### 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.

dy	ed
----	----

ag	voy	ing
----	-----	-----

dl	strad	ing
----	-------	-----

turn	over	ed
------	------	----

ten	mar
-----	-----

i	im	ing	tat
---	----	-----	-----



**Activity Page 3**

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

\_\_\_aging

e\_\_\_y

stra\_\_\_ing

\_\_\_ertur\_\_\_d

im\_\_\_at\_\_\_

m\_\_\_ten



A decorative border at the top of the page features a row of pearls. Above the pearls, the letters 'B', 'L', 'L', and 'L' are visible, rendered in a light blue, diamond-encrusted font.

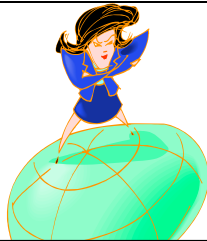
STUDENT SUPPORT MATERIALS

# Basic Writing

A decorative border below the title features a row of pearls. Below the pearls, the letters 'N', 'U', 'T', 'U', 'V', 'W', 'Z', 'O', 'T', 'E', and '7' are visible, rendered in a light blue, diamond-encrusted font.











STUDENT SUPPORT MATERIALS

# Creative Writing









Write a complete sentence containing the vocabulary.

marten

---

eddy

---

straddling

---

imitating

---

voyaging

---

overturned

---







STUDENT SUPPORT MATERIALS

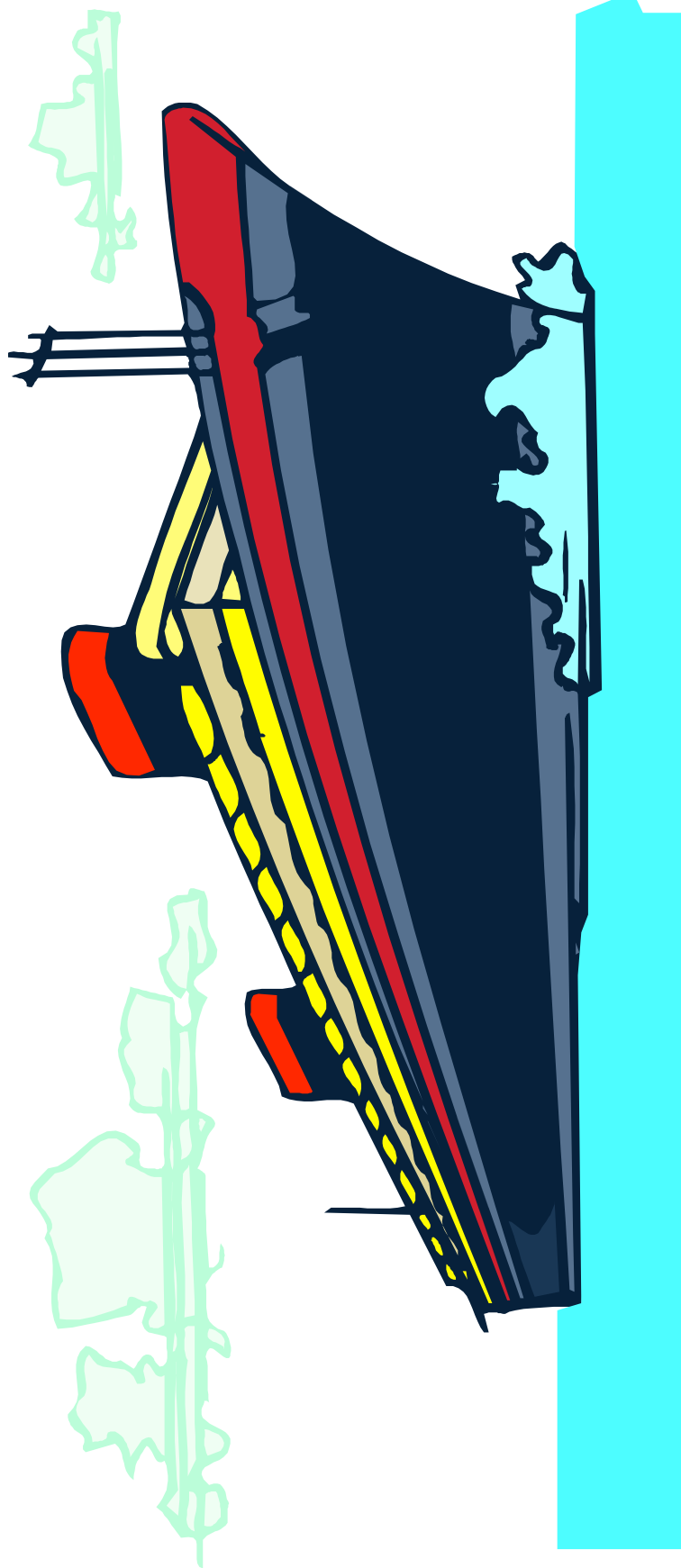
# Large Vocabulary Illustrations







voyaging

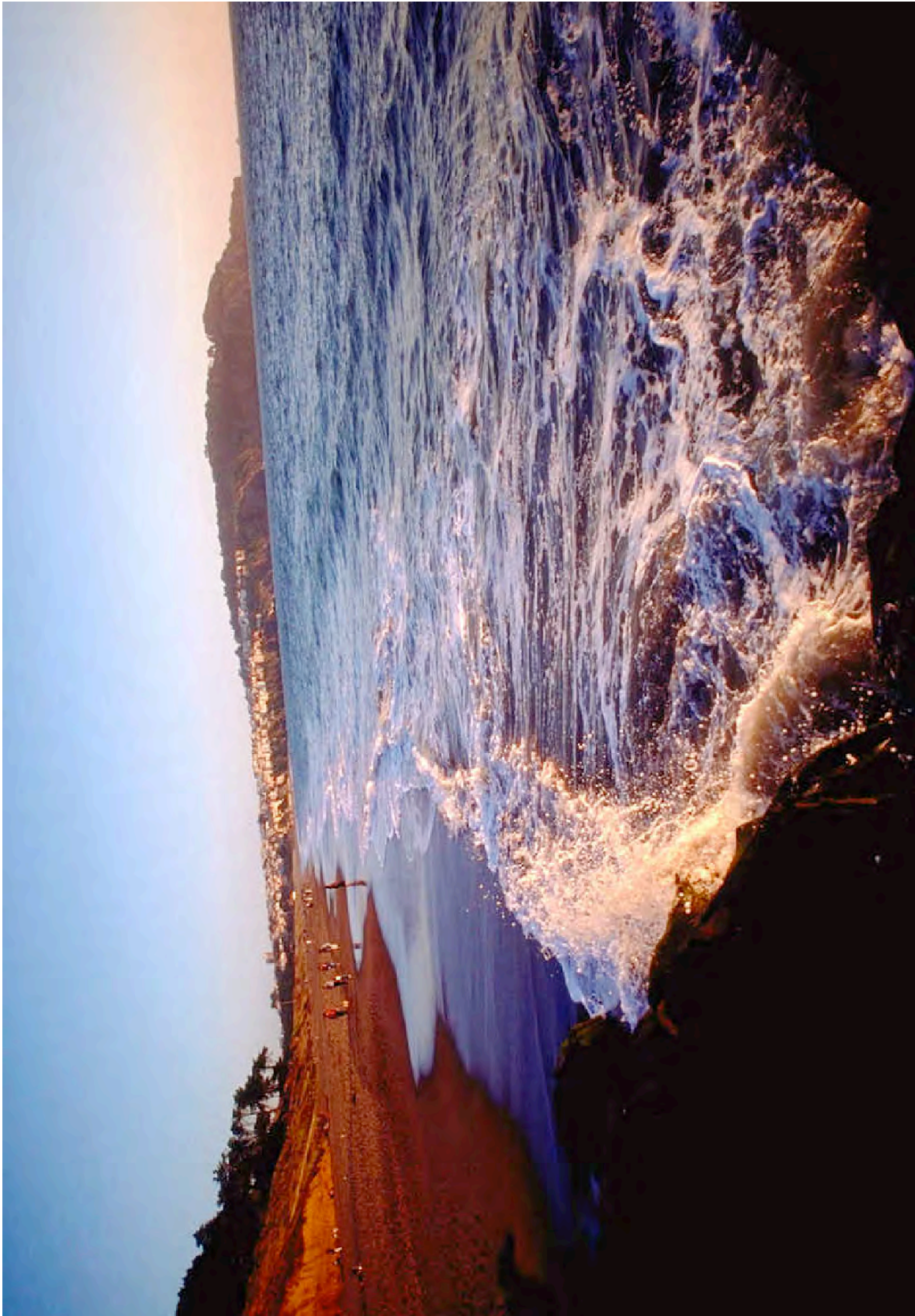








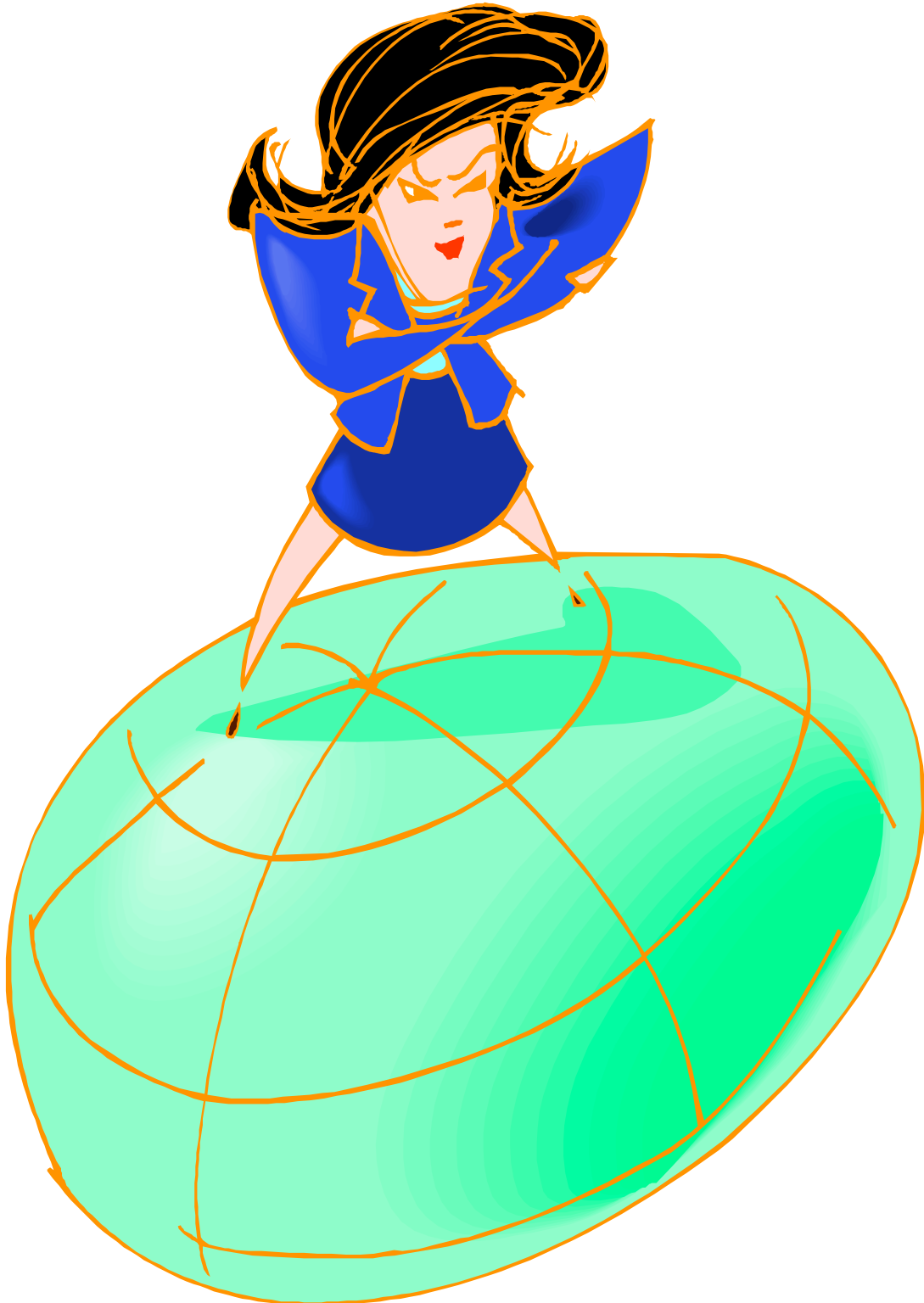
eddy







straddling









overturned







imitating







marten









STUDENT SUPPORT MATERIALS

# Word Wall







voyaging

eddy





straddling

overturmed





imitating

marthen







# Story





First Russians  
told by Charlie White

My age is 88.  
On August  
15<sup>th</sup>  
that will be  
my age.  
That's how long I have lived.  
Situk  
is where my father raised me.  
My father had his house there in Situk.  
That's where I was born.  
It's where I grew up.  
My father raised me there.  
Yes,  
and from there  
we moved to this place called Laaxaayik  
from Situk.  
And that is where we lived.  
Yes, we are called L'uknax.ádi  
In the world  
there aren't many of us.  
Yes,  
L'uknax.ádi  
were traders.  
They traveled a lot  
also to that side, the mouth of Copper River,  
trading.  
Yes, now  
these boats arrived at Yakutat,  
ten boats  
trading for furs.  
Yes,  
as they were voyaging back now  
the tides  
turned to rapids on them.  
What is it? I forgot the name of it.

Yes, Lituya Bay.  
Now  
this is where  
the L'uknax.ádi capsized,  
ten boats,  
no more  
there wasn't a single one left.  
Two men  
floated over to a back eddy.  
Two



were straddling the **overturned** bottom.  
 One was called  
 X'aats' ák'u  
 and  
 Xixch'I Shaan.  
 They were straddling the bottom of the  
**overturned** boat  
 that floated into a **back eddy**.  
 There were sitting facing each other.  
 As it was getting dark on them,  
 The one named Xixch'I Shaan  
 was **imitating** a Frog.  
 Gwá-gwá-gwá-gwá.  
 But the one facing him  
 was cawing like a Raven.  
 He made the sound  
 gáa-gáa- gáa- gáa.  
 It was getting dark on them, just as it is now.  
 They were **straddling** the bottom of the  
**overturned** boat.  
 No more!  
 No one knew what happened to them.  
 Darkness now covered them.  
 The men with them were now gone.  
 They all died.  
 Daylight came without them  
**straddling** the bottom of the **overturned** boat.  
 Yes,  
 through this  
 the  
 furs  
 that they bought—  
 in a halibut skin bag, like what we have  
 today,  
 it must have been the rubber bags,  
 they didn't leak,  
 they're called halibut skin bags,  
 this is what they had the furs in—  
 sea otter,  
 fox,  
 everything- **marten**,  
**marten** furs,  
 land otter,  
 mink,  
 everything—  
 all this  
 the tide swept to Russia.  
 Through this,  
 when they discovered it,





the Russians went searching  
so they could find the mainland.  
Through this  
the Russians  
tailed into Lituya Bay.  
Through this they arrived at the mainland,  
the furs that the L'uknax.ádi capsized with,  
that were swept to their land.  
Through this the Russians came upon this land  
So!  
I have finished telling the story.





# Story with Closure





First Russians  
told by Charlie White

My age is 88.  
On August  
15<sup>th</sup>  
that will be  
my age.  
That's how long I have lived.  
Situk  
is where my father raised me.  
My father had his house there in Situk.  
That's where I was born.  
It's where I grew up.  
My father raised me there.  
Yes,  
and from there  
we moved to this place called Laaxaayik  
from Situk.  
And that is where we lived.  
Yes, we are called L'uknax.ádi  
In the world  
there aren't many of us.  
Yes,  
L'uknax.ádi  
were traders.  
They traveled a lot  
also to that side, the mouth of Copper River,  
trading.  
Yes, now  
these boats arrived at Yakutat,  
ten boats  
trading for furs.  
Yes,  
as they were \_\_\_\_\_ back now  
the tides  
turned to rapids on them.  
What is it? I forgot the name of it.

Yes, Lituya Bay.  
Now  
this is where  
the L'uknax.ádi capsized,  
ten boats,  
no more  
there wasn't a single one left.  
Two men  
floated over to a \_\_\_\_\_.  
Two



were straddling the \_\_\_\_\_ bottom.  
 One was called  
 X'aats' ák'u  
 and  
 Xixch'I Shaan.  
 They were straddling the bottom of the  
 \_\_\_\_\_ boat  
 that floated into a \_\_\_\_\_.  
 There were sitting facing each other.  
 As it was getting dark on them,  
 The one named Xixch'I Shaan  
 was \_\_\_\_\_ a Frog.  
 Gwá-gwá-gwá-gwá.  
 But the one facing him  
 was cawing like a Raven.  
 He made the sound  
 gáa-gáa- gáa- gáa.  
 It was getting dark on them, just as it is now.  
 They were \_\_\_\_\_ the bottom of the  
 \_\_\_\_\_ boat.  
 No more!  
 No one knew what happened to them.  
 Darkness now covered them.  
 The men with them were now gone.  
 They all died.  
 Daylight came without them  
 \_\_\_\_\_ the bottom of the \_\_\_\_\_ boat.  
 Yes,  
 through this  
 the  
 furs  
 that they bought—  
 in a halibut skin bag, like what we have  
 today,  
 it must have been the rubber bags,  
 they didn't leak,  
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 sea otter,  
 fox,  
 everything- \_\_\_\_\_,  
 \_\_\_\_\_ furs,  
 land otter,  
 mink,  
 everything—  
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 the tide swept to Russia.  
 Through this,  
 when they discovered it,



the Russians went searching  
so they could find the mainland.  
Through this  
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Through this they arrived at the mainland,  
the furs that the L'uknax.ádi capsized with,  
that were swept to their land.  
Through this the Russians came upon this land  
So!  
I have finished telling the story.





# Student Story





First Russians  
told by Charlie White

My age is 88.  
On August  
15<sup>th</sup>  
that will be  
my age.  
That's how long I have lived.  
Situk  
is where my father raised me.  
My father had his house there in Situk.  
That's where I was born.  
It's where I grew up.  
My father raised me there.  
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from Situk.  
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Yes, now  
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Yes,  
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the tides  
turned to rapids on them.  
What is it? I forgot the name of it.

Yes, Lituya Bay.  
Now  
this is where  
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ten boats,  
no more  
there wasn't a single one left.  
Two men  
floated over to a back eddy.  
Two



were straddling the overturned bottom.  
 One was called  
 X'aats' ák'u  
 and  
 Xixch'I Shaan.  
 They were straddling the bottom of the  
                             overturned boat  
 that floated into a back eddy.  
 There were sitting facing each other.  
 As it was getting dark on them,  
 The one named Xixch'I Shaan  
 was imitating a Frog.  
 Gwá-gwá-gwá-gwá.  
 But the one facing him  
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 He made the sound  
 gáa-gáa- gáa- gáa.  
 It was getting dark on them, just as it is now.  
 They were straddling the bottom of the  
                             overturned boat.  
 No more!  
 No one knew what happened to them.  
 Darkness now covered them.  
 The men with them were now gone.  
 They all died.  
 Daylight came without them  
 straddling the bottom of the overturned boat.  
 Yes,  
 through this  
 the  
 furs  
 that they bought—  
 in a halibut skin bag, like what we have  
 today,  
 it must have been the rubber bags,  
 they didn't leak,  
 they're called halibut skin bags,  
 this is what they had the furs in—  
 sea otter,  
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 everything- marten,  
 marten furs,  
 land otter,  
 mink,  
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 all this  
 the tide swept to Russia.  
 Through this,  
 when they discovered it,



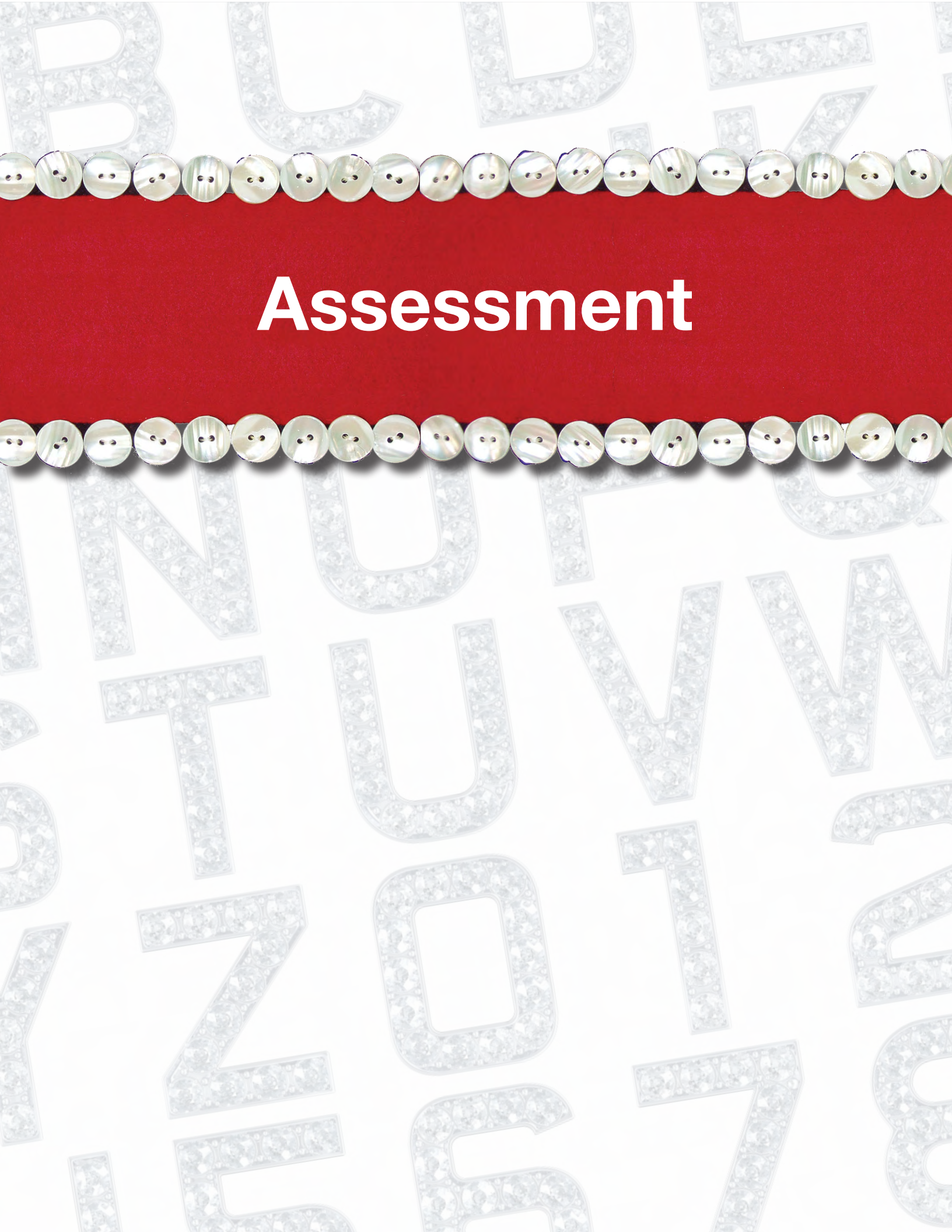
the Russians went searching  
so they could find the mainland.  
Through this  
the Russians  
tailed into Lituya Bay.  
Through this they arrived at the mainland,  
the furs that the L'uknax.ádi capsized with,  
that were swept to their land.  
Through this the Russians came upon this land  
So!  
I have finished telling the story.







# Assessment









### Grade 10 Literature: First Russians, First White Men, Kaats' TEST

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

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

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

- |                      |   |
|----------------------|---|
| 1) _____ back eddy   | a. bodies of water flowing into a larger stream or lake                 |
| 2) _____ galley      | b. traveling; taking a trip   |
| 3) _____ tributaries | c. turned upside down   |
| 4) _____ seining     | d. kitchen on a ship or airplane  |
| 5) _____ voyaging    | e. a long pole on a ship that supports sails and rigging                |
| 6) _____ mast        | f. when water runs against the main current                             |
| 7) _____ overturned  | g. fishing with a large net hanging in the water with weights or floats |

**Multiple Choice: For each statement, choose the answer that means the same thing as the words in capital letters.**

- 8) A **MAGNIFICENT** mountain has...
- steep cliffs.
  - dangerous peaks.
  - impressive beauty.
- 9) A **COWARD** is someone who...
- shows shameful fear
  - is the first person to try to do a task.
  - runs to help out.
- 10) When one person **BECKONS** another, they are...
- signally to that person, waving or nodding.
  - ignoring the other person so they won't be seen.
  - telling that person a long, tiresome story.



- 11) A BOUGH is....
- a) a branch on a tree
  - b) a branch on a river
  - c) an arm on a man
- 12) When you step ASHORE, you...
- a) step onto land.
  - b) put your foot in the water.
  - c) collect sea shells.

**Fill in the Blank: Complete each sentence with the best word. Choose your words from the words provided in the Word Bank.**

**Word Bank**

barriers

harvest

martens

mutilates

noble

proper

quarrelsome

straddling

suspicious

yearn

- 13) If you don't trust another person, you are probably \_\_\_\_\_ of things that person does.
- 14) When a person destroys something by cutting or altering it severely, the person \_\_\_\_\_ that item.
- 15) Many people, because of their family rules and how they have been raised, must obey social rules and be very \_\_\_\_\_.
- 16) Kings and queens were born into royalty and are of high birth and have a high rank. They are said to be \_\_\_\_\_.
- 17) When you want something a lot, really desire it, and are willing to beg to get it, you \_\_\_\_\_ for it.
- 18) When a person wants to fight over something, that person is \_\_\_\_\_.

**Word Scramble: Unscramble the words below. Use the definition to help unscramble the word. The correct spelling of the word will be found in the Word Bank.**



- 19) **tvserah:** to gather crops or fish \_\_\_\_\_
- 20) **ginddarlst:** standing over something with legs wide apart \_\_\_\_\_
- 21) **snetram:** animals that are related to weasels and have soft gray or brown fur  
\_\_\_\_\_
- 22) **rbreisea:** obstacles that block the way. \_\_\_\_\_









### Grade 10 Literature: First Russians, First White Men, Kaats' TEST

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

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

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

- 1)   f   back eddy
- 2)   d   galley
- 3)   a   tributaries
- 4)   g   seining
- 5)   b   voyaging
- 6)   e   mast
- 7)   c   overturned

- a. bodies of water flowing into a larger stream or lake
- b. traveling; taking a trip
- c. turned upside down
- d. kitchen on a ship or airplane
- e. a long pole on a ship that supports sails and rigging
- f. when water runs against the main current
- g. fishing with a large net hanging in the water with weights or floats

**Multiple Choice:** For each statement, choose the answer that means the same thing as the words in capital letters.

- 8) A **MAGNIFICENT** mountain has...

- a) steep cliffs.
- b) dangerous peaks.

**c) impressive beauty.**

- 9) A **COWARD** is someone who...

**a) shows shameful fear**

- b) is the first person to try to do a task.
- c) runs to help out.



10) When one person BECKONS another, they are...

a) **signally to that person, waving or nodding.**

b) ignoring the other person so they won't be seen.

c) telling that person a long, tiresome story.

11) A BOUGH is....

a) **a branch on a tree**

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12) When you step ASHORE, you...

a) **step onto land.**

b) put your foot in the water.

c) collect sea shells.

**Fill in the Blank: Complete each sentence with the best word. Choose your words from the words provided in the Word Bank.**

**Word Bank**

barriers

harvest

martens

mutilates

noble

proper

quarrelsome

straddling

suspicious

yearn

13) If you don't trust another person, you are probably suspicious of things that person does.

14) When a person destroys something by cutting or altering it severely, the person mutilates that item.

15) Many people, because of their family rules and how they have been raised, must obey social rules and be very proper.

16) Kings and queens were born into royalty and are of high birth and have a high rank. They are said to be noble.



- 17) When you want something a lot, really desire it, and are willing to beg to get it, you yearn for it.
- 18) When a person wants to fight over something, that person is quarrelsome.

**Word Scramble: Unscramble the words below. Use the definition to help unscramble the word. The correct spelling of the word will be found in the Word Bank.**

- 19) **tvserah:** to gather crops or fish harvest
- 20) **ginddarlst:** standing over something with legs wide apart straddling
- 21) **snetram:** animals that are related to weasels and have soft gray or brown fur martens
- 22) **rbrreisa:** obstacles that block the way. barriers







**Kaats'**  
*as told by J.B. Fawcett*



Sealaska Heritage Institute









# Alaska State Literature Standards Used in the Process

## Kaats'

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

Harvest		the gathering of a crop
Boughs		a branch of a tree; <i>especially</i> a main branch
Instruct		to give directions or commands to
Suspicious		likely to arouse suspicion
Noble		of high birth or rank
Quarrelsome		usually ready to fight over
Barrier		something (as a fence, railing, or natural obstacle) that blocks the way
Yearning		to desire eagerly
Tributary		contributing or adding to something larger or more important; <i>especially</i> flowing into a larger stream or lake
Seined		to fish with or catch with a large fishing net kept hanging in the water by weights and floats
Proper		obeying social rules
Magnificent		having impressive beauty
Coward		one who shows shameful fear or timidity
Mutilated		to make imperfect by cutting or altering severely



# Order of Operations

## Order of Operations

Activities below from Replacing Thing-a-ma-jig- The Developmental Language Process  
by Jim MacDiarmid

### Motivation

Introduce/develop the vocabulary illustrations for the key words. Students will not see printed words until Basic Reading (Sight Recognition) activities, later in the lesson.

### BASIC LISTENING

1. Show students the pictures and speak each vocabulary word. Continually repeat the vocabulary words to the students as you go through the process.
2. One to Five - Put the vocabulary illustrations on the board. Point to one of the illustrations. Then, say 5 vocabulary words, using one correct word. Student needs to hold up the number of fingers that correlate to the position of the word you 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. Out of Order - Stand vocabulary illustrations in the chalkboard ledge. Students need to look at the order of the illustrations carefully. Then, students will close their eyes and the teacher will switch the order of two illustrations. Students will open their eyes and orally say which illustrations were switched.
2. Hand Tag - Students sit in a circle with their hands flat on the floor in front of them. Teacher stands in the center of the circle with a flashlight. Then, using the flashlight, try to tag a student's hand. Students may jerk their hands out of the circle. When a student is tagged with the flashlight, he or she must name a vocabulary illustration that you show.

### LISTENING COMPREHENSION

1. Who's next? - Each student writes his/her name on a blank note card. Collect the names and redistribute them so that each student has a different child's name. Hang illustrations on the board and put a different number on each one. Teacher says a definition and then calls a student's name. That student should then read the name on the card. *That* student is the one who identifies the correct answer by saying the number.

### CREATIVE SPEAKING

1. High-roller - Two students should each role one die. The student with the high number should say a sentence with the word in it.



# Basic Reading

## **BASIC READING**

### Sight Recognition

1. Funny Face - Have 2 students stand, facing one another. First student to laugh must identify the sight word for a vocabulary picture that the teacher shows.
2. Use the Activity Pages from the Student Support Materials.

## **READING COMPREHENSION**

1. Cloze Fun - Students get a sheet of cloze sentences and a sheet of words. Cut out DLP words and glue into correct sentence.
2. Run-on Paragraph - Prior to the activity, prepare a paragraph related to the concept being taught. However, leave no spaces between the words and include no punctuation. Provide each student with a copy of the paragraph. They must circle the individual sentences in the run-on paragraph and add the necessary punctuation.
3. Use the Activity Pages from the Student Support Materials.

## **BASIC WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Divide the students into two teams, facing the board. Say a vocabulary word. The first player from each team must rush to the board and write **ONLY** the first letter of the word; he/she should run to the team and give the marker to the next player, who adds the next letter in the word. Continue in this way until the word is completed by each team. The team to do this first wins the round.

## **CREATIVE WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Have each student rewrite the story in his/her own words. Review the students' completed stories.







STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations







A brown leather boot with laces and a grey sock, positioned above five white eggs.	A person in a purple tank top and yellow shorts performing a martial arts move, with their hands near their head.	A photograph of a large, multi-story building with a red roof and many windows, possibly a school or government building.
A photograph of a bright yellow lightning bolt striking a dark surface.	A grid of rope knots, arranged in a square pattern.	A photograph of a waiter in a black suit holding a tray with a drink.
A basket filled with several yellow chicks.	A stop sign on a road barrier.	A person in a white martial arts gi, in a fighting stance.
A photograph of a teacher pointing at a chalkboard in a classroom.	A wizard in a grey coat and hat.	A person in a red cape and blue shorts.
A photograph of a sunset with silhouettes of trees.	A pumpkin with a green stem and leaves, set against a purple background.	









STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages





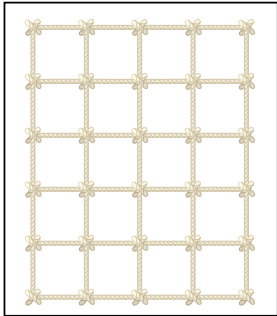




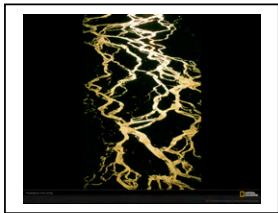
Highlight/circle the correct word to match the picture.



harvest  
boughs  
instruct  
suspicious  
noble  
quarrelsome  
barrier  
yearning  
tributary  
seined  
proper  
magnificent  
coward  
mutilated



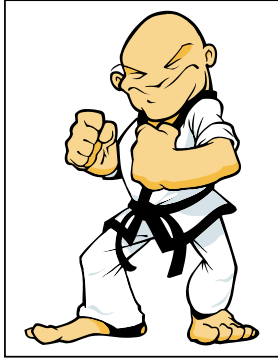
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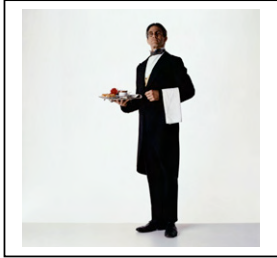
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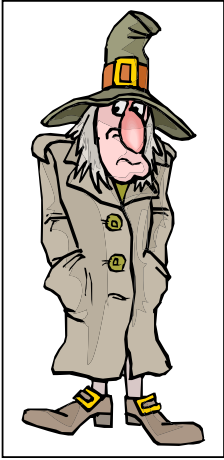


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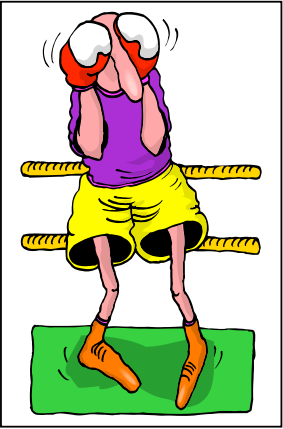
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quarrelsomeasklhvsdfлкеgmutilatedhqlcibarrierk  
labyaasdbycnhgysuspiciousbxczcvjkjhasdfjkqcli  
noblewawiuyqweproperqweyhiuytoiuwertyuqwe  
rklseinedjahsdfbjbcowardasdfkacntributaryiruya  
dsfjkgesuspiciousroiqwopfkjasdeadgbarriermkb  
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dslboughsefayearningbvbeprimmagnificenteridi  
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dkngiturhdafaeitjgowgaqwratributarycuhasdfino  
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instruct  
noble  
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suspicious

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quarrelsomeasklhvsdfлкеgmutilatedhqlcibarrierk  
labyaasdbycnhgysuspiciousbxczcvjkjhasdfjkqli  
noblewawiuyqweproperqweyhiuytoiuwertyuqwe  
rklseinedjahsdfbjbcowardasdfkacntributaryiruya  
dsfjkgesuspiciousroiqwopfkjasdeadgbarriermkb  
asdfkjhyearningweriouequatoryaqkljhzabasdqua  
rrelsomehasdfiuqyeklharvestjhadsfkhwerkfjeijha  
dslboughsefayearningbvbeprimmagnificenteridi  
anheuakadsflkasjwerlkdfkjhafinstructiuywqadfj  
eigeboughshasdfiuymutilatedahboaiknakeiuthgla  
dkngiturhdafaeitjgowgaqwratributarycuhasdfino  
bledelk







STUDENT SUPPORT MATERIALS

# Encoding Activity Pages







**Activity Page 1**

Match the word half to create the proper vocabulary word.

harv	truct
bou	per
susp	relsome
n	ned
quar	oble
bar	lated
yea	ghs
tribu	tary
sei	rier
pro	est
magn	ificent
co	icious
muti	ward







## 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.

vest	har
------	-----

cious	sus	pi
-------	-----	----

rel	quar	some
-----	------	------

ard	cow
-----	-----

ri	er	bar
----	----	-----

ble	no
-----	----

yearn	ing
-------	-----

struct	in
--------	----

per	pro
-----	-----

bu	tary	tri
----	------	-----

cent	fi	mag	ni
------	----	-----	----

ted	mu	ti	la
-----	----	----	----



### Activity Page 3

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

har__t	tr__ut__
__tilat__	qua__el__e
no__	y__rnin__
se__ed	bou____s
ba____rs	__wa__d
in__ru__	pr__er
mag__fi__t	sus__ciou__



A decorative border at the top of the page features a row of pearls. Above the pearls, the letters 'B', 'L', 'L', and 'L' are visible, rendered in a light blue, diamond-encrusted font.

STUDENT SUPPORT MATERIALS

# Basic Writing

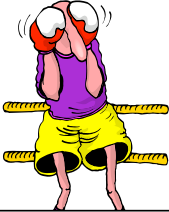




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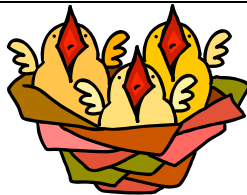
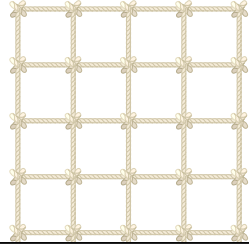






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STUDENT SUPPORT MATERIALS

# Creative Writing









Write a complete sentence containing the vocabulary.

quarrelsome

---

yearning

---

proper

---

boughs

---

barrier

---

coward

---

seined

---

instruct

---

noble

---

mutilated

---

magnificent

---





harvest

---

tributary

---

suspicious

---



The image features a decorative border at the top consisting of a row of pearls. Below this, the background is a solid red color. In the center, the text "STUDENT SUPPORT MATERIALS" is written in a white, sans-serif font. Below this, the main title "Large Vocabulary Illustrations" is written in a larger, bold, white, sans-serif font. At the bottom, there is another row of pearls, and below that, a background of large, diamond-encrusted letters in various sizes and orientations, set against a white background.

STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations







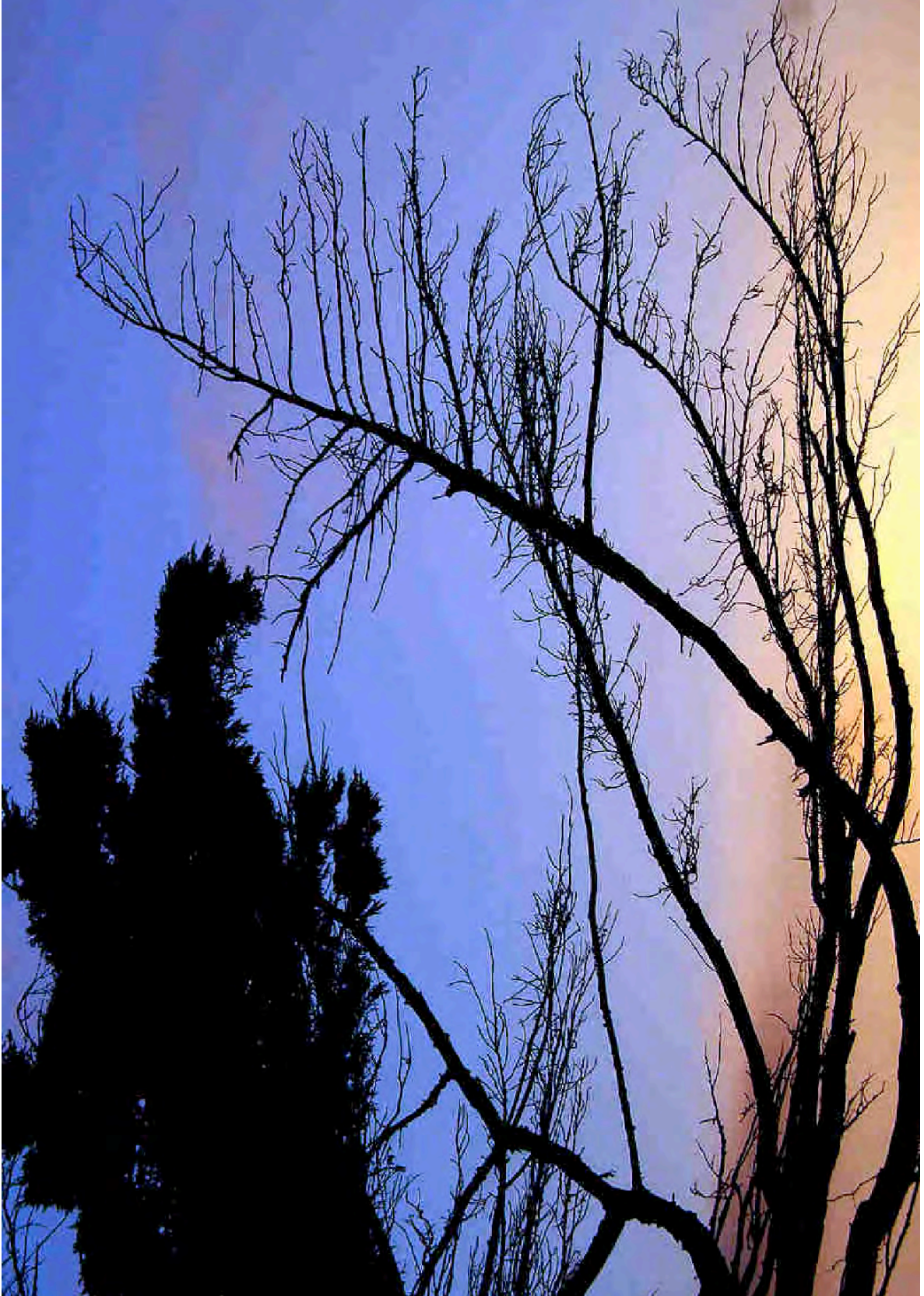
harvest







boughs







instruct

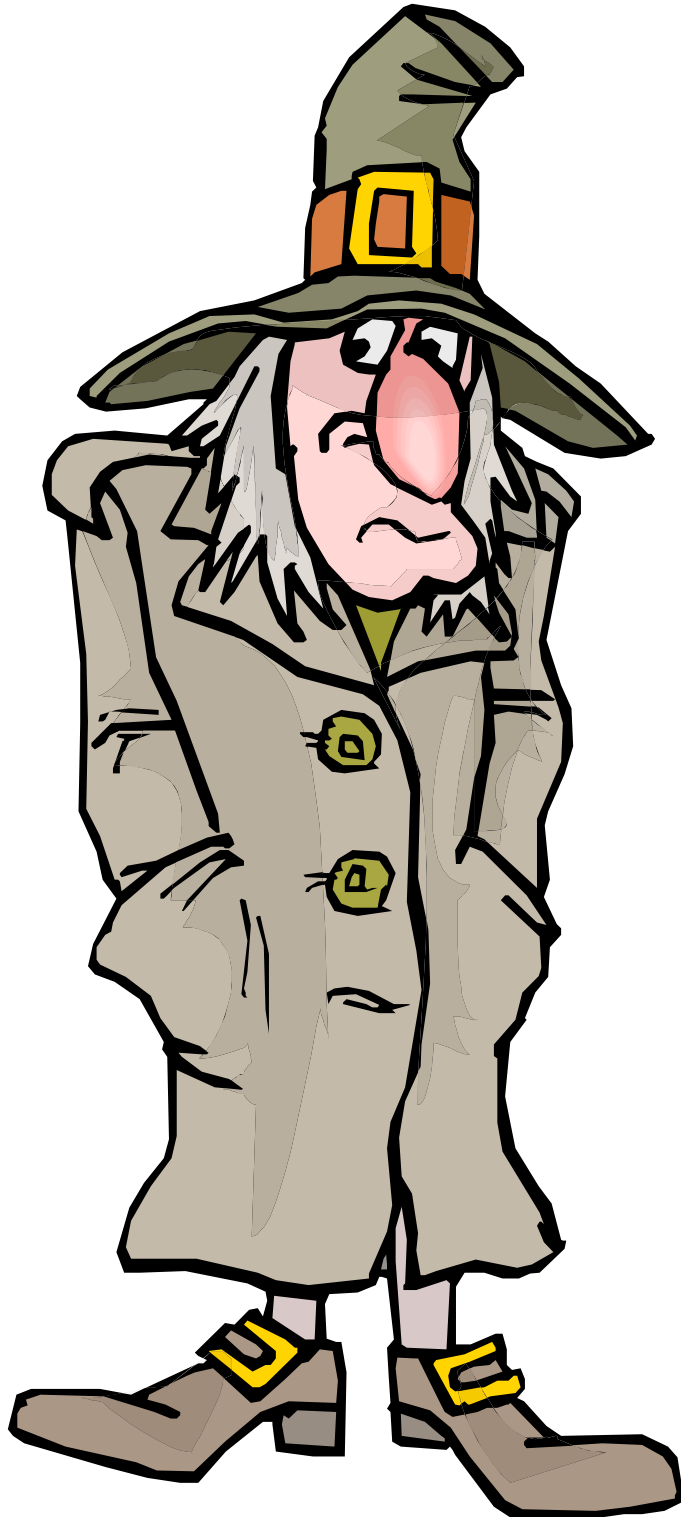








suspicious







noble

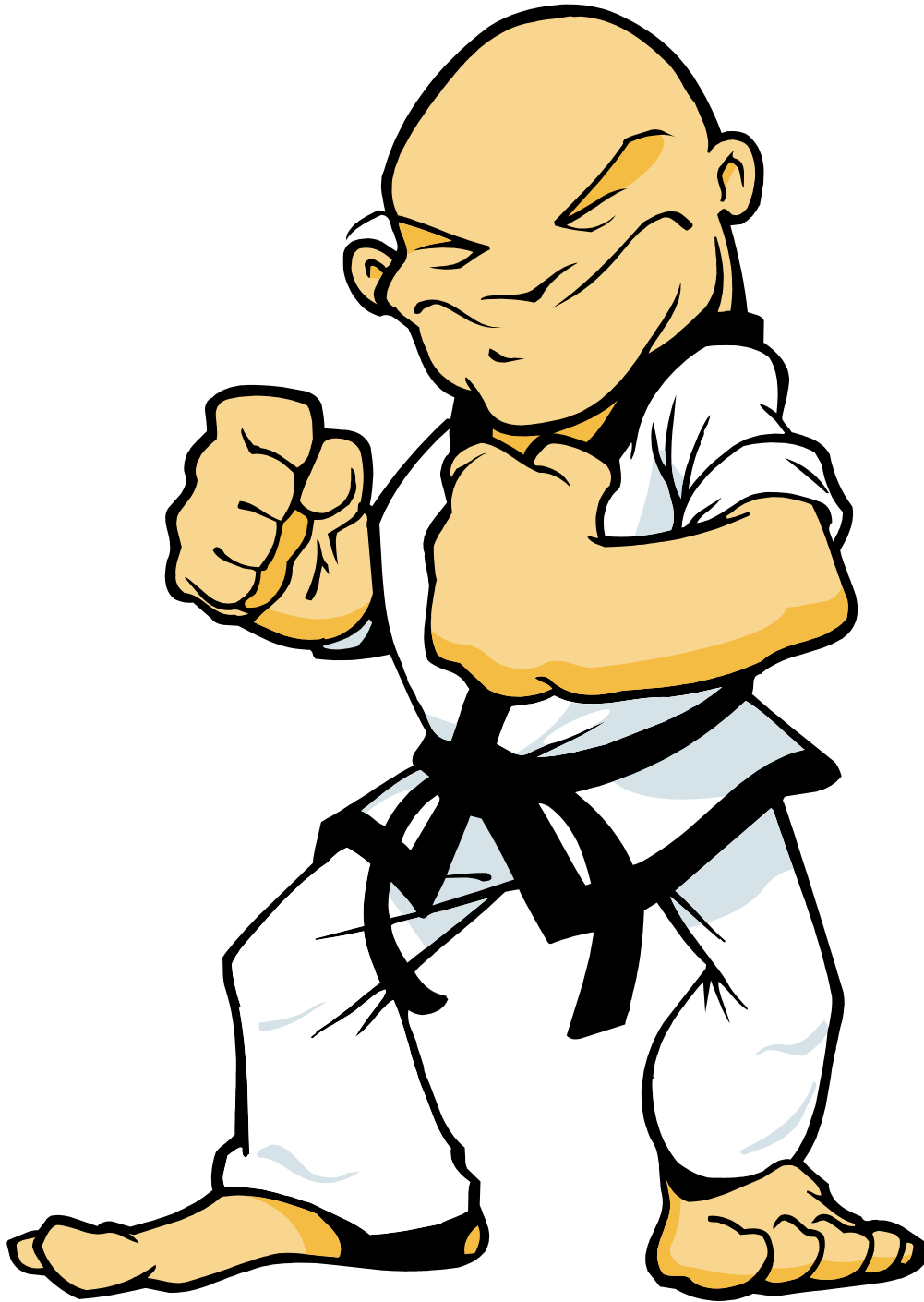








quarrelsome







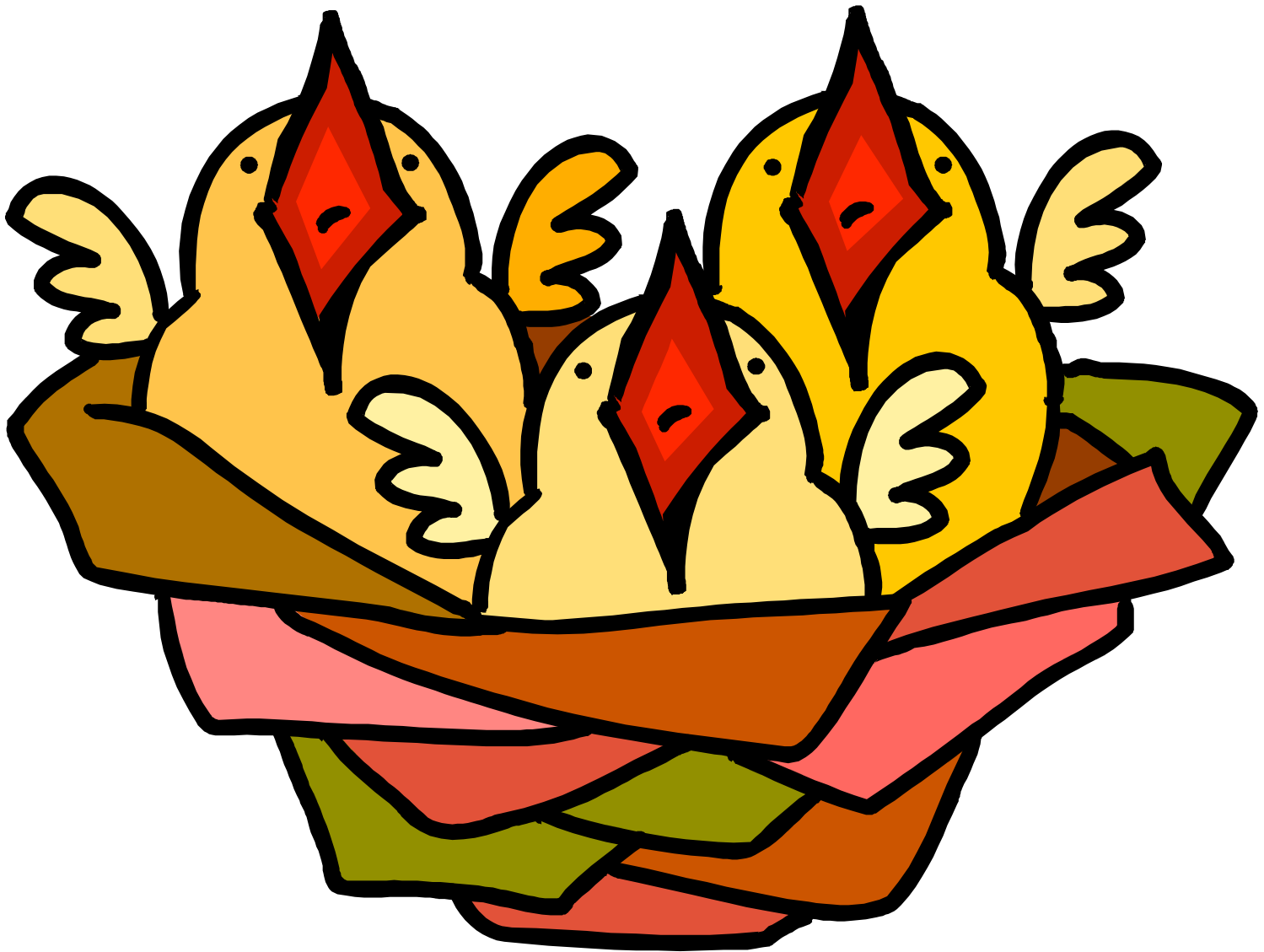
barrier







yearning

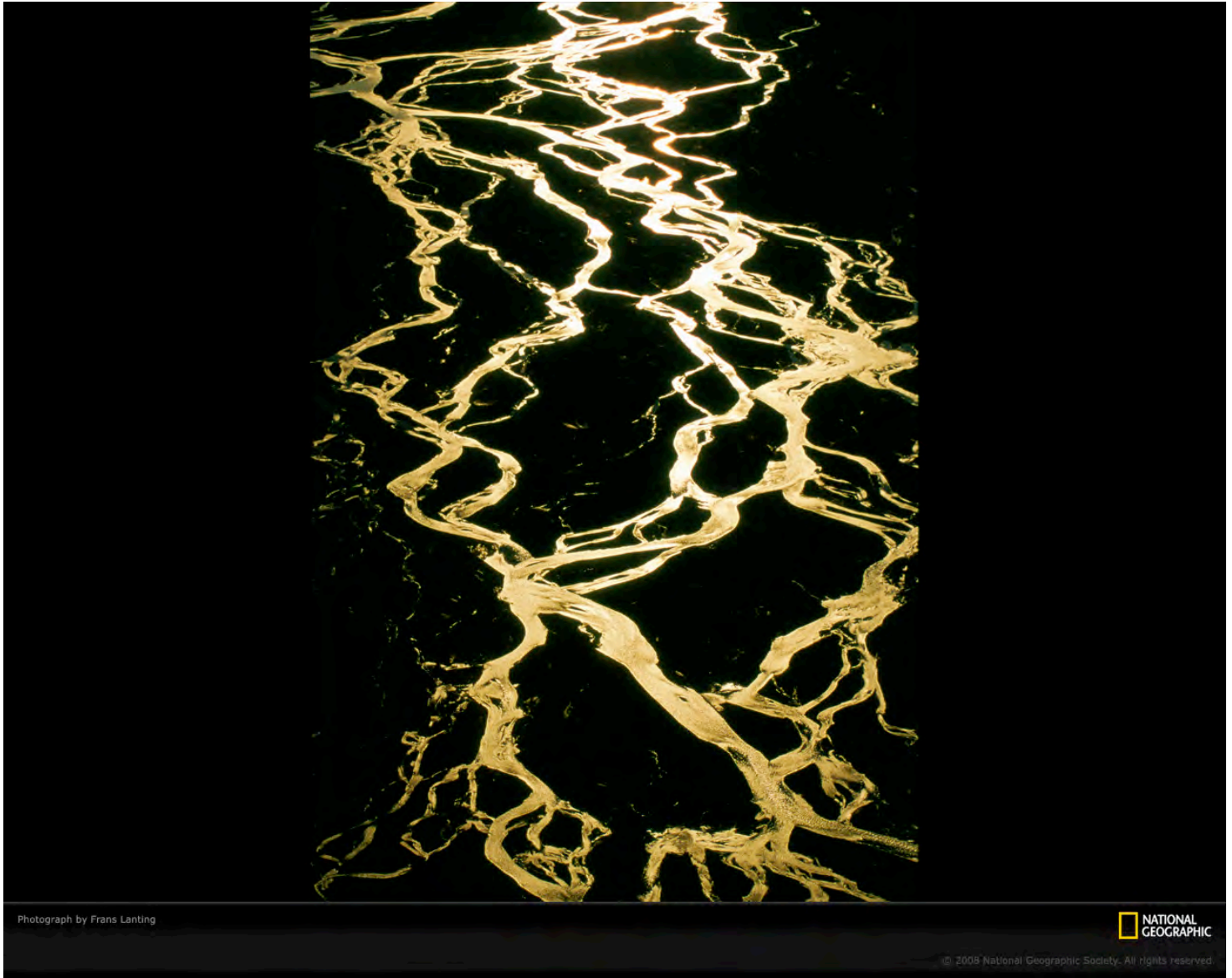








tributary



Photograph by Frans Lanting



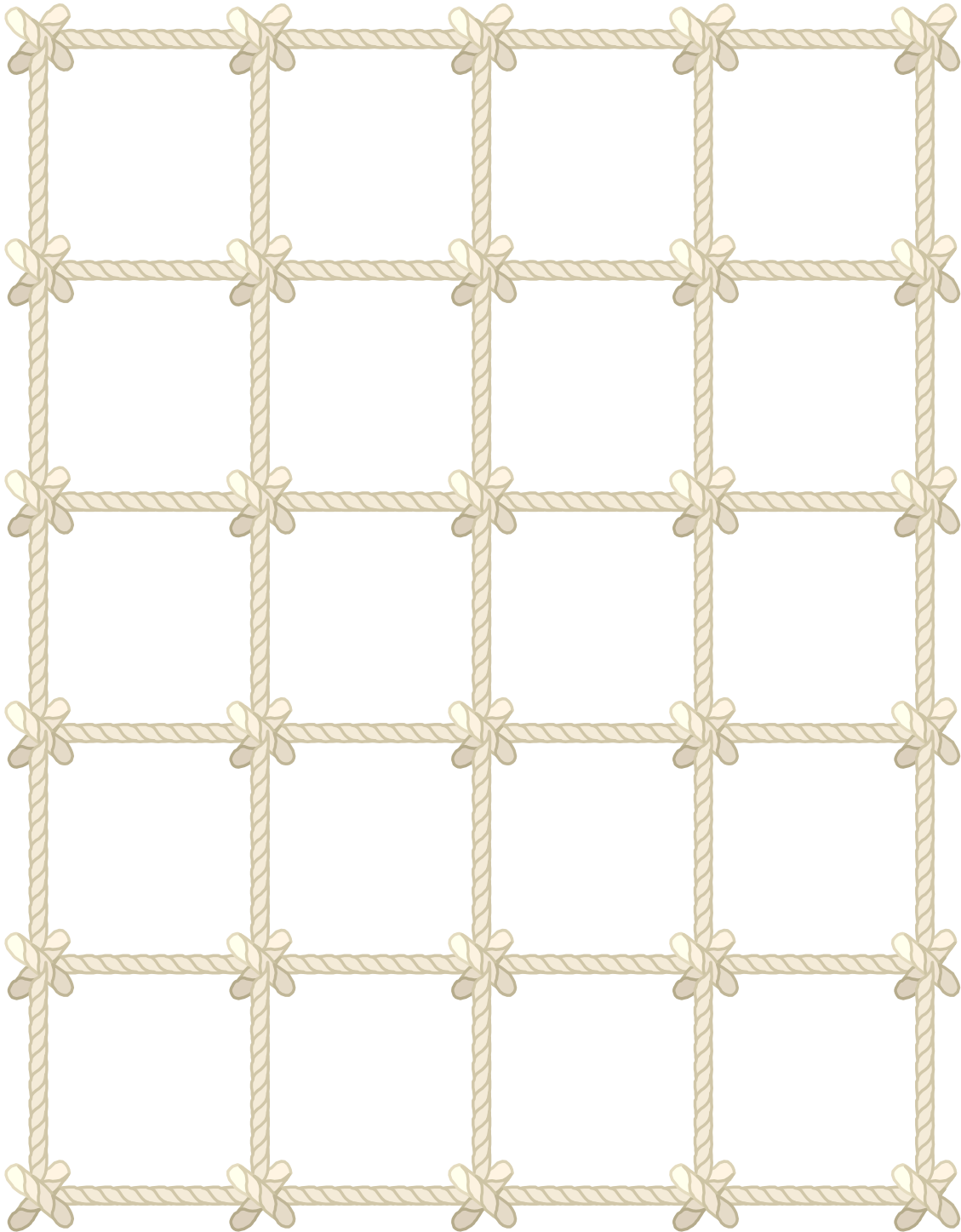
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seined







proper









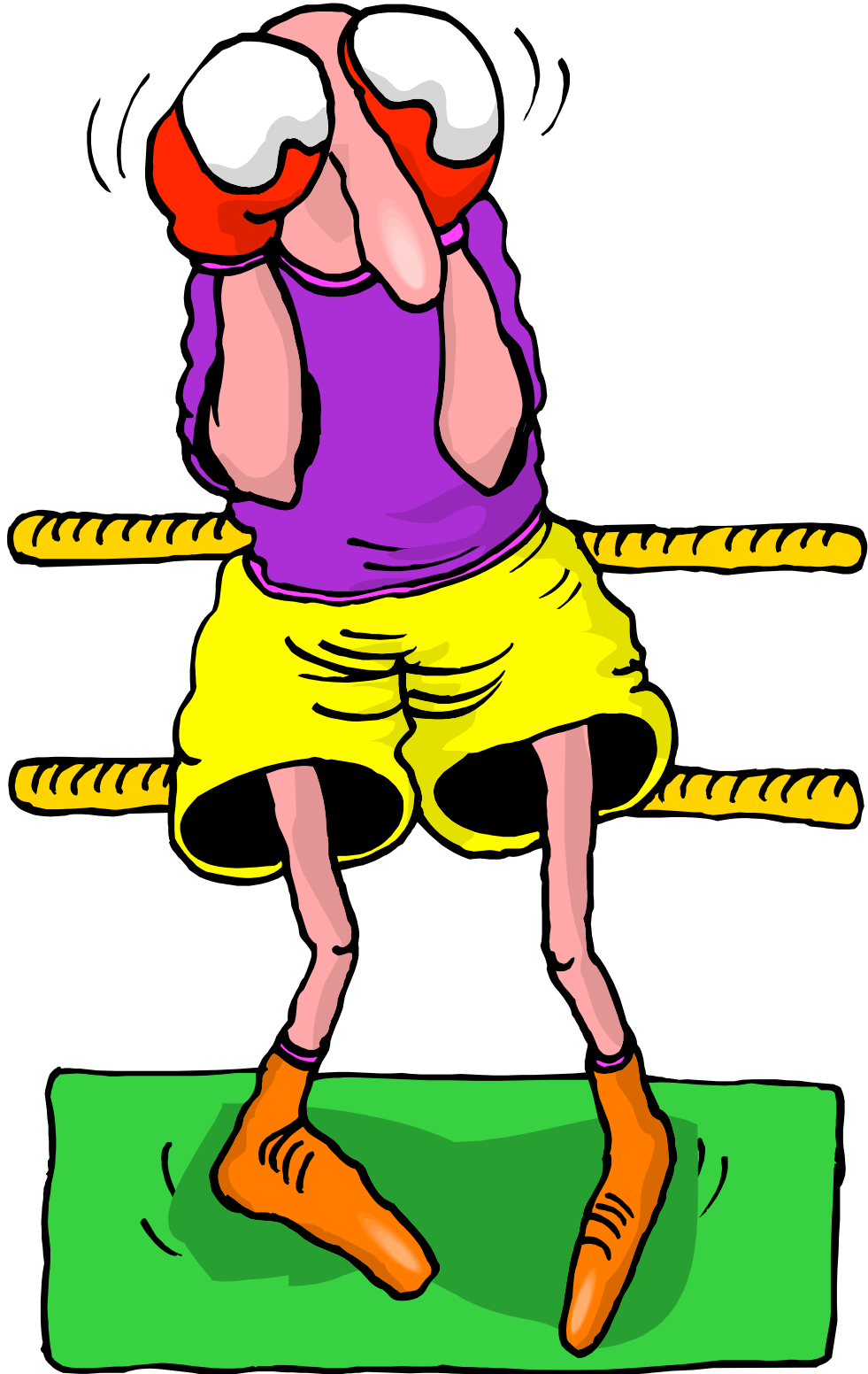
magnificent







coward







mutilated









STUDENT SUPPORT MATERIALS

# Word Wall







harvest

bounghs





**instruct**

**suspicious**



noble

quarrelsome





# barrier yearning





tributary

seined





# proper magnificent



coward

mutilated





# Story





**Kaats'**  
**Told by J.B. Fawcett**

This is a **magnificent** story.  
 Many kinds of things happened.  
 Even from long ago  
 Tlingits  
 used to go hunting  
 in the forest  
 and **harvesting** on the sea.  
 "What did they hunt with?"  
 is what  
 some people ask.  
 How many years have passed.  
 Surely there used to be weapons to hunt with.  
 Tlingits  
 knew  
 how to hunt things,  
 those sea mammals too,  
 and how to catch  
 those animals that walked inland.  
 There was a man  
 who went out hunting  
 with a dog.  
 Those great inland animals,  
 large animals,  
 were taken from their den.  
 They were taken with the use of dogs,  
 with the use of dogs.  
 That's when  
 they came to its entrance.  
 The man  
 had a wife,  
 he had a wife.  
 Why was it?  
 After trying for a while  
 he stepped into a dangerous place.  
 It was the animal called brown bear.  
 Over here is where it happened,  
 it happened on the near side of Ketchikan.  
 It was inland.  
 Yeas Geey is what Tlingits call the place,  
 but the White People call it Yes Bay.  
 That's where this happened.  
 There is a river there too, a large river.  
 Now,  
 at what point was it?  
 While he was trying,

while he was still trying,  
 it grabbed him.  
 It was while he was aiming at it.  
 He got right up to the entrance  
 of its den.  
 The animal  
 jumped out.  
 It tossed him inside.  
 Its mate was probably in there all along,  
 that female brown bear.  
 She was inside.  
 He grabbed her private parts.  
 She looked like a woman to him.  
 As he grabbed her  
 Kaats'  
 said  
 "Hey, why don't you help me?"  
 While her mate was still confused outside  
 he was searching all over.  
 While he was searching  
 for those dogs of his,  
 his dogs,  
 she buried him.  
 That's why there's a saying  
 "underneath  
 the thing they sit on."  
 Spruce **boughs** are their beds, the beds of those  
 animals.  
 She lay face down.  
 After a while  
 the male bear came in.  
 It was a house,  
 it was a house  
 in Kaats' eyes  
 although it was the den, wasn't it?  
 "Where is the human I threw in here?"  
 the animal said.  
 "It was a mitten, here it is.  
 It was a mitten, here it is.  
 That's what you threw in here.  
 Here it is."  
 She put her paws over her husband's eyes.  
 She felt something for Kaats',  
 when he touched her,  
 the female bear,  
 she felt something for him.  
 She didn't want to tell on him.  
 She put her paws over her husband's eyes.  
 Kaats' didn't know what he was going to do.



The male bear  
would go out.  
That's when she would **instruct** him.  
"Nothing will happen to you.  
Nothing will happen to you."  
At one point, the moment came.  
In Kaats' eyes though,  
for him,  
one month was a night,  
here it was a month all the while.  
But Kaats'  
was gone.  
He was no more.  
He had an accident.  
He was no more.  
they didn't know where he was.  
They would search.  
Of his younger brothers  
the very youngest one  
had a wife.  
The youngest  
had a wife as young as he.  
His older brother  
was a master hunter.  
They would say, "Why doesn't this one  
find his older brother?"  
People were **suspicious**,  
his footprints were seen  
yes,  
alongside the bear footprints  
they went up alongside the river.  
Why  
were this man's footprints  
going up alongside the brown bear's?  
That's when people became **suspicious**,  
"Perhaps he was taken by something,"  
is what people said.  
**Noble** people said this.  
Please excuse this.  
This is a true story,  
this is a true story.  
This is how it's known,  
this is  
from his lips.  
The bear would feel the approach  
of the dogs.  
In the den they seem like sunbeams.  
They would shine in,  
into the den.

The dogs' thoughts  
seem like sunbeams;  
the woman  
would jump up to reach for them.

They couldn't find him.  
Where was he?  
People searched everywhere.  
But the younger brother  
wasn't saying anything.  
"Why not him?" they were saying.  
His footprints were seen.  
"Why can't he  
find his older brother?"  
is what the older brothers said  
about their younger brother.  
His wife  
was an old woman.  
At one point the moment came.  
His dogs,  
"At **X**'éeshee Gwálaa"  
is the name of one of his dogs.  
The other was "Shaayeesxwáa."  
But I forget  
the other one.  
Three dogs,  
first class,  
Shaayeesxwáa.  
Then  
at one point the younger brother asked his wife,  
"Can you get my shoes ready,  
my shoes,  
I'll go  
to search."  
But he was the one who would find his older  
brother, wasn't he?  
But the angry men were becoming **quarrelsome**.  
At one point the female bear said,  
"I see.  
Do you see?  
Do you see?"  
She told him to look there.  
She would jump up to grab them,  
she would jump up to grab them again.  
No,  
it wasn't slowing down,  
while she was still doing this they tracked to the  
entrance.  
That's why bears today,





in bear dens, you know,  
 these noble children make four barriers  
 one after the other  
 on the inside.  
 Because of what happened  
 they make barriers,  
 because of what happened  
 it's this way today.  
 But at that time  
 he reached there,  
 those dogs tracked right to the entrance while she  
     was still doing this.  
 They pointed their noses to the mouth of the den.  
 He recognized his dogs.  
 "My dogs!"  
 he said,  
 "Be brave,"  
 he said to them.  
 "Be brave."  
 He didn't know what he was going to do.  
 There were no guns.  
 Those things  
 were bow and arrow.  
 They were more powerful than guns.  
 I saw some.  
 See, they were this long.  
 Strange looking.  
 The bow was curved right here, and strung with hide,  
 it was strong.  
 But the points were this long.  
 Bones.  
 They were round like eggs; they were inserted  
     into the end of the point.  
 It detaches itself.  
 It attaches itself inside the target.  
 It was just like a bullet.  
 That's how Tlingits killed things.  
 While he was still  
 trying to get ready  
     (Slap!)  
 Kaats' didn't know what he was going to do.  
 I knew the brother's name.  
 When I get mixed up,  
 It's difficult.  
 It's really difficult, my good woman.  
 Sometime  
 when I think of it, we'll put it down on paper.  
 You have a good mind.  
 Good.

Now.

Then  
 Kaats' said  
 to Shaayeesxwáa,  
 "If only you'd stop barking."  
 He stared at his older brother.  
 Kaats' recognized the other dog too.  
 "Stop barking now!"  
 He looked out of the mouth of the den,  
 why, that was his younger brother,  
 he stared at him.  
 "I'm all right,  
 it's me,  
 tell him to stop barking."  
 He stared at his older brother.  
 "Here I am!  
 Here I am!"  
 He had been gone for one year, you see.  
 It was he who found his older brother.  
 "Please don't tell this,  
 don't tell,  
 come back again.  
 Come back."  
 He asked him to get what he needed,  
 whatever he needed  
 from the coast.  
 "Don't tell."

The dogs ran on home.  
 Why?  
 The dogs had gone with them many times before.  
 They were so happy  
 yo-ho-ho-ho  
 they'd jump up on their hind legs.  
 People could see them.  
 The dogs were so happy  
 people got suspicious  
 and said, "Why are these dogs so happy?"  
 He had nothing to say.  
 He told his wife, you see,  
 "I saw my older brother.  
 He instructed me.  
 Be brave,"  
 he said to his wife  
 "He will come.  
 The time will come."  
 They had a messenger.  
 They have been around for a long time.



You know what a messenger is.  
Kaats' was **yearning**  
to go hunting  
for seals,  
he wanted to get his hands on seals.  
This is what he **instructed** his younger brother.  
The boat too,  
his boat.  
"We will go by boat.  
There it is."  
Kaats' showed him to where he was coming down;  
it's still there today.  
The Teikwidi people down south,  
see, they told us about it. "there's where the brown bear saved a person;  
there it is; here it is,"  
Ketchikan is there.  
Also this place  
called Yes Bay.  
It's called Yes Geey; there's a large river,  
the **tributary** that joins it this way  
is here. X'ax'aan and his group were the ones who told us.  
They are the Teikwidi whom this happened to.  
That's where their ancestor became a thing of value.  
We **seined** there.  
Now,  
  
this is where they hunted,  
they hunted,  
where they paddled.  
There were three of them,  
male  
brown bears.  
They are the ones that are called solid rib cage today,  
that's them.  
They are his children,  
they are human  
because of him.  
But to people's eyes, though, they are bears.  
He would go there.  
His younger brother  
hunted.  
Kaats' **instructed**  
his brown bear wife,  
"there it is,  
the place where we will live."  
The salmon,  
the salmon river,  
is where her footprints were seen.  
The brown bear footprints lead upward,

her footprints lead along here.  
Only one person saw them  
clearly,  
he was walking with her.  
That was how they knew.  
That's why it seemed **proper**, you see.  
It was the woman who made a mistake,  
his former wife.  
This wouldn't have happened to him, don't you agree?  
It was because of what the woman said, his former wife  
on the coast.  
The brown bear,  
the one who was his wife,  
was good to him.  
She was kind to him,  
she already had his children, you see,  
she was kind to him.  
"Please don't speak to your wife,"  
she said to him.  
"Yes,"  
he said.  
He wouldn't speak to her.  
Those  
seals, lots!  
he would bring in by boat.  
( Slap )  
The brown bears  
were happy!  
Their father.  
There was joy  
when he wanted to bring the seals  
to the beach  
for them to eat.  
These were for them to eat.  
He didn't want to part from them  
to live  
apart from them.  
there was a stream,  
a stream where Kaats' went for water.  
The brown bear wasn't jealous over him,  
she was kind to him.  
If only things hadn't happened this way,  
how would it have been?  
It would have really been something, they say.  
That's how it's told, you see.  
This is why the brown bears understand humans.  
  
Humans,  
the human way of life.





Kaats' would go out.

His younger brothers  
had gone out again  
to hunt.  
Lots!  
whatever  
was for food.  
It was water,  
it was for water  
that he, Kaats', came to the mouth of the stream,  
but his human wife  
was standing there waiting for him, wasn't she?  
The one from before he got lost, you see.  
He had two wives,  
two.

It was the older one  
who made the mistake.  
Please excuse  
this,  
my daughter.  
This is a true story.  
How good it is that you're asking about it.  
Your birth is from Teikweidi,  
I know it well,  
your father,  
your grandmother too.

He left,  
carrying water.  
His life was the same as before.  
But she'd come to him,  
but she'd come to him,  
that brown bear,  
his wife.  
How would it have been  
if the woman hadn't made the mistake, you see.  
He was carrying water.  
"Hey there, my dear,"  
she said to him,  
"Isn't it magnificent to see a tiny face with  
hair on it?"

(Please excuse my language.)  
This is what she said to him,  
"To see a thing with hair on it,"  
is what she said to him, you see.  
He wouldn't speak to her.  
It was because she said this to him that he  
spoke to her.

"You!!  
If only I could have coached you on your words, your!"  
he said to her.  
Now.  
That was it.  
He wasn't with her,  
he didn't go there.  
From then on, he would go by boat with his  
younger brothers to hunt,  
to hunt.  
But on the beach  
his bear children  
were fully grown. "Kill your father.  
Kill him."

Pleased with the seals,  
the children would come running down to the beach.  
It's said he stepped out of the canoe,  
but I have forgotten the song.  
But our "outer containers" usually sang it.  
It was sung in two ways,  
it is a fine song,  
the Brown Bear Song.  
They killed that father of theirs.  
That's when the coward watched  
and the slave --  
he was a messenger --  
and the coward  
watched.  
That's how it's told from his words.  
It's said there were earrings on the ears  
of the woman,  
she had a cane; she was a young person,  
she wore an animal skin on her back tied around  
her waist.  
She had painted her face,  
this is why the Teikweidi paint their faces like  
her.  
It's the animal's face paint.  
She was human, they say.  
No more!  
that husband of hers was mutilated.  
They killed their father.  
They went back into the forest.  
But the animal wife  
stood by her husband's body,  
she was a human  
in their eyes.  
She sang the cry



“You!!  
If only I could have coached you on your words, your!”  
he said to her.  
Now.  
That was it.  
He wasn’t with her,  
he didn’t go there.  
From then on, he would go by boat with his  
    younger brothers to hunt,  
to hunt.  
But on the beach  
his bear children  
were fully grown. “Kill your father.  
Kill him.”

Pleased with the seals,  
the children would come running down to the beach.  
It’s said he stepped out of the canoe,  
but I have forgotten the song.  
But our “outer containers” usually sang it.  
It was sung in two ways,  
it is a fine song,  
the Brown Bear Song.  
They killed that father of theirs.  
That’s when the coward watched  
and the slave --  
he was a messenger --  
and the coward  
watched.  
That’s how it’s told from his words.  
It’s said there were earrings on the ears  
of the woman,  
she had a cane; she was a young person,  
she wore an animal skin on her back tied around  
    her waist.  
She had painted her face,  
this is why the Teikweidi paint their faces like  
    her.  
It’s the animal’s face paint.  
She was human, they say.  
No more!  
that husband of hers was mutilated.  
They killed their father.  
They went back into the forest.  
But the animal wife  
stood by her husband’s body,  
she was a human  
in their eyes.  
She sang the cry

sung by the Teikeidi.  
The one from Ketchikan,  
she sang to them.  
The Brown Bear Song.  
She cried to it!  
She cried to it.  
They had torn his arms off.  
She joined them back to his body while singing  
    this cry  
for her husband,  
while singing this cry.



# Story with Closure





**Kaats'**  
**Told by J.B. Fawcett**

This is a \_\_\_\_\_ story.  
Many kinds of things happened.  
Even from long ago  
Tlingits  
used to go hunting  
in the forest  
and \_\_\_\_\_ on the sea.  
“What did they hunt with?”  
is what  
some people ask.  
How many years have passed.  
Surely there used to be weapons to hunt with.  
Tlingits  
knew  
how to hunt things,  
those sea mammals too,  
and how to catch  
those animals that walked inland.  
There was a man  
who went out hunting  
with a dog.  
Those great inland animals,  
large animals,  
were taken from their den.  
They were taken with the use of dogs,  
with the use of dogs.  
That’s when  
they came to its entrance.  
The man  
had a wife,  
he had a wife.  
Why was it?  
After trying for a while  
he stepped into a dangerous place.  
It was the animal called brown bear.  
Over here is where it happened,  
it happened on the near side of Ketchikan.  
It was inland.  
Yeese Geey is what Tlingits call the place,  
but the White People call it Yes Bay.  
That’s where this happened.  
There is a river there too, a large river.  
Now,  
at what point was it?  
While he was trying,  
while he was still trying,

it grabbed him.  
It was while he was aiming at it.  
He got right up to the entrance  
of its den.  
The animal  
jumped out.  
It tossed him inside.  
Its mate was probably in there all along,  
that female brown bear.  
She was inside.  
He grabbed her private parts.  
She looked like a woman to him.  
As he grabbed her  
Kaats’  
said  
“Hey, why don’t you help me?”  
While her mate was still confused outside  
he was searching all over.  
While he was searching  
for those dogs of his,  
his dogs,  
she buried him.  
That’s why there’s a saying  
“underneath  
the thing they sit on.”  
Spruce \_\_\_\_\_ are their beds, the beds of those  
animals.  
She lay face down.  
After a while  
the male bear came in.  
It was a house,  
it was a house  
in Kaats’ eyes  
although it was the den, wasn’t it?  
“Where is the human I threw in here?”  
the animal said.  
“It was a mitten, here it is.  
It was a mitten, here it is.  
That’s what you threw in here.  
Here it is.”  
She put her paws over her husband’s eyes.  
She felt something for Kaats’,  
when he touched her,  
the female bear,  
she felt something for him.  
She didn’t want to tell on him.  
She put her paws over husband’s eyes.  
Kaats’ didn’t know what he was going to do.  
The male bear





would go out.  
 That's when she would \_\_\_\_\_ him.  
 "Nothing will happen to you.  
 Nothing will happen to you."  
 At one point, the moment came.  
 In Kaats' eyes though,  
 for him,  
 one month was a night,  
 here it was a month all the while.  
 But Kaats'  
 was gone.  
 He was no more.  
 He had an accident.  
 He was no more.  
 they didn't know where he was.  
 They would search.  
 Of his younger brothers  
 the very youngest one  
 had a wife.  
 The youngest  
 had a wife as young as he.  
 His older brother  
 was a master hunter.  
 They would say, "Why doesn't this one  
 find his older brother?"  
 People were \_\_\_\_\_,  
 his footprints were seen  
 yes,  
 alongside the bear footprints  
 they went up alongside the river.  
 Why  
 were this man's footprints  
 going up alongside the brown bear's?  
 That's when people became \_\_\_\_\_,  
 "Perhaps he was taken by something,"  
 is what people said.  
 \_\_\_\_\_ people said this.  
 Please excuse this.  
 This is a true story,  
 this is a true story.  
 This is how it's known,  
 this is  
 from his lips.  
 The bear would feel the approach  
 of the dogs.  
 In the den they seem like sunbeams.  
 They would shine in,  
 into the den.  
 The dogs' thoughts

seem like sunbeams;  
 the woman  
 would jump up to reach for them.

They couldn't find him.  
 Where was he?  
 People searched everywhere.  
 But the younger brother  
 wasn't saying anything.  
 "Why not him?" they were saying.  
 His footprints were seen.  
 "Why can't he  
 find his older brother?"  
 is what the older brothers said  
 about their younger brother.  
 His wife  
 was an old woman.  
 At one point the moment came.  
 His dogs,  
 "At X'éeshee Gwálaa"  
 is the name of one of his dogs.  
 The other was "Shaayeesxwáa."  
 But I forget  
 the other one.  
 Three dogs,  
 first class,  
 Shaayeesxwáa.  
 Then  
 at one point the younger brother asked his wife,  
 "Can you get my shoes ready,  
 my shoes,  
 I'll go  
 to search."  
 But he was the one who would find his older  
 brother, wasn't he?  
 But the angry men were becoming \_\_\_\_\_.  
 At one point the female bear said,  
 "I see.  
 Do you see?  
 Do you see?"  
 She told him to look there.  
 She would jump up to grab them,  
 she would jump up to grab them again.  
 No,  
 it wasn't slowing down,  
 while she was still doing this they tracked to the  
 entrance.  
 That's why bears today,  
 in bear dens, you know,



these \_\_\_\_\_ children make four \_\_\_\_\_  
one after the other  
on the inside.  
Because of what happened  
they make \_\_\_\_\_,  
because of what happened  
it's this way today.  
But at that time  
he reached there,  
those dogs tracked right to the entrance while she  
was still doing this.  
They pointed their noses to the mouth of the den.  
He recognized his dogs.  
"My dogs!"  
he said,  
"Be brave,"  
he said to them.  
"Be brave."  
He didn't know what he was going to do.  
There were no guns.  
Those things  
were bow and arrow.  
They were more powerful than guns.  
I saw some.  
See, they were this long.  
Strange looking.  
The bow was curved right here, and strung with hide,  
it was strong.  
But the points were this long.  
Bones.  
They were round like eggs; they were inserted  
into the end of the point.  
It detaches itself.  
It attaches itself inside the target.  
It was just like a bullet.  
That's how Tlingits killed things.  
While he was still  
trying to get ready  
(Slap!)  
Kaats' didn't know what he was going to do.  
I knew the brother's name.  
When I get mixed up,  
It's difficult.  
It's really difficult, my good woman.  
Sometime  
when I think of it, we'll put it down on paper.  
You have a good mind.  
Good.  
Now.

Then  
Kaats' said  
to Shaayeesxwáa,  
"If only you'd stop barking."  
He stared at his older brother.  
Kaats' recognized the other dog too.  
"Stop barking now!"  
He looked out of the mouth of the den,  
why, that was his younger brother,  
he stared at him.  
"I'm all right,  
it's me,  
tell him to stop barking."  
He stared at his older brother.  
"Here I am!  
Here I am!"  
He had been gone for one year, you see.  
It was he who found his older brother.  
"Please don't tell this,  
don't tell,  
come back again.  
Come back."  
He asked him to get what he needed,  
whatever he needed  
from the coast.  
"Don't tell."  
  
The dogs ran on home.  
Why?  
The dogs had gone with them many times before.  
They were so happy  
yo-ho-ho-ho  
they'd jump up on their hind legs.  
People could see them.  
The dogs were so happy  
people got \_\_\_\_\_  
and said, "Why are these dogs so happy?"  
He had nothing to say.  
He told his wife, you see,  
"I saw my older brother.  
He \_\_\_\_\_ me.  
Be brave,"  
he said to his wife  
"He will come.  
The time will come."  
They had a messenger.  
They have been around for a long time.  
You know what a messenger is.





Kaats' was \_\_\_\_\_  
 to go hunting  
 for seals,  
 he wanted to get his hands on seals.  
 This is what he \_\_\_\_\_ his younger brother.  
 The boat too,  
 his boat.  
 "We will go by boat.  
 There it is."  
 Kaats' showed him to where he was coming down;  
     it's still there today.  
 The Teikwidi people down south,  
 see, they told us about it. "there's where the brown bear saved a person;  
     there it is; here it is,"  
 Ketchikan is there.  
 Also this place  
 called Yes Bay.  
 It's called Yes Geey; there's a large river,  
 the \_\_\_\_\_ that joins it this way  
 is here. X'ax'áan and his group were the ones who told us.  
 They are the Teikwidi whom this happened to.  
 That's where their ancestor became a thing of value.  
 We \_\_\_\_\_ there.  
 Now,  
  
 this is where they hunted,  
 they hunted,  
 where they paddled.  
 There were three of them,  
 male  
 brown bears.  
 They are the ones that are called solid rib cage today,  
 that's them.  
 They are his children,  
 they are human  
 because of him.  
 But to people's eyes, though, they are bears.  
 He would go there.  
 His younger brother  
 hunted.  
 Kaats' \_\_\_\_\_  
 his brown bear wife,  
 "there it is,  
 the place where we will live."  
 The salmon,  
 the salmon river,  
 is where her footprints were seen.  
 The brown bear footprints lead upward,  
 her footprints lead along here.

Only one person saw them  
 clearly,  
 he was walking with her.  
 That was how they knew.  
 That's why it seemed \_\_\_\_\_, you see.  
 It was the woman who made a mistake,  
 his former wife.  
 This wouldn't have happened to him, don't you agree?  
 It was because of what the woman said, his former wife  
 on the coast.  
 The brown bear,  
 the one who was his wife,  
 was good to him.  
 She was kind to him,  
 she already had his children, you see,  
 she was kind to him.  
 "Please don't speak to your wife,"  
 she said to him.  
 "Yes,"  
 he said.  
 He wouldn't speak to her.  
 Those  
 seals, lots!  
 he would bring in by boat.  
     ( Slap )  
 The brown bears  
 were happy!  
 Their father.  
 There was joy  
 when he wanted to bring the seals  
 to the beach  
 for them to eat.  
 These were for them to eat.  
 He didn't want to part from them  
 to live  
 apart from them.  
 there was a stream,  
 a stream where Kaats' went for water.  
 The brown bear wasn't jealous over him,  
 she was kind to him.  
 If only things hadn't happened this way,  
     how would it have been?  
 It would have really been something, they say.  
     That's how it's told, you see.  
 This is why the brown bears understand humans.  
  
 Humans,  
 the human way of life.  
 Kaats' would go out.



His younger brothers  
had gone out again  
to hunt.  
Lots!  
whatever  
was for food.  
It was water,  
it was for water  
that he, Kaats', came to the mouth of the stream,  
but his human wife  
was standing there waiting for him, wasn't she?  
The one from before he got lost, you see.  
He had two wives,  
two.  
It was the older one  
who made the mistake.  
Please excuse  
this,  
my daughter.  
This is a true story.  
How good it is that you're asking about it.  
Your birth is from Teikweidi,  
I know it well,  
your father,  
your grandmother too.

He left,  
carrying water.  
His life was the same as before.  
But she'd come to him,  
but she'd come to him,  
that brown bear,  
his wife.  
How would it have been  
if the woman hadn't made the mistake, you see.  
He was carrying water.  
"Hey there, my dear,"  
she said to him,  
"Isn't it \_\_\_\_\_ to see a tiny face with  
hair on it?"

(Please excuse my language.)  
This is what she said to him,  
"To see a thing with hair on it,"  
is what she said to him, you see.  
He wouldn't speak to her.  
It was because she said this to him that he  
spoke to her.  
"You!!

If only I could have coached you on your words, your!"  
he said to her.  
Now.  
That was it.  
He wasn't with her,  
he didn't go there.  
From then on, he would go by boat with his  
younger brothers to hunt,  
to hunt.  
But on the beach  
his bear children  
were fully grown. "Kill your father.  
Kill him."

Pleased with the seals,  
the children would come running down to the beach.  
It's said he stepped out of the canoe,  
but I have forgotten the song.  
But our "outer containers" usually sang it.  
It was sung in two ways,  
it is a fine song,  
the Brown Bear Song.  
They killed that father of theirs.  
That's when the \_\_\_\_\_ watched  
and the slave --  
he was a messenger --  
and the \_\_\_\_\_  
watched.  
That's how it's told from his words.  
It's said there were earrings on the ears  
of the woman,  
she had a cane; she was a young person,  
she wore an animal skin on her back tied around  
her waist.  
She had painted her face,  
this is why the Teikweidi paint their faces like  
her.  
It's the animal's face paint.  
She was human, they say.  
No more!  
that husband of hers was \_\_\_\_\_.  
They killed their father.  
They went back into the forest.  
But the animal wife  
stood by her husband's body,  
she was a human  
in their eyes.  
She sang the cry  
sung by the Teikeidi.



# Student Story







**Kaats'**  
**Told by J.B. Fawcett**

This is a magnificent story.  
Many kinds of things happened.  
Even from long ago  
Tlingits  
used to go hunting  
in the forest  
and harvesting on the sea.  
“What did they hunt with?”  
is what  
some people ask.  
How many years have passed.  
Surely there used to be weapons to hunt with.  
Tlingits  
knew  
how to hunt things,  
those sea mammals too,  
and how to catch  
those animals that walked inland.  
There was a man  
who went out hunting  
with a dog.  
Those great inland animals,  
large animals,  
were taken from their den.  
They were taken with the use of dogs,  
with the use of dogs.  
That’s when  
they came to its entrance.  
The man  
had a wife,  
he had a wife.  
Why was it?  
After trying for a while  
he stepped into a dangerous place.  
It was the animal called brown bear.  
Over here is where it happened,  
it happened on the near side of Ketchikan.  
It was inland.  
Yeess Geey is what Tlingits call the place,  
but the White People call it Yes Bay.  
That’s where this happened.  
There is a river there too, a large river.  
Now,  
at what point was it?  
While he was trying,  
while he was still trying,

it grabbed him.  
It was while he was aiming at it.  
He got right up to the entrance  
of its den.  
The animal  
jumped out.  
It tossed him inside.  
Its mate was probably in there all along,  
that female brown bear.  
She was inside.  
He grabbed her private parts.  
She looked like a woman to him.  
As he grabbed her  
Kaats’  
said  
“Hey, why don’t you help me?”  
While her mate was still confused outside  
he was searching all over.  
While he was searching  
for those dogs of his,  
his dogs,  
she buried him.  
That’s why there’s a saying  
“underneath  
the thing they sit on.”  
Spruce boughs are their beds, the beds of those  
animals.  
She lay face down.  
After a while  
the male bear came in.  
It was a house,  
it was a house  
in Kaats’ eyes  
although it was the den, wasn’t it?  
“Where is the human I threw in here?”  
the animal said.  
“It was a mitten, here it is.  
It was a mitten, here it is.  
That’s what you threw in here.  
Here it is.”  
She put her paws over her husband’s eyes.  
She felt something for Kaats’,  
when he touched her,  
the female bear,  
she felt something for him.  
She didn’t want to tell on him.  
She put her paws over husband’s eyes.  
Kaats’ didn’t know what he was going to do.  
The male bear





would go out.  
 That's when she would instruct him.  
 "Nothing will happen to you.  
 Nothing will happen to you."  
 At one point, the moment came.  
 In Kaats' eyes though,  
 for him,  
 one month was a night,  
 here it was a month all the while.  
 But Kaats'  
 was gone.  
 He was no more.  
 He had an accident.  
 He was no more.  
 they didn't know where he was.  
 They would search.  
 Of his younger brothers  
 the very youngest one  
 had a wife.  
 The youngest  
 had a wife as young as he.  
 His older brother  
 was a master hunter.  
 They would say, "Why doesn't this one  
 find his older brother?"  
 People were suspicious,  
 his footprints were seen  
 yes,  
 alongside the bear footprints  
 they went up alongside the river.  
 Why  
 were this man's footprints  
 going up alongside the brown bear's?  
 That's when people became suspicious,  
 "Perhaps he was taken by something,"  
 is what people said.  
 Noble people said this.  
 Please excuse this.  
 This is a true story,  
 this is a true story.  
 This is how it's known,  
 this is  
 from his lips.  
 The bear would feel the approach  
 of the dogs.  
 In the den they seem like sunbeams.  
 They would shine in,  
 into the den.  
 The dogs' thoughts

seem like sunbeams;  
 the woman  
 would jump up to reach for them.

They couldn't find him.  
 Where was he?  
 People searched everywhere.  
 But the younger brother  
 wasn't saying anything.  
 "Why not him?" they were saying.  
 His footprints were seen.  
 "Why can't he  
 find his older brother?"  
 is what the older brothers said  
 about their younger brother.  
 His wife  
 was an old woman.  
 At one point the moment came.  
 His dogs,  
 "At X'éeshee Gwálaa"  
 is the name of one of his dogs.  
 The other was "Shaayeesxwáa."  
 But I forget  
 the other one.  
 Three dogs,  
 first class,  
 Shaayeesxwáa.  
 Then  
 at one point the younger brother asked his wife,  
 "Can you get my shoes ready,  
 my shoes,  
 I'll go  
 to search."  
 But he was the one who would find his older  
 brother, wasn't he?  
 But the angry men were becoming quarrelsome.  
 At one point the female bear said,  
 "I see.  
 Do you see?  
 Do you see?"  
 She told him to look there.  
 She would jump up to grab them,  
 she would jump up to grab them again.  
 No,  
 it wasn't slowing down,  
 while she was still doing this they tracked to the  
 entrance.  
 That's why bears today,  
 in bear dens, you know,



these noble children make four barriers  
one after the other  
on the inside.  
Because of what happened  
they make barriers,  
because of what happened  
it's this way today.  
But at that time  
he reached there,  
those dogs tracked right to the entrance while she  
was still doing this.  
They pointed their noses to the mouth of the den.  
He recognized his dogs.  
"My dogs!"  
he said,  
"Be brave,"  
he said to them.  
"Be brave."  
He didn't know what he was going to do.  
There were no guns.  
Those things  
were bow and arrow.  
They were more powerful than guns.  
I saw some.  
See, they were this long.  
Strange looking.  
The bow was curved right here, and strung with hide,  
it was strong.  
But the points were this long.  
Bones.  
They were round like eggs; they were inserted  
into the end of the point.  
It detaches itself.  
It attaches itself inside the target.  
It was just like a bullet.  
That's how Tlingits killed things.  
While he was still  
trying to get ready  
(Slap!)  
Kaats' didn't know what he was going to do.  
I knew the brother's name.  
When I get mixed up,  
It's difficult.  
It's really difficult, my good woman.  
Sometime  
when I think of it, we'll put it down on paper.  
You have a good mind.  
Good.  
Now.

Then  
Kaats' said  
to Shaayeesxwáa,  
"If only you'd stop barking."  
He stared at his older brother.  
Kaats' recognized the other dog too.  
"Stop barking now!"  
He looked out of the mouth of the den,  
why, that was his younger brother,  
he stared at him.  
"I'm all right,  
it's me,  
tell him to stop barking."  
He stared at his older brother.  
"Here I am!  
Here I am!"  
He had been gone for one year, you see.  
It was he who found his older brother.  
"Please don't tell this,  
don't tell,  
come back again.  
Come back."  
He asked him to get what he needed,  
whatever he needed  
from the coast.  
"Don't tell."

The dogs ran on home.  
Why?  
The dogs had gone with them many times before.  
They were so happy  
yo-ho-ho-ho  
they'd jump up on their hind legs.  
People could see them.  
The dogs were so happy  
people got suspicious  
and said, "Why are these dogs so happy?"  
He had nothing to say.  
He told his wife, you see,  
"I saw my older brother.  
He instructed me.  
Be brave,"  
he said to his wife  
"He will come.  
The time will come."  
They had a messenger.  
They have been around for a long time.  
You know what a messenger is.



Kaats' was yearning  
to go hunting  
for seals,  
he wanted to get his hands on seals.  
This is what he instructed his younger brother.  
The boat too,  
his boat.  
"We will go by boat.  
There it is."  
Kaats' showed him to where he was coming down;  
it's still there today.  
The Teikwidi people down south,  
see, they told us about it. "there's where  
the brown bear saved a person;  
there it is; here it is,"  
Ketchikan is there.  
Also this place  
called Yes Bay.  
It's called Yes Geey; there's a large river,  
the tributary that joins it this way  
is here. X'ax'áan and his group were the ones who told us.  
They are the Teikwidi whom this happened to.  
That's where their ancestor became a thing of value.  
We seined there.  
Now,

this is where they hunted,  
they hunted,  
where they paddled.  
There were three of them,  
male  
brown bears.  
They are the ones that are called solid rib cage today,  
that's them.  
They are his children,  
they are human  
because of him.  
But to people's eyes, though, they are bears.  
He would go there.  
His younger brother  
hunted.  
Kaats' instructed  
his brown bear wife,  
"there it is,  
the place where we will live."  
The salmon,  
the salmon river,  
is where her footprints were seen.  
The brown bear footprints lead upward,  
her footprints lead along here.

Only one person saw them  
clearly,  
he was walking with her.  
That was how they knew.  
That's why it seemed proper, you see.  
It was the woman who made a mistake,  
his former wife.  
This wouldn't have happened to him, don't you agree?  
It was because of what the woman said, his former wife  
on the coast.  
The brown bear,  
to was his wife,  
was good to him.  
She was kind to him,  
she already had his children, you see,  
she was kind to him.  
"Please don't speak to your wife,"  
she said to him.  
"Yes,"  
he said.  
He wouldn't speak to her.  
Those  
seals, lots!  
he would bring in by boat.  
( Slap )  
The brown bears  
were happy!  
Their father.  
There was joy  
when he wanted to bring the seals  
to the beach  
for them to eat.  
These were for them to eat.  
He didn't want to part from them  
to live  
apart from them.  
there was a stream,  
a stream where Kaats' went for water.  
The brown bear wasn't jealous over him,  
she was kind to him.  
If only things hadn't happened this way,  
how would it have been?  
It would have really been something, they say.  
That's how it's told, you see.  
This is why the brown bears understand humans.

Humans,  
the human way of life.  
Kaats' would go out.



His younger brothers  
had gone out again  
to hunt.  
Lots!  
whatever  
was for food.  
It was water,  
it was for water  
that he, Kaats', came to the mouth of the stream,  
but his human wife  
was standing there waiting for him, wasn't she?  
The one from before he got lost, you see.  
He had two wives,  
two.

It was the older one  
who made the mistake.  
Please excuse  
this,  
my daughter.  
This is a true story.  
How good it is that you're asking about it.  
Your birth is from Teikweidi,  
I know it well,  
your father,  
your grandmother too.

He left,  
carrying water.  
His life was the same as before.  
But she'd come to him,  
but she'd come to him,  
that brown bear,  
his wife.  
How would it have been  
if the woman hadn't made the mistake, you see.  
He was carrying water.  
"Hey there, my dear,"  
she said to him,  
"Isn't it magnificent to see a tiny face with  
hair on it?"

(Please excuse my language.)  
This is what she said to him,  
"To see a thing with hair on it,"  
is what she said to him, you see.  
He wouldn't speak to her.  
It was because she said this to him that he  
spoke to her.  
"You!!

If only I could have coached you on your words, your!"  
he said to her.  
Now.  
That was it.  
He wasn't with her,  
he didn't go there.  
From then on, he would go by boat with his  
younger brothers to hunt,  
to hunt.  
But on the beach  
his bear children  
were fully grown. "Kill your father.  
Kill him."

Pleased with the seals,  
the children would come running down to the beach.  
It's said he stepped out of the canoe,  
but I have forgotten the song.  
But our "outer containers" usually sang it.  
It was sung in two ways,  
it is a fine song,  
the Brown Bear Song.  
They killed that father of theirs.  
That's when the coward watched  
and the slave --  
he was a messenger --  
and the coward  
watched.  
That's how it's told from his words.  
It's said there were earrings on the ears  
of the woman,  
she had a cane; she was a young person,  
she wore an animal skin on her back tied around  
her waist.  
She had painted her face,  
this is why the Teikweidi paint their faces like  
her.  
It's the animal's face paint.  
She was human, they say.  
No more!  
that husband of hers was mutilated.  
They killed their father.  
They went back into the forest.  
But the animal wife  
stood by her husband's body,  
she was a human  
in their eyes.  
She sang the cry  
sung by the Teikeidi.



The one from Ketchikan,  
she sang to them.  
The Brown Bear Song.  
She cried to it!  
She cried to it.  
They had torn his arms off.  
She joined them back to his body while singing  
    this cry  
for her husband,  
while singing this cry.







The image features a decorative border at the top and bottom consisting of a row of pearls. The background is white with large, light blue diamond-encrusted letters scattered across it. The word "Assessment" is written in white on a red background strip in the center.

# Assessment





Grade 10 Literature: Kaats' Quiz

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

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

**Multiple Choice: Read each statement below and find the best choice to complete the statement. Circle the letter by the word that fits best.**

- 1) Branches on trees, especially the main branch is a/an\_\_\_\_\_.
  - a) twig
  - b) arm
  - c) bough
  
- 2) The Stikine River has many different \_\_\_\_\_ that flow into it.
  - a) tributaries
  - b) ponds
  - c) tribulations
  
- 3) In Southeast Alaska many fish are taken by \_\_\_\_\_ with a large net hanging in the water with weights and floats.
  - a) trolling
  - b) seining
  - c) mooching
  
- 4) The area of Yes Bay near Ketchikan is \_\_\_\_\_ with its impressive beauty.
  - a) magnificent
  - b) yearning
  - c) suspicious





- 5) Sometime in battle, warriors become very frightened and show shameful fear or timidity like a \_\_\_\_\_,
- a) combatant
  - b) battler
  - c) coward
- 6) In a time of conflict, it's important to block the way of the enemy by making obstacles and \_\_\_\_\_.
- a) pathways
  - b) barriers
  - c) branches
- 7) When people gather berries or other crops they \_\_\_\_\_ them.
- a) yearn for
  - b) harvest
  - c) mutilate

**Matching: Match the key vocabulary from the left column with its correct definition in the right column. Place the letter from the definition in front of the key word it matches.**

- |                             |  |
|-----------------------------|--|
| 8) _____ to instruct        | a. to question or not have trust in                  |
| 9) _____ to mutilate        | b. to obey social rules                              |
| 10) _____ to yearn          | c. to give directions or commands                    |
| 11) _____ to be suspicious  | d. to desire eagerly                                 |
| 12) _____ to be quarrelsome | e. to make imperfect by cutting or altering severely |
| 13) _____ to be proper      | f. to be of high birth or rank                       |
| 14) _____ to be noble       | g. to be ready to fight over                         |





## Grade 10 Literature: Kaats' Quiz

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

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4) The area of Yes Bay near Ketchikan is \_\_\_\_\_ with its impressive beauty.

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5) Sometime in battle, warriors become very frightened and show shameful fear or timidity like a \_\_\_\_\_,

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6) In a time of conflict, it's important to block the way of the enemy by making obstacles and \_\_\_\_\_.

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7) When people gather berries or other crops they \_\_\_\_\_ them.

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b) harvest

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**Matching: Match the key vocabulary from the left column with its correct definition in the right column. Place the letter from the definition in front of the key word it matches.**

8) c to instruct

9) e to mutilate

10) d to yearn

11) a to be suspicious

12) g to be quarrelsome

13) b to be proper

14) f to be noble

a. to question or not have trust in

b. to obey social rules

c. to give directions or commands

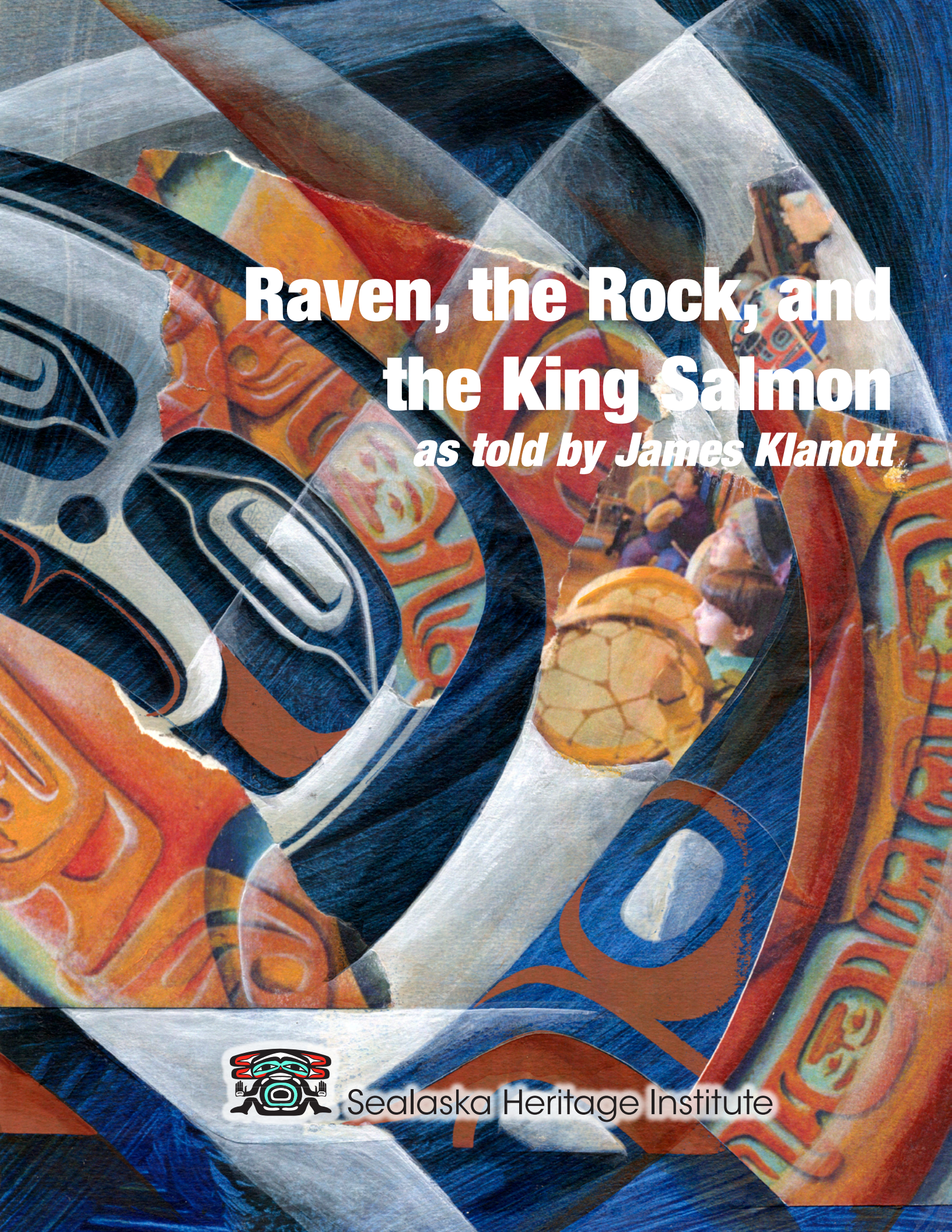
d. to desire eagerly

e. to make imperfect by cutting or altering severely

f. to be of high birth or rank

g. to be ready to fight over





# **Raven, the Rock, and the King Salmon**

*as told by James Klanott*



Sealaska Heritage Institute







# Alaska State Literature Standards Used in the Process

## Raven, the Rock, and the King Salmon

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

Origin		a rising, beginning, or coming from a source, basic source or cause
Tantalizing		to tease or torment by or as if by presenting something desirable to the view but continually keeping it out of reach
Majestic		being impressively grand in appearance, manner, or size
Predator		an animal that lives by killing and eating other animals
Spawning		to deposit or fertilize eggs
Bull head		any of various fishes with large heads
Tom cod		resembles a small cod so closely that the one might easily be taken for the other
Barnacle		any of numerous small saltwater crustaceans with feathery outgrowths for gathering food that are free-swimming as larvae but as adults are permanently fastened (as to rocks or the bottoms of ships)
Smug		highly satisfied with oneself
Defecate		to expel feces from the bowels
Mouth		the place where a stream enters a larger body of water
Accomplishment		something brought to a successful finish
Destiny		something to which a person or thing is destined





# Order of Operations

## Order of Operations

Activities below from Replacing Thing-a-ma-jig- *The Developmental Language Process*  
by Jim MacDiarmid

### Motivation

Introduce/develop the vocabulary illustrations for the key words. Students will not see printed words until Basic Reading (Sight Recognition) activities, later in the lesson.

### BASIC LISTENING

1. Show students the pictures and speak each vocabulary word. Continually repeat the vocabulary words to the students as you go through the process.
2. Sequence Match - Number flash cards 1-3. Line up the DLP pictures on the board. Say a 3 sequences of vocabulary words (each one having a different order). Students hold up the number for the correct sequence that is on the board.
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. Illustration Build-Up - Point to 2 of the illustrations. Students should say the vocabulary words. Keep pointing and adding another word until students lose track of sequence.
2. Disappearing Illustrations - Hang 5 or 6 illustrations on the board, vertically. Point to the top picture and students should name it. Continue this way until the students have named all of the illustrations from top to bottom. Remove the last illustration, but continue to say the word as you repeat the words. Continue until no illustrations are left on the board.

### LISTENING COMPREHENSION

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

### CREATIVE SPEAKING

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







# Basic Reading

## **BASIC READING**

### Sight Recognition

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

## **READING COMPREHENSION**

1. Sentence Halves - Write sentences related to the concept and including the sight words. Cut each sentence in half. Mix all pieces up and mount on board. Number each sentence half. Each student needs paper and pen. Students need to write down the sentence numbers that go together. More than one sentence combination may work.
2. Use the Activity Pages from the Student Support Materials.

## **BASIC WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Make an overhead transparency that contains the vocabulary from this story. Project the words onto the board. Use a marker to draw outlines of each word on the board. When all of the words have been written, turn off the overhead projector. Have individuals take turns writing the vocabulary in their correct *configurations*.

## **CREATIVE WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Have each student write a question and a matching answer on separate strips of paper, related to this story. Collect all of the answers and redistribute them to the students. Have a student read his/her question – the student with the appropriate answer strip must read the answer. Repeat until all questions have been answered.







STUDENT SUPPORT MATERIALS

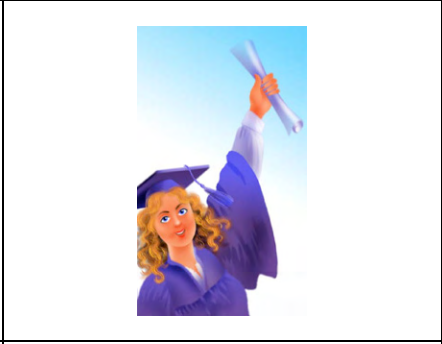
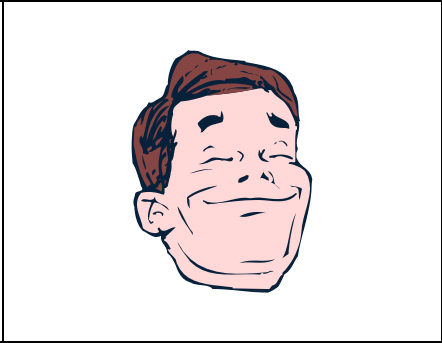
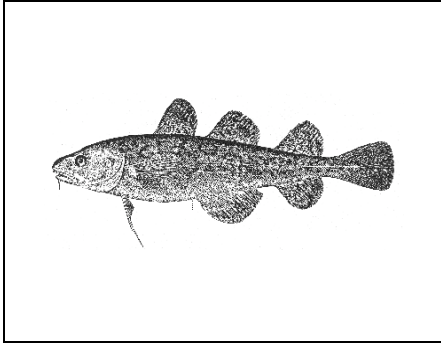
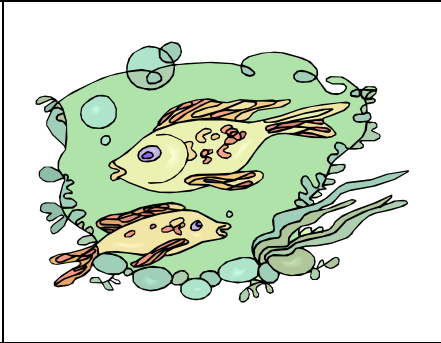
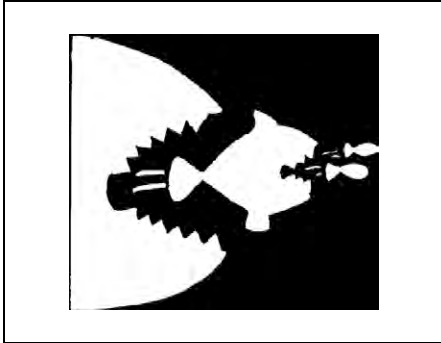
# Basic Listening Activity Page

## Mini Illustrations















STUDENT SUPPORT MATERIALS

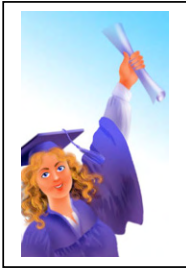
# Sight Recognition Activity Pages



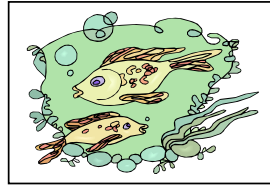




Highlight/circle the correct word to match the picture.



origin  
tantalizing  
majestic  
spawning  
bull heads  
tom cods  
barnacle  
smug  
defecate  
destiny  
mouth  
accomplishment  
predators



origin  
tantalizing  
majestic  
spawning  
bull heads  
tom cods  
barnacle  
smug  
defecate  
destiny  
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predators



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majestic  
spawning  
bull heads  
tom cods  
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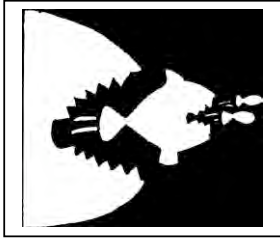
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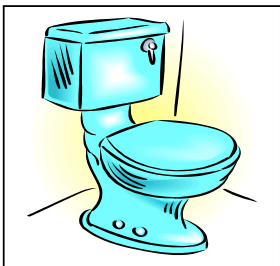
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predator

barnacle  
bull head  
destiny  
tom cod

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zcvjkjhasdfjkqclispawningwawiuyqwemouthqweyuw  
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owgaqwrasmugcuhasdfispawningdelkhgladkngiturhd  
afaeitjgowgaqwrasmugcuhasdfispawningdelk







origin  
spawning  
accomplishment  
smug

mouth  
majestic  
defecate  
tantalizing  
predator

barnacle  
bull head  
destiny  
tom cod

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 fgbullheadasklhvsdfлкеghqlcitomcodklabyasdb  
 ycnhgy predatorbxczcvjkjhasdfjkqclispawningwa  
 wiuyqwemouthqweyuwertyuqwerkldefecatejahs  
 dfbjbdestinyasdfkacnsmugiruyadsfjkgepredatorr  
 oiqwopurkjasdeadgtomcodmkbasdfkjh barnacle  
 weriouequatoryaqkljhzabasdbullheadhasdfiuqye  
 kloriginjhadsfkhwerkfjeijhadsltantalizingefadsfg  
 jgiaieafjgigaabarnaclebvbfeprimaccomplishment  
 eridianheuakadsflkafkjhafmajesticuiywqadfjeig  
 etantalizinghasdfiuyahboaiknakeiuthgladkngitur  
 hdafeitjgowgaqwrasmugcuhasdfispawningdelk





STUDENT SUPPORT MATERIALS

# Encoding Activity Pages







**Activity Page 1**

Match the word half to create the proper vocabulary word.

or	ods
s	stic
tan	ate
barn	mug
bu	ning
defec	acle
tom c	ll heads
spaw	talizing
maje	igin
de	uth
accomp	stiny
pred	ators
mo	lishment





### 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.

heads	bull
-------	------

i	or	gin
---	----	-----

e	def	cate
---	-----	------

es	tic	maj
----	-----	-----

na	cle	bar
----	-----	-----

cods	tom
------	-----

ti	ny	des
----	----	-----

ing	spawn
-----	-------

tors	pre	da
------	-----	----

ment	ac	plish	com
------	----	-------	-----

tors	pred	a
------	------	---

liz	ing	ta	tan
-----	-----	----	-----







### Activity Page 3

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

___igi__	___om co___
de___ca___	spa___in_
maj___ic	ac___mpli___ment
m___th	sm___
bu___hea___	de___iny
p___da___s	tant___iz___
___nacle	



A decorative border at the top of the page features a row of pearls. Above the pearls, the letters 'B', 'L', 'L', 'L', 'L' are visible, rendered in a light blue, diamond-encrusted font.

STUDENT SUPPORT MATERIALS

# Basic Writing

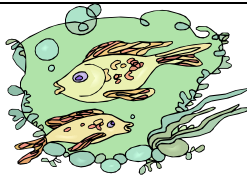
A decorative border below the title features a row of pearls. Below the pearls, the letters 'N', 'U', 'T', 'U', 'V', 'W', 'Z', 'O', 'T', 'E', '7', '8' are visible, rendered in a light blue, diamond-encrusted font.















STUDENT SUPPORT MATERIALS

# Creative Writing







Write a complete sentence containing the vocabulary.

bull head

---

barnacle

---

mouth

---

tantalizing

---

tom cod

---

destiny

---

defecate

---

majestic

---

spawning

---

accomplishment

---

origin

---





smug

---

predator

---







STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations







origin







tantalizing









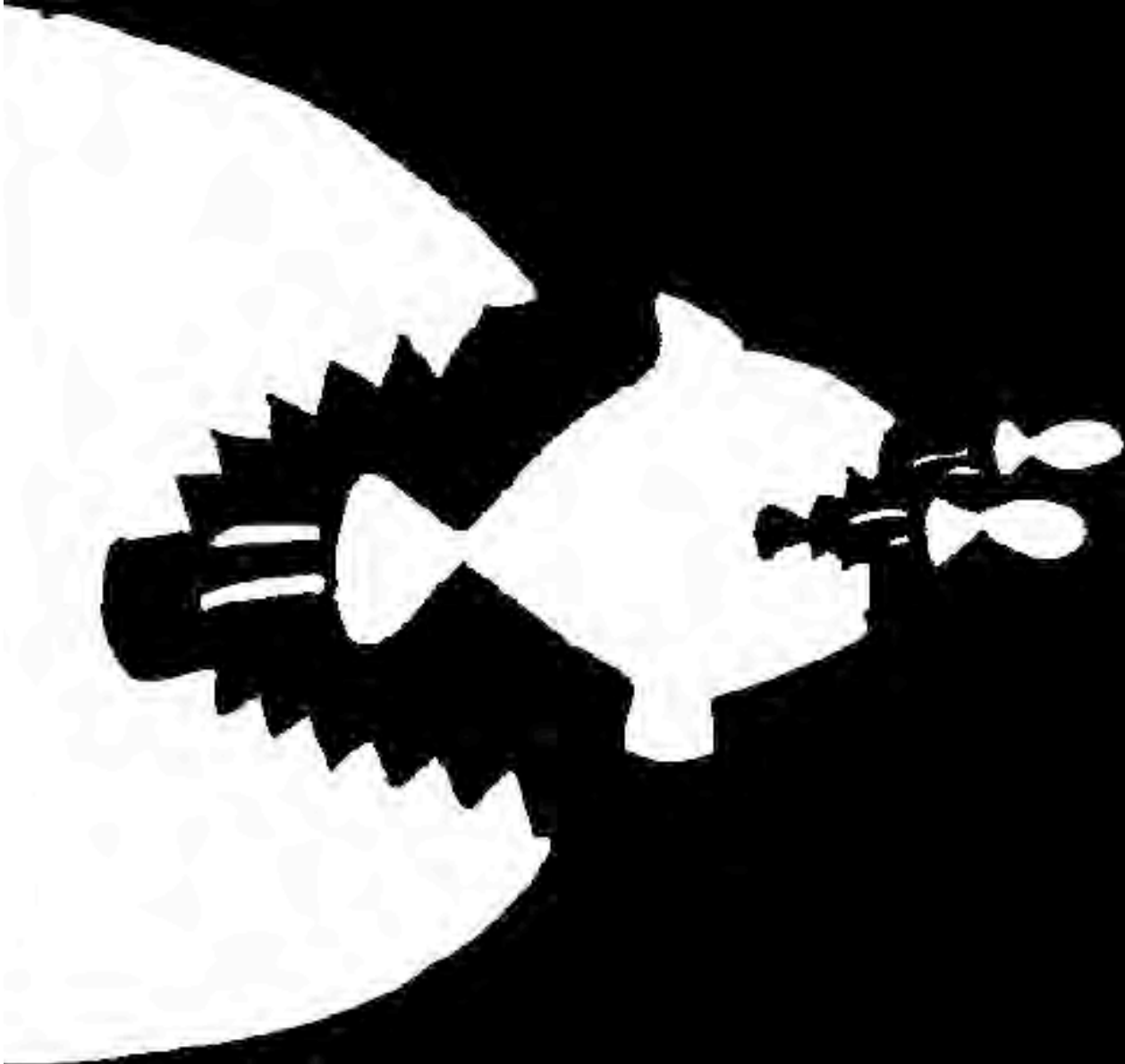
majestic







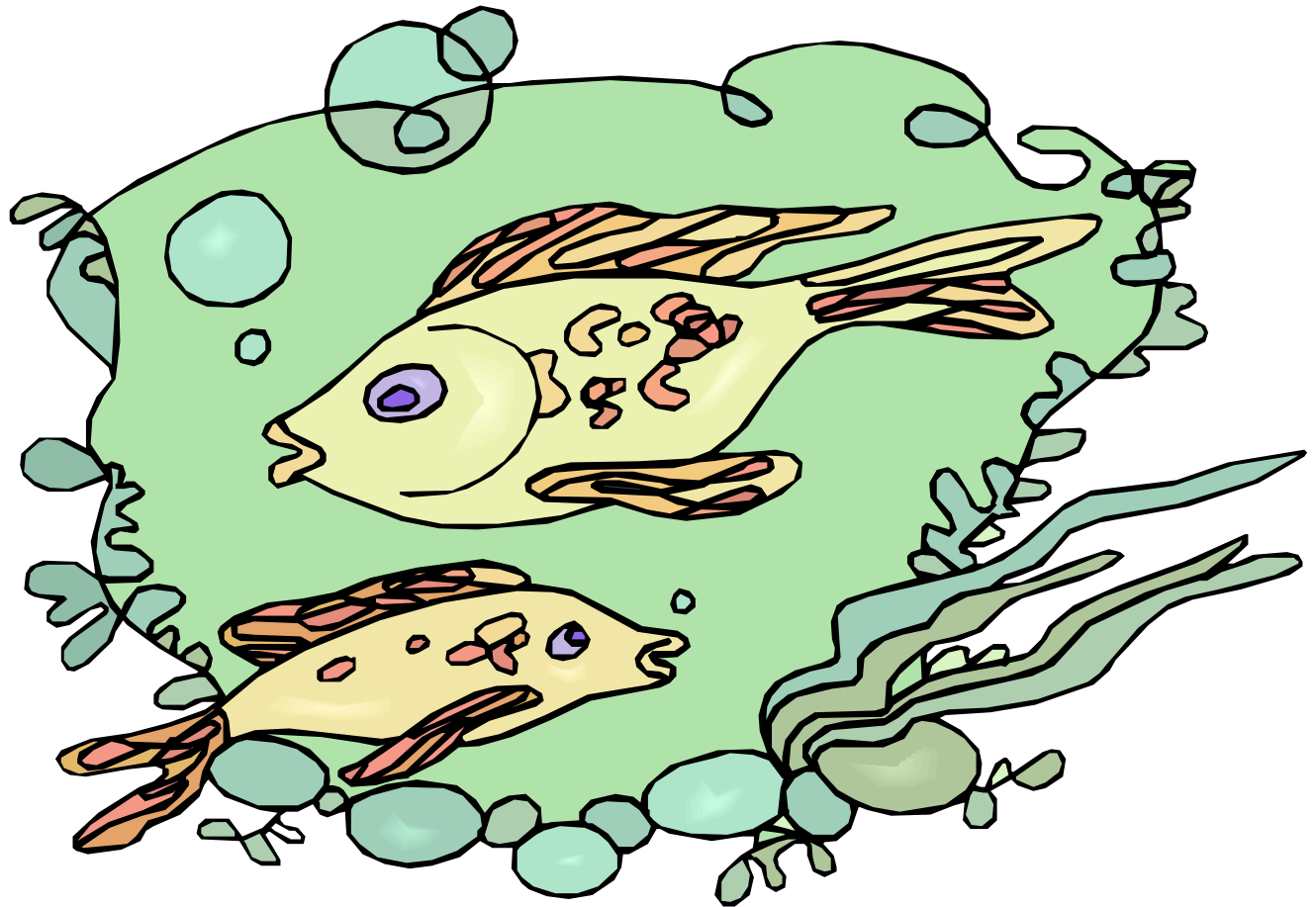
Predator







spawning









bull head

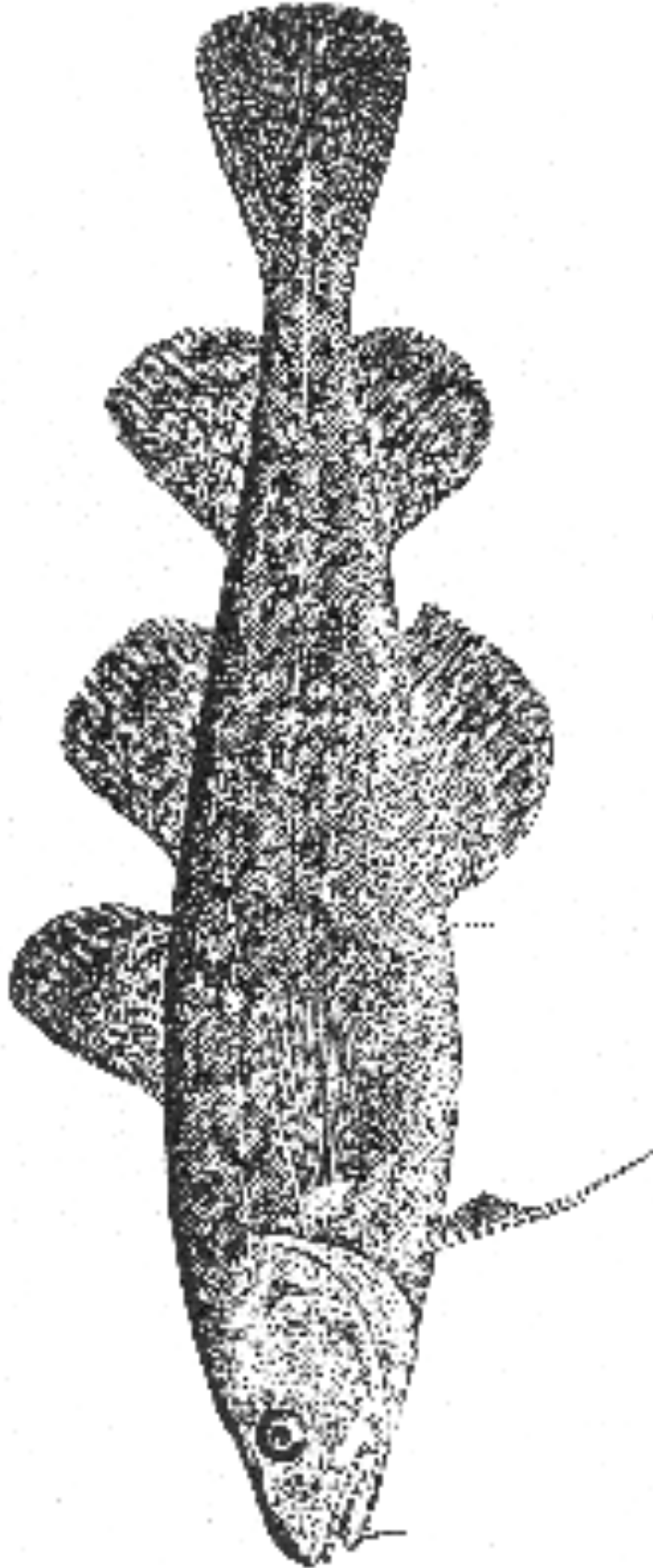


illustration by Ted Walke





tom cod

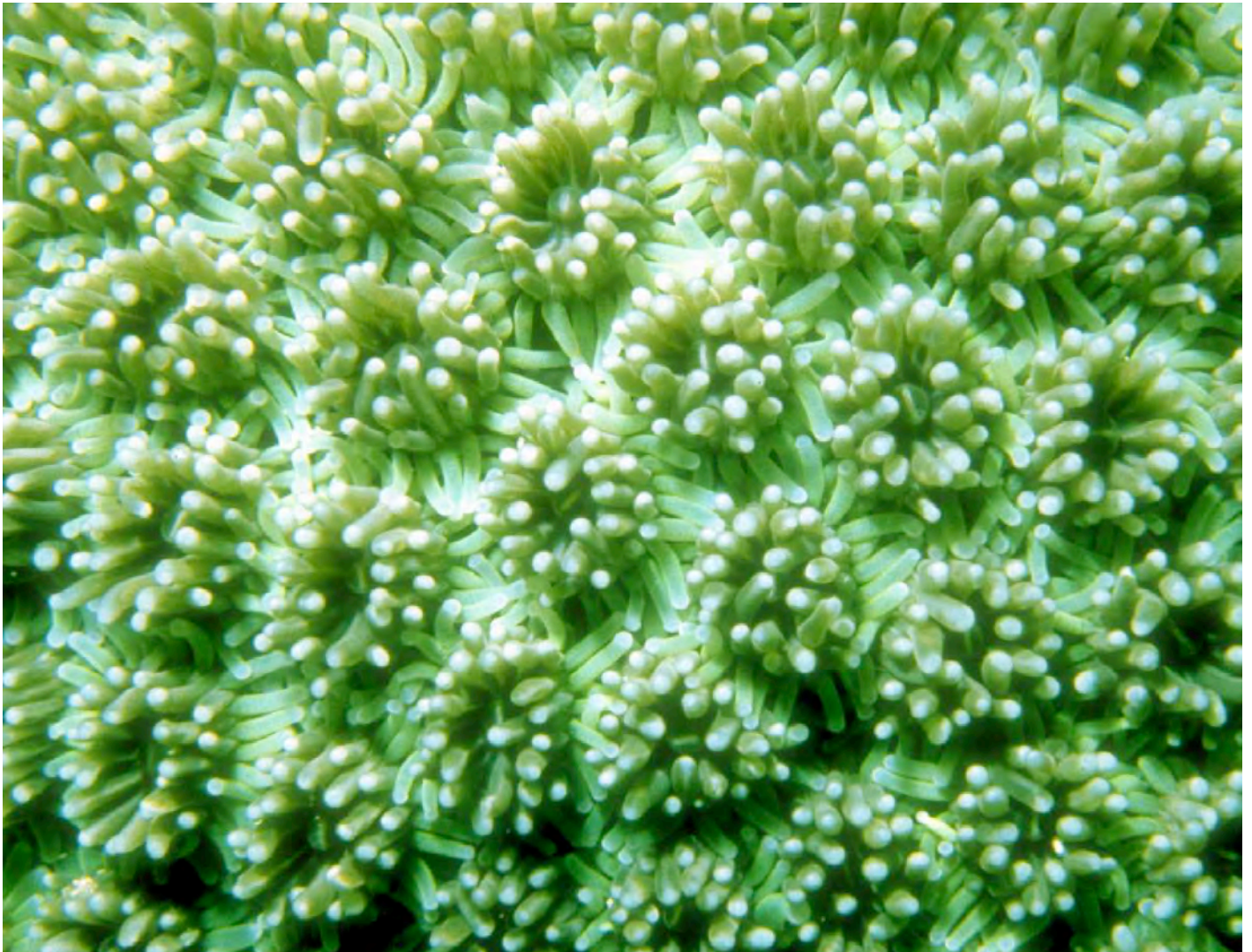








barnacle









smug







defecate







mouth









accomplishment







destiny









STUDENT SUPPORT MATERIALS

# Word Wall









origin

tantatalizing





majestic

predator



spawning

bull head





tom cod

barnacle





smug

defecate



mouth

accomplishment





# destiny





# Story





## Raven the Rock and the King Salmon

by David Katzeek

Long ago a story is told about how Raven was hungry for king salmon. He thought and thought about how he might catch the salmon. He knew what he did not have.

He knew he did not have paws like a bear, or claws like an eagle, or teeth like a seal or sea lion but he also knew what he had. He had his mind. So he thought and thought about it until he figured out what he would do because he had seen the king salmon surface so many times at the **mouth** of the river, the **origin** of the king salmon.

One day when he was walking along the shore he spotted a huge beautiful silver colored king salmon surface in the sunlight. He thought...“oh how good it would be to have that salmon for a meal!” The sunlight sparkled off the silver scales -- it was so **tantalizing** he could not help himself.

He hollered out, “hey my friend, how **majestic** you look this morning. The sun is reflecting off of you like the millions of stars in the sky,” he said. “You are big and very good looking my friend!”

The King Salmon stopped. He had never heard anyone call him “friend”. All he ever knew was all the **predators** trying to feed off of him. Many of his brothers and sisters died from the seagulls in the river, the Dolly Varden trout, the cutthroat trout and other birds in their **spawning** area.

He saw his friends die at the **mouths** of the trout at the **mouth** of the river, the **bull heads**, the **tom cods** and other sea birds when they were leaving to go to the great ocean, and how they were at the mercy of the seals, sea lions, salmon sharks, killer whales and other sea creatures that fed off of them.

So when he hears someone call him friend he had to stop, he had to listen, he became curious, No one had ever called him good looking. It felt good! He was nearing home and what a way to be greeted he thought.

Then the Raven said, “but do you know what this rock with seaweed hair and **barnacle** covered face said about you? He said you were stupid, you were dumb because you think you are the strongest King Salmon and you will produce many more like you but you will die and your rotting flesh will smell up the river valley. You will still die and those things that were after you when you were little will feast on you and become fat. So don’t be too **smug** about your **accomplishment**.”

The King Salmon got mad and said, “who does that ugly rock thinks he is. He has only stayed one place all his entire life. He has never gone anywhere, he has never seen what I have seen and has not even grown for the number of years that he has been in that place. In fact all he is good for is for seaweed to grow on and **barnacles** and a place for the birds to land and **defecate** on. Who does he think he is?”



The King Salmon got so angry that he decided to charge the rock and give it a beating it had never experienced. “I’ll show him,” he raged. “I’ll make him wish he never said what he said!”

The King Salmon began to beat himself on the rock. He beat the rock until he knocked himself out. The tide went out and the King Salmon did not reach its **destiny**. It was eaten by the Raven which is another story in itself.

The above story is a story that belongs to the T’ak̄deintann/Raven Clan. This story was told to David G Katzeek by James Klanott, Lukaas.ádi/Raven/Sockeye Clan of Haines, AK.





# Story with Closure





## Raven the Rock and the King Salmon by David Katzeek

Long ago a story is told about how Raven was hungry for king salmon. He thought and thought about how he might catch the salmon. He knew what he did not have.

He knew he did not have paws like a bear, or claws like an eagle, or teeth like a seal or sea lion but he also knew what he had. He had his mind. So he thought and thought about it until he figured out what he would do because he had seen the king salmon surface so many times at the mouth of the river, the \_\_\_\_\_ of the king salmon.

One day when he was walking along the shore he spotted a huge beautiful silver colored king salmon surface in the sunlight. He thought...“oh how good it would be to have that salmon for a meal!” The sunlight sparkled off the silver scales -- it was so \_\_\_\_\_ he could not help himself.

He hollered out, “hey my friend, how \_\_\_\_\_ you look this morning. The sun is reflecting off of you like the millions of stars in the sky,” he said. “You are big and very good looking my friend!”

The King Salmon stopped. He had never heard anyone call him “friend”. All he ever knew was all the \_\_\_\_\_ trying to feed off of him. Many of his brothers and sisters died from the seagulls in the river, the Dolly Varden trout, the cutthroat trout and other birds in their \_\_\_\_\_ area.

He saw his friends die at the mouths of the trout at the mouth of the river, the \_\_\_\_\_, the \_\_\_\_\_ and other sea birds when they were leaving to go to the great ocean, and how they were at the mercy of the seals, sea lions, salmon sharks, killer whales and other sea creatures that fed off of them.

So when he hears someone call him friend he had to stop, he had to listen, he became curious, No one had ever called him good looking. It felt good! He was nearing home and what a way to be greeted he thought.

Then the Raven said, “but do you know what this rock with seaweed hair and \_\_\_\_\_ covered face said about you? He said you were stupid, you were dumb because you think you are the strongest King Salmon and you will produce many more like you but you will die and your rotting flesh will smell up the river valley. You will still die and those things that were after you when you were little will feast on you and become fat. So don’t be too \_\_\_\_\_ about your \_\_\_\_\_.”

The King Salmon got mad and said, “who does that ugly rock thinks he is. He has only stayed one place all his entire life. He has never gone anywhere, he has never seen what I have seen and has not even grown for the number of years that he has been in that place. In fact all he is good for is for seaweed to grow on and \_\_\_\_\_ and a place for the birds to land and \_\_\_\_\_ on. Who does he think he is?”





The King Salmon got so angry that he decided to charge the rock and give it a beating it had never experienced. “I’ll show him,” he raged. “I’ll make him wish he never said what he said!”

The King Salmon began to beat himself on the rock. He beat the rock until he knocked himself out. The tide went out and the King Salmon did not reach its \_\_\_\_\_. It was eaten by the Raven which is another story in itself.

The above story is a story that belongs to the T’akdeintann/Raven Clan. This story was told to David G Katzeek by James Klanott, Lukaas.ádi/Raven/Sockeye Clan of Haines, AK.



## Student Story





## **Raven the Rock and the King Salmon** by David Katzeek

Long ago a story is told about how Raven was hungry for king salmon. He thought and thought about how he might catch the salmon. He knew what he did not have.

He knew he did not have paws like a bear, or claws like an eagle, or teeth like a seal or sea lion but he also knew what he had. He had his mind. So he thought and thought about it until he figured out what he would do because he had seen the king salmon surface so many times at the mouth of the river, the origin of the king salmon.

One day when he was walking along the shore he spotted a huge beautiful silver colored king salmon surface in the sunlight. He thought...“oh how good it would be to have that salmon for a meal!” The sunlight sparkled off the silver scales -- it was so tantalizing he could not help himself.

He hollered out, “hey my friend, how majestic you look this morning. The sun is reflecting off of you like the millions of stars in the sky,” he said. “You are big and very good looking my friend!”

The King Salmon stopped. He had never heard anyone call him “friend”. All he ever knew was all the predators trying to feed off of him. Many of his brothers and sisters died from the seagulls in the river, the Dolly Varden trout, the cutthroat trout and other birds in their spawning area.

He saw his friends die at the mouths of the trout at the mouth of the river, the bull heads, the tom cods and other sea birds when they were leaving to go to the great ocean, and how they were at the mercy of the seals, sea lions, salmon sharks, killer whales and other sea creatures that fed off of them.

So when he hears someone call him friend he had to stop, he had to listen, he became curious, No one had ever called him good looking. It felt good! He was nearing home and what a way to be greeted he thought.

Then the Raven said, “but do you know what this rock with seaweed hair and barnacle covered face said about you? He said you were stupid, you were dumb because you think you are the strongest King Salmon and you will produce many more like you but you will die and your rotting flesh will smell up the river valley. You will still die and those things that were after you when you were little will feast on you and become fat. So don’t be too smug about your accomplishment.”

The King Salmon got mad and said, “who does that ugly rock thinks he is. He has only stayed one place all his entire life. He has never gone anywhere, he has never seen what I have seen and has not even grown for the number of years that he has been in that place. In fact all he is good for is for seaweed to grow on and barnacles and a place for the birds to land and defecate on. Who does he think he is?”



The King Salmon got so angry that he decided to charge the rock and give it a beating it had never experienced. “I’ll show him,” he raged. “I’ll make him wish he never said what he said!”

The King Salmon began to beat himself on the rock. He beat the rock until he knocked himself out. The tide went out and the King Salmon did not reach its destiny. It was eaten by the Raven which is another story in itself.

The above story is a story that belongs to the T’akdeintann/Raven Clan. This story was told to David G Katzeek by James Klanott, Lukaas.ádi/Raven/Sockeye Clan of Haines, AK.





The image features a decorative border at the top and bottom consisting of a row of pearls. The background is white with large, light blue diamond-encrusted letters scattered across it. The word "Assessment" is written in white on a red background in the center.

# Assessment







## Raven the Rock and the King Salmon Quiz

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

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

### Word Bank

majestic

origin

predators

spawning

tantalizing

- 1) The Raven was always so hungry that he looked for the King Salmon at the mouth of the river, where the fish could be found in its \_\_\_\_\_ or source.
- 2) The king salmon looked so \_\_\_\_\_ and desirable, he had to try and catch it.
- 3) The king salmon looked very \_\_\_\_\_, impressively grand with the "sun reflecting off him like the millions of stars in the sky."
- 4) The King Salmon was always worried about his \_\_\_\_\_, other animals like the bear, living off the bodies of fish and other animals by killing and eating them.
- 5) King Salmon was always very careful when he was in the \_\_\_\_\_ area, where the different fish lay their eggs to be fertilized, because seagulls feed off eggs.

**Word Scramble: Unscramble the words below. Write the correct word in the space following the statement that defines the scrambled word.**

- 6) clebranas: small saltwater crustaceans with feathery outgrowths which fasten to rocks or the bottom of ships \_\_\_\_\_
- 7) docmot: resembles a small cod, that it can be mistaken for one. \_\_\_\_\_
- 8) sningaps: to deposit or fertilize eggs \_\_\_\_\_
- 9) teacfeed: to expel feces from the bowels \_\_\_\_\_
- 10) llubdsaeh: any of various fish with large heads \_\_\_\_\_

**Word Completion: Complete the spelling of the words in each item below. Use the definition to help determine the key vocabulary word.**



- 11) \_\_\_ O \_\_\_ T H. The place where a stream enters a larger body of water. \_\_\_\_\_
- 12) D \_\_\_ S \_\_\_ I N \_\_\_. something to which a person or thing is destined. \_\_\_\_\_
- 13) S \_\_\_ U G. Highly satisfied with oneself. \_\_\_\_\_
- 14) A C \_\_\_ PL \_\_\_ S H \_\_\_ E \_\_\_ T. Something brought to a successful finish. \_\_\_\_\_





### Raven the Rock and the King Salmon Quiz

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

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

#### Word Bank

majestic

origin

predators

spawning

tantalizing

- 1) The Raven was always so hungry that he looked for the King Salmon at the mouth of the river, where the fish could be found in its origin or source.
- 2) The king salmon looked so tantalizing and desirable, he had to try and catch it.
- 3) The king salmon looked very majestic, impressively grand with the "sun reflecting off him like the millions of stars in the sky."
- 4) The King Salmon was always worried about his predators, other animals like the bear, living off the bodies of fish and other animals by killing and eating them.
- 5) King Salmon was always very careful when he was in the spawning area, where the different fish lay their eggs to be fertilized, because seagulls feed off eggs.

**Word Scramble: Unscramble the words below. Write the correct word in the space following the statement that defines the scrambled word.**

- 6) clebranas: small saltwater crustaceans with feathery outgrowths which fasten to rocks or the bottom of ships barnacles
- 7) docmot: resembles a small cod, that it can be mistaken for one. tom cod
- 8) sningaps: to deposit or fertilize eggs spawning
- 9) teacfeed: to expel feces from the bowels defecate
- 10) llubdsaeh: any of various fish with large heads bull head



**Word Completion: Complete the spelling of the words in each item below. Use the definition to help determine the key vocabulary word.**

- 11) \_\_\_ O \_\_\_ T H. The place where a stream enters a larger body of water. mouth
- 12) D \_\_\_ S \_\_\_ I N \_\_\_. something to which a person or thing is destined. destiny
- 13) S \_\_\_ U G. Highly satisfied with oneself. smug
- 14) A C \_\_\_ \_\_\_ P L \_\_\_ S H \_\_\_ E \_\_\_ T. Something brought to a successful finish. accomplishment







# The Coming of the First White Man

*as told by George Betts*



Sealaska Heritage Institute









# Alaska State Literature Standards Used in the Process

## The Coming of the First White Man

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

Deserted		to withdraw from
Mast		a long pole that rises from the bottom of a ship or boat and supports the sails and rigging
Hellebore		a poisonous herb related to the lilies; <i>also</i> its dried root or a product of this containing chemical substances used in medicine and insecticides
Stalks		a plant stem especially of a plant that is not woody
Aboard		on, onto, or within a vehicle (as a car, ship, or airplane)
Beckoned		to call or signal to a person usually by a wave or nod
Galley		the kitchen, especially of a ship or airplane
Ashore		on or to the shore





# Order of Operations

## 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. One to Five - Put the vocabulary illustrations on the board. Point to one of the illustrations. Then, say 5 vocabulary words, using one correct word. Student should hold up the number of fingers that correlate to the position of the word you said.

2. Locomotive - Pick four words and mount on each of the four walls. Have students stand in a line with hands on shoulders of student in front of him/her. When they hear one of the words on the walls, step in that direction- staying in the train.

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. Hand Tag - Students sit in a circle with their hands flat on the floor in front of them. Teacher stands in center of the circle with a flashlight. Then, using the flashlight, try to tag a student's hand. Students may jerk their hands out of the circle. When a student is tagged, with the flashlight, he or she must name a vocabulary illustration that you show.

2. Road Maze - Using two toy cars with remotes, students compete to drive to the vocabulary illustrations and say the word.

### LISTENING COMPREHENSION

1. Half Match - Photocopy illustrations. Cut illustrations in half. Give ½ to each student. Teacher says the definition of a word. Students who have the correct halves should show their halves.

2.

### CREATIVE SPEAKING

1. Tissue Drop - Mount illustrations on the board. Toss a piece of tissue paper in the air. Students should laugh as hard as they can until the tissue hits the ground. When the tissue lands, the students should stop laughing immediately. The first student to laugh after the tissue paper hits the floor must say a complete sentence using the picture that you point to.





# Basic Reading

## **BASIC READING**

### Sight Recognition

1. Funny Face - Have 2 students stand, facing one another. First student to laugh must identify the sight word I show.
2. Use the Activity Pages from the Student Support Materials.

## **READING COMPREHENSION**

1. Cloze Fun - Students get a sheet of cloze sentences and a sheet of words. Cut out DLP words and glue into correct sentence.
2. Run-on Paragraph - Prior to the activity, prepare a paragraph related to the concept being taught. However, leave no spaces between the words and include no punctuation. Provide each student with a copy of the paragraph. They must circle the individual sentences in the run on paragraph and add the necessary punctuation.
3. Use the Activity Pages from the Student Support Materials.

## **BASIC WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Write one definition for each word. The students should read the definitions and then write the word for them.

## **CREATIVE WRITING**

1. Use the Activity Pages from the Student Support Materials.
2. Have the students sit side-by-side. Give the first student a sheet of paper and a marker. The student should write the first word of a sentence, e.g., "The." The next student must then add a word, e.g., "deserted,"- keep going in this way until a complete sentence has been created, using as many of the words from this story as possible.







STUDENT SUPPORT MATERIALS

# Basic Listening Activity Page

## Mini Illustrations













STUDENT SUPPORT MATERIALS

# Sight Recognition Activity Pages









Highlight/circle the correct word to match the picture.



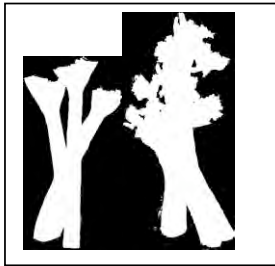
deserted  
mast  
hellebore  
stalks  
aboard  
beckoned  
galley  
ashore



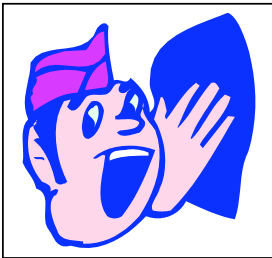
deserted  
mast  
hellebore  
stalks  
aboard  
beckoned  
galley  
ashore



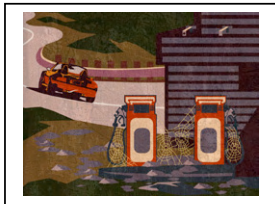
deserted  
mast  
hellebore  
stalks  
aboard  
beckoned  
galley  
ashore



deserted  
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hellebore  
stalks  
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deserted  
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stalks  
aboard  
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stalks  
aboard  
beckoned  
galley  
ashore





hellebore  
stalks  
ashore

mast  
deserted

galley  
aboard  
beckoned

ajdujdbtueqioerhlkajbdfaehelleborebgbvhceialdk  
mpqoaldesertedlqpiopqwertyuiopasdfgaboardas  
klhvsvflkeghqlcibeckonedklabyaabycnhgystalks  
bxczcvjkjhasdfjkqcliwawiuyqweqweyhiuytoiuw  
ertyuqwerkljahsdfbjbasdfkacnashoreiruyadsfjkg  
estalksroiqwopurpqkjasdeadgbeckonedmkbasdf  
kjhgalleyweriouequatoryaqkljhzabasdaboardhas  
dfiuqyekldesertedjhadsfkhwerkfjeijhadslmastefa  
galleybvbfepriemeridianheuakadsflkasjdfhaiuwer  
lkdfkjhafhelleboreiuywqadfjeigemasthasdfiuya  
hboaiknakeiuthgladkngiturhdafaeitjgowgaqwraa  
shorecuhasdfidelk





hellebore  
stalks  
ashore

Mast  
Deserted

galley  
aboard  
beckoned

ajdujdbtueqioerhlkajbdfae**hellebore**bgbvhceialdk  
mpqoal**deserted**lqpiopqwertyuiopasdfg**aboard**as  
klhvsdfkqghqlci**beckoned**klabyaabycnhgy**stalks**  
bxczcvjkjhasdfjkqcliwawiuyqweqweyhiuytoiuw  
ertyuqwerkljahsdfbjbasdfkacn**ashore**iruyadsfjkg  
e**stalks**roiqwopurpqkjasdeadg**beckoned**mkbasdf  
kjh**galley**weriouequatoryaqkljhzabas**aboard**has  
dfiuqyekl**deserted**jhadsfkhwerkfjeijhadsl**mast**efa  
**galley**bvbfepimeridianheuakadsflkasjdfhaiuwer  
lkdfkjhaf**hellebore**iuywqadfjeigem**ast**hasdfiuya  
hboaiknakeiuthgladkngiturhdafaeitjgasdfowgaq  
wra**ashore**cuhasdfidelk







STUDENT SUPPORT MATERIALS

# Encoding Activity Pages









**Activity Page 1**

Match the word half to create the proper vocabulary word.

des

lks

helle

st

sta

oard

ab

y

becko

erted

galle

ore

ma

ned

ash

bore





### 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.

shore	a
-------	---

ed	de	sert
----	----	------

oned	beck
------	------

ley	gal
-----	-----

board	a
-------	---

le	hel	bore
----	-----	------



**Activity Page 3**

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

a___ore	st___s
be__k___ed	ga__ey
a___ore	ma___
he__e__ore	ab___rd



A decorative border at the top of the page features a row of pearls. Above the pearls, the letters 'B', 'L', 'L', and 'L' are visible, rendered in a light blue, diamond-encrusted font.

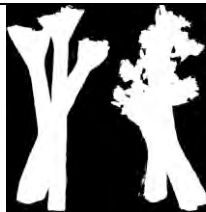
STUDENT SUPPORT MATERIALS

# Basic Writing

A decorative border below the title features a row of pearls. Below the pearls, the letters 'N', 'U', 'T', 'U', 'V', 'W', 'Z', 'O', 'T', 'E', and '7' are visible, rendered in a light blue, diamond-encrusted font.











STUDENT SUPPORT MATERIALS

# Creative Writing







Write a complete sentence containing the vocabulary.

aboard

---

galley

---

mast

---

beckoned

---

hellebore

---

deserted

---

ashore

---

stalks

---





The image features a decorative border at the top and bottom consisting of a row of pearls. The background is white with large, diamond-encrusted letters scattered across it. The letters are in various orientations and sizes, creating a pattern. The text is centered on a red background.

STUDENT SUPPORT MATERIALS

# Large Vocabulary Illustrations







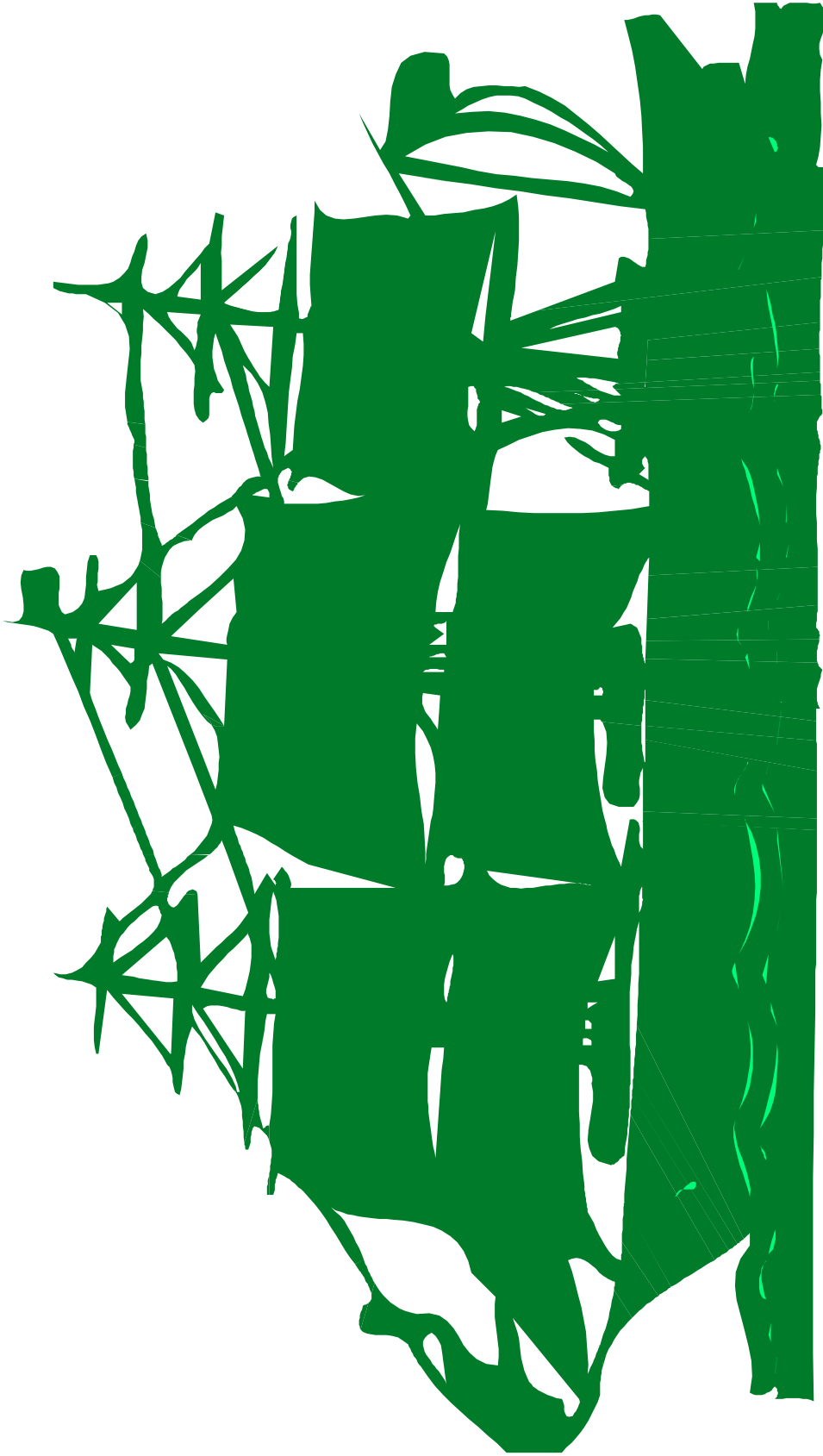
deserted







mast









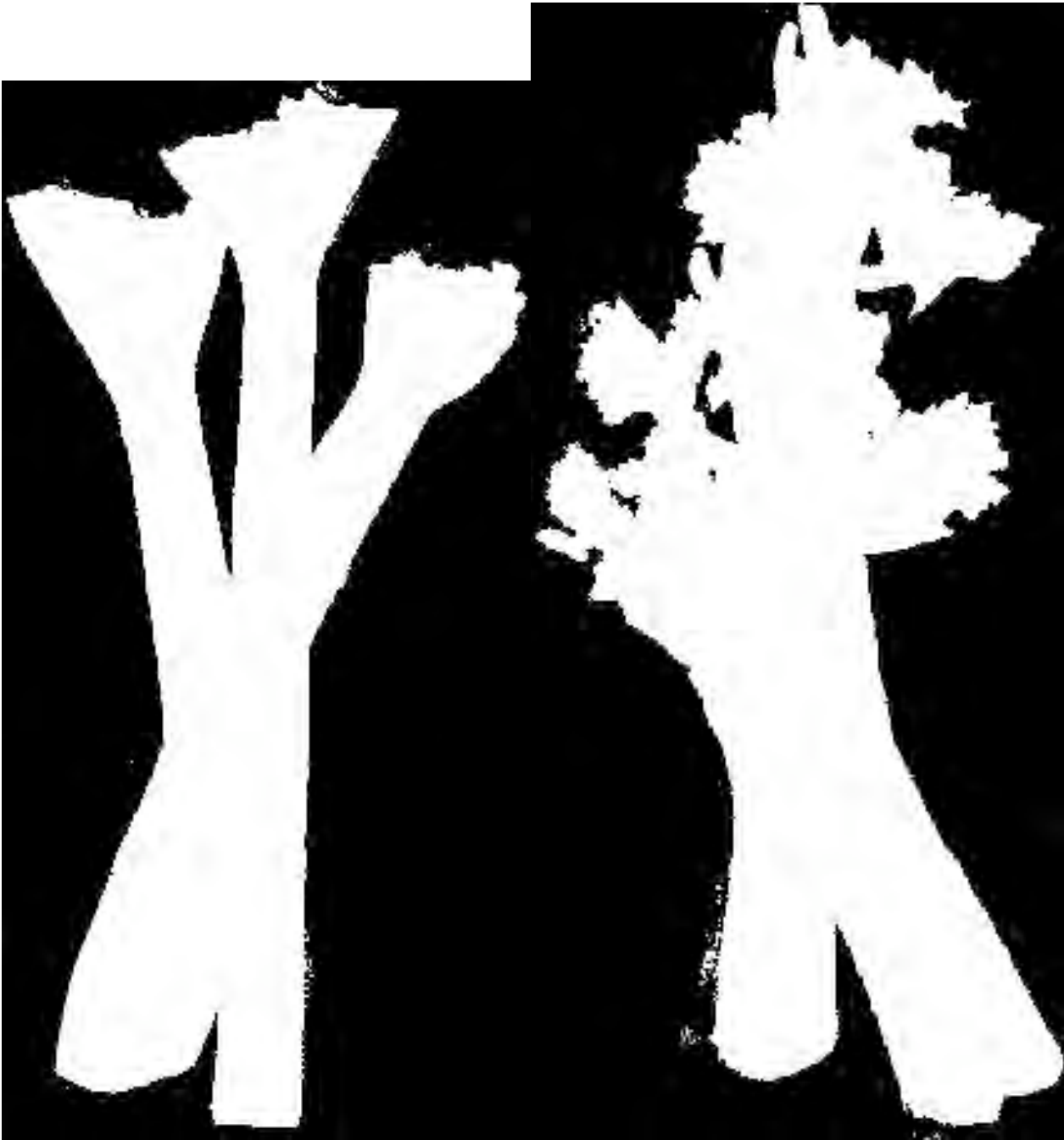
hellebore







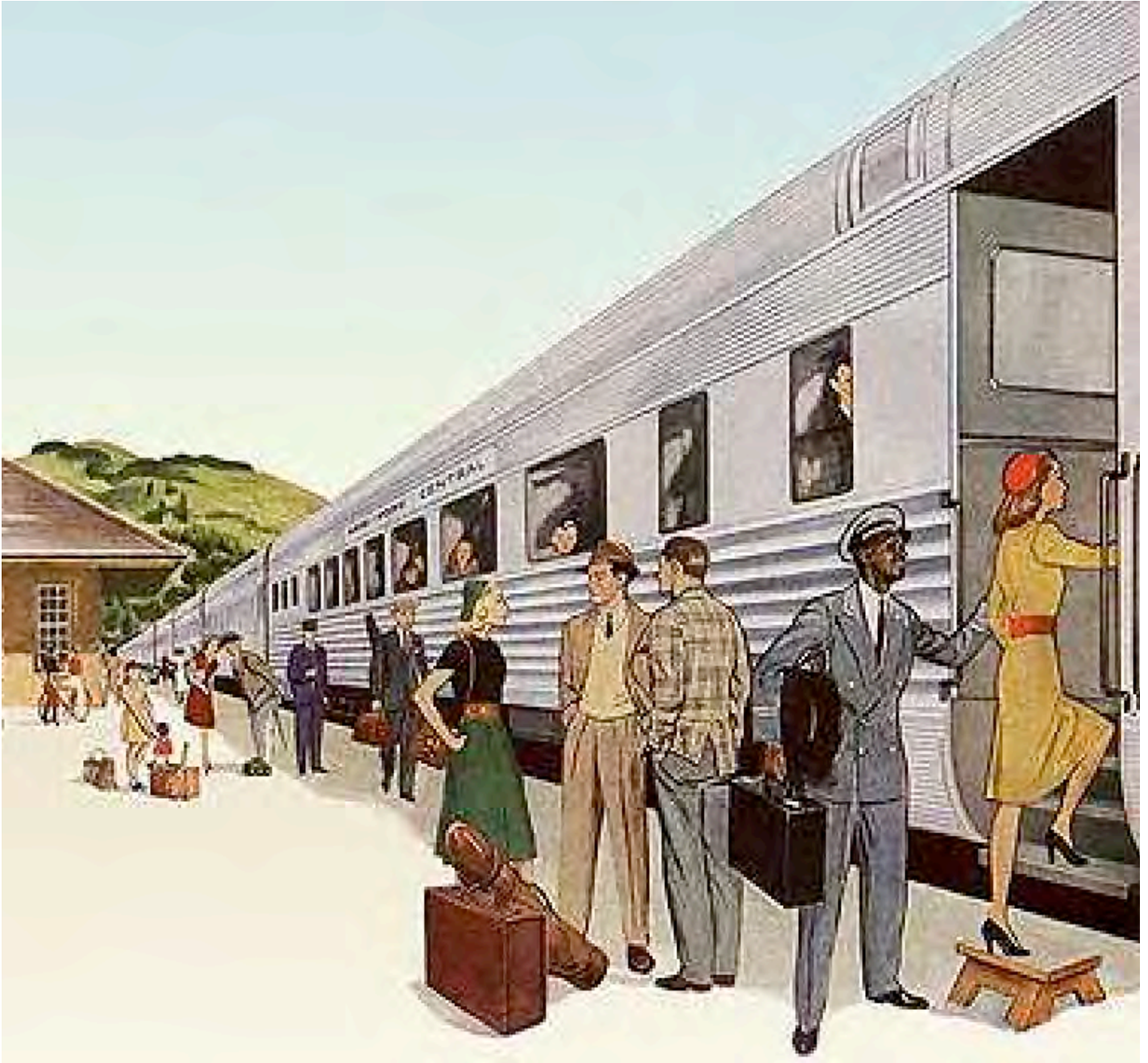
stalks







aboard









beckoned







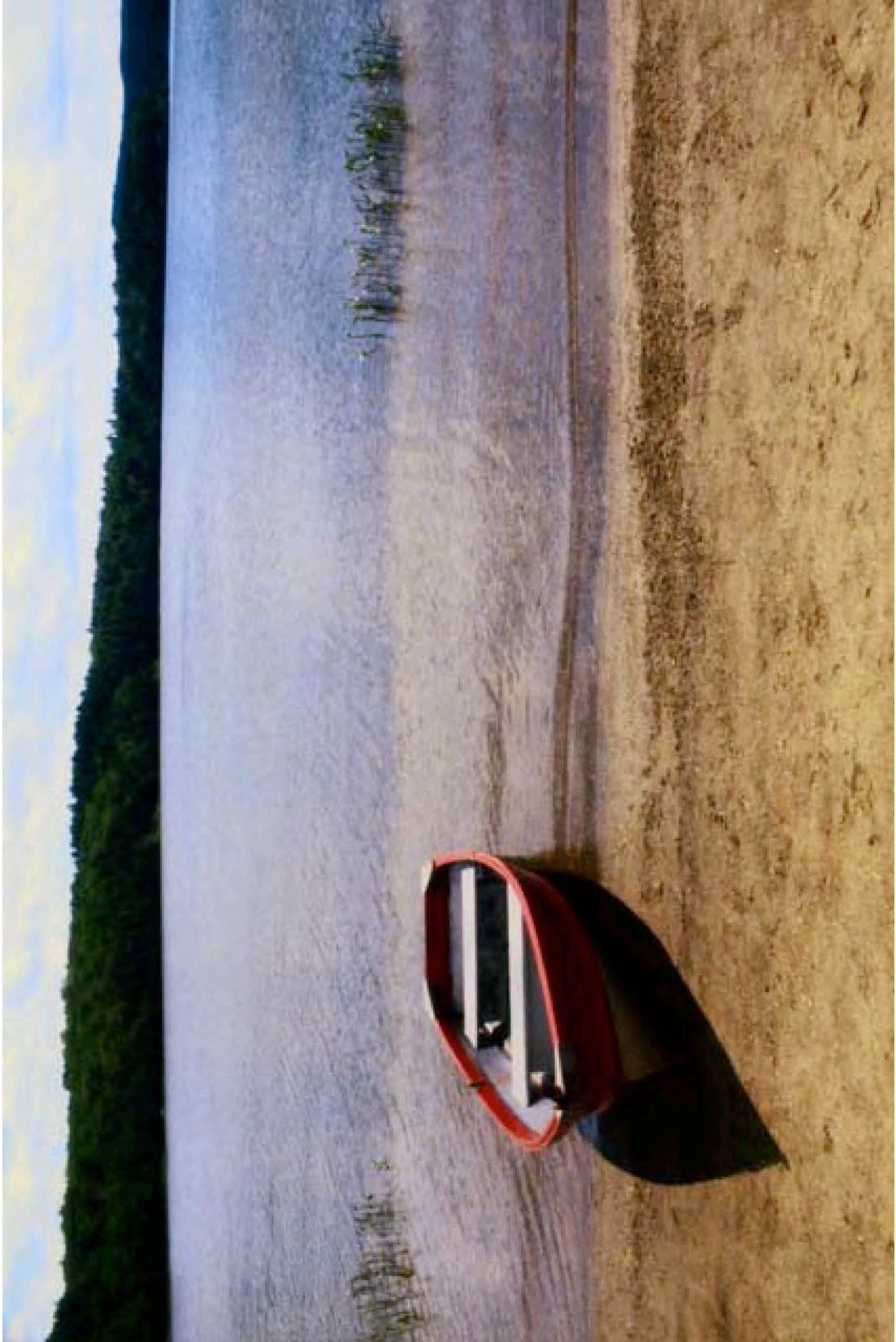
galley







ashore









STUDENT SUPPORT MATERIALS

# Word Wall







deserted

mast



helleboore

stalks



aboard

beckoned



galley

ashore





# Story





## The Coming of the First White Man

told by George R. Betts

People lived in Lituya Bay  
loooong ago.  
Smoke houses and other houses were there.  
There was a **deserted** place called Lituya Bay before  
the white man migrated in from the sea.  
At one point one morning  
a person went outside.  
Then there was a white object that could be seen  
way out on the sea  
bouncing on the waves  
and rocked by the waves.  
At one point it was coming closer to the people.  
“What’s that?”  
“What’s that, what’s that?”  
“It’s something different!”  
“It’s something different!”  
“Is it Raven?”  
“Maybe that’s what it is.”  
“I think that’s what it is --  
Raven who created the world.  
He said he would come back again.”  
Some dangerous thing was happening.  
(Lituya Bay  
Is like a lake.  
There was a current;  
salt water flowed in when the tide was coming in.  
But when the tide was going out  
the seas water would also drain out.)  
So the thing went right on in with the flood tide.  
Then the people of the village ran scared right  
into the forest,  
all of them;  
the children too,  
were taken to the forest.  
They watched from the forest.  
At one point  
they heard strange sounds.  
Actually it was the anchor that was thrown in  
the water.  
“Don’t look at it!”  
they told the children.  
“Don’t look at it!”

If you look at it, you’ll turn to stone.  
That’s Raven, he’s come by boat.”  
“Oh! People are running around on it!”  
Things are moving around on it.  
Actually it was the sailors climbing around the  
**mast**.  
At one point after they had watched for a  
loooong time,  
they took blue **hellebore**  
and broke the **stalks**,  
blue **hellebore**.  
They poked holes though them  
so that they wouldn’t turn to stone;  
they watched through them.  
When no one turned to stone while watching,  
someone said,  
“Let’s go out there.  
We’ll go out there.”  
“What’s that?”  
Then there were two young men;  
from the woods a canoe  
(the kind of canoe called “**seet**”)  
was pulled down to the beach.  
They quickly went **aboard**.  
They quickly went out to it, paddled out to it.  
When they got out to it,  
a rope ladder was lowered.  
Then they were **beckoned** to go **aboard**,  
they were **beckoned** over by the crewmen’s fingers,  
the crewmen’s fingers.  
Then they went up there.  
They examined it; they had not seen anything  
like it.  
Actually it was a huge sail boat.  
When the crew took them inside the cabin,  
they saw --  
they saw themselves.  
Actually it was a huge mirror inside there,  
a huge mirror.  
They gave this name then,  
to the thing an image of people could be seen on.  
Then they were taken to the cook’s **galley**.  
There they were given food.  
Worms were cooked for them,  
worms.  
They stared at it.



White sand also.  
 White sand  
 was put in front of them.  
 Then they spooned this white sand into the rice.  
 Actually it was sugar.  
 What they thought were worms, was rice.  
 This was what they had just been staring at.  
 At what point was it one of them took  
     a spoonful?  
 “Hey! Look!  
 Go ahead! Taste it!”  
 So the other took a spoonful.  
 Just as he did, he said “This is good food,  
 these worms,  
 maggots,  
 this is good food.”  
 After they were fed all kinds of food,  
 then they were given alcohol  
 alcohol  
 perhaps it was brandy.  
 Then they began to feel very strange.  
 Never before.....  
 “Why am I beginning to feel this way?  
 Look! I’m beginning to feel strange!”  
 And “I’m beginning to feel happiness  
     settling through my body too”  
 they said.  
 After they had taken them through the whole ship,  
 they took them to the railing.  
 They gave them some things.  
 Rice  
 and sugar  
 and pilot bred  
 were given to them to take along.  
 They were told how to cook them.  
 Now I wonder what it was cooked on.  
 You know, people didn’t have pots then....  
 There was no cooking pot for it.  
 When they got ashore  
 they told everyone:  
 “There are many people in there.  
 Strange things are in there too.  
 A box of our images,  
 this looking glass,  
 a box of our images;  
 we could just see ourselves.

Next  
 they cooked maggots for us to eat.”  
 They told everything.  
 After that,  
 they all went out on their canoes.  
 This was the very first time the white man came  
     ashore,  
 through Lituya Bay;  
 Ltu.áa is called Lituya Bay  
 in Alaska.  
 Well! This is all of my story.



# Story with Closure





## The Coming of the First White Man told by George R. Betts

People lived in Lituya Bay  
 loooong ago.  
 Smoke houses and other houses were there.  
 There was a \_\_\_\_\_ place called Lituya Bay before  
 the white man migrated in from the sea.  
 At one point one morning  
 a person went outside.  
 Then there was a white object that could be seen  
 way out on the sea  
 bouncing on the waves  
 and rocked by the waves.  
 At one point it was coming closer to the people.  
 "What's that?"  
 "What's that, what's that?"  
 "It's something different!"  
 "It's something different!"  
 "Is it Raven?"  
 "Maybe that's what it is."  
 "I think that's what it is --  
 Raven who created the world.  
 He said he would come back again."  
 Some dangerous thing was happening.  
 (Lituya Bay  
 Is like a lake.  
 There was a current;  
 salt water flowed in when the tide was coming in.  
 But when the tide was going out  
 the seas water would also drain out.)  
 So the thing went right on in with the flood tide.  
 Then the people of the village ran scared right  
 into the forest,  
 all of them;  
 the children too,  
 were taken to the forest.  
 They watched from the forest.  
 At one point  
 they heard strange sounds.  
 Actually it was the anchor that was thrown in  
 the water.  
 "Don't look at it!"  
 they told the children.  
 "Don't look at it!"

If you look at it, you'll turn to stone.  
 That's Raven, he's come by boat."  
 "Oh! People are running around on it!"  
 Things are moving around on it.  
 Actually it was the sailors climbing around the  
 \_\_\_\_\_.  
 At one point after they had watched for a  
 loooong time,  
 they took blue \_\_\_\_\_  
 and broke the \_\_\_\_\_,  
 blue \_\_\_\_\_.  
 They poked holes though them  
 so that they wouldn't turn to stone;  
 they watched through them.  
 When no one turned to stone while watching,  
 someone said,  
 "Let's go out there.  
 We'll go out there."  
 "What's that?"  
 Then there were two young men;  
 from the woods a canoe  
 (the kind of canoe called "\_\_\_\_\_")  
 was pulled down to the beach.  
 They quickly went \_\_\_\_\_.  
 They quickly went out to it, paddled out to it.  
 When they got out to it,  
 a rope ladder was lowered.  
 Then they were \_\_\_\_\_ to go \_\_\_\_\_,  
 they were \_\_\_\_\_ over by the crewmen's fingers,  
 the crewmen's fingers.  
 Then they went up there.  
 They examined it; they had not seen anything  
 like it.  
 Actually it was a huge sail boat.  
 When the crew took them inside the cabin,  
 they saw --  
 they saw themselves.  
 Actually it was a huge mirror inside there,  
 a huge mirror.  
 They gave this name then,  
 to the thing an image of people could be seen on.  
 Then they were taken to the cook's \_\_\_\_\_.  
 There they were given food.  
 Worms were cooked for them,  
 worms.  
 They stared at it.



White sand also.  
White sand  
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Then they spooned this white sand into the rice.  
Actually it was sugar.  
What they thought were worms, was rice.  
This was what they had just been staring at.  
At what point was it one of them took  
a spoonful?  
“Hey! Look!  
Go ahead! Taste it!”  
So the other took a spoonful.  
Just as he did, he said “This is good food,  
these worms,  
maggots,  
this is good food.”  
After they were fed all kinds of food,  
then they were given alcohol  
alcohol  
perhaps it was brandy.  
Then they began to feel very strange.  
Never before.....  
“Why am I beginning to feel this way?  
Look! I’m beginning to feel strange!”  
And “I’m beginning to feel happiness  
settling through my body too”  
they said.  
After they had taken them through the whole ship,  
they took them to the railing.  
They gave them some things.  
Rice  
and sugar  
and pilot bred  
were given to them to take along.  
They were told how to cook them.  
Now I wonder what it was cooked on.  
You know, people didn’t have pots then....  
There was no cooking pot for it.  
When they got \_\_\_\_\_  
they told everyone:  
“There are many people in there.  
Strange things are in there too.  
A box of our images,  
this looking glass,  
a box of our images;  
we could just see ourselves.

Next  
they cooked maggots for us to eat.”  
They told everything.  
After that,  
they all went out on their canoes.  
This was the very first time the white man came  
\_\_\_\_\_,  
through Lituya Bay;  
Ltu.áa is called Lituya Bay  
in Alaska.  
Well! This is all of my story.





# Student Story





## The Coming of the First White Man

told by George R. Betts

People lived in Lituya Bay  
looong ago.  
Smoke houses and other houses were there.  
There was a deserted place called Lituya Bay before  
the white man migrated in from the sea.  
At one point one morning  
a person went outside.  
Then there was a white object that could be seen  
way out on the sea  
bouncing on the waves  
and rocked by the waves.  
At one point it was coming closer to the people.  
“What’s that?”  
“What’s that, what’s that?”  
“It’s something different!”  
“It’s something different!”  
“Is it Raven?”  
“Maybe that’s what it is.”  
“I think that’s what it is --  
Raven who created the world.  
He said he would come back again.”  
Some dangerous thing was happening.  
(Lituya Bay  
Is like a lake.  
There was a current;  
salt water flowed in when the tide was coming in.  
But when the tide was going out  
the seas water would also drain out.)  
So the thing went right on in with the flood tide.  
Then the people of the village ran scared right  
into the forest,  
all of them;  
the children too,  
were taken to the forest.  
They watched from the forest.  
At one point  
they heard strange sounds.  
Actually it was the anchor that was thrown in  
the water.  
“Don’t look at it!”  
they told the children.  
“Don’t look at it!”  
If you look at it, you’ll turn to stone.  
That’s Raven, he’s come by boat.”  
“Oh! People are running around on it!”

Things are moving around on it.  
Actually it was the sailors climbing around the  
mast.  
At one point after they had watched for a  
looong time,  
they took blue hellebore  
and broke the stalks,  
blue hellebore.  
They poked holes though them  
so that they wouldn’t turn to stone;  
they watched through them.  
When no one turned to stone while watching,  
someone said,  
“Let’s go out there.  
We’ll go out there.”  
“What’s that?”  
Then there were two young men;  
from the woods a canoe  
(the kind of canoe called “seet”)  
was pulled down to the beach.  
They quickly went aboard.  
They quickly went out to it, paddled out to it.  
When they got out to it,  
a rope ladder was lowered.  
Then they were beckoned to go aboard,  
they were beckoned over by the crewmen’s fingers,  
the crewmen’s fingers.  
Then they went up there.  
They examined it; they had not seen anything  
like it.  
Actually it was a huge sail boat.  
When the crew took them inside the cabin,  
they saw --  
they saw themselves.  
Actually it was a huge mirror inside there,  
a huge mirror.  
They gave this name then,  
to the thing an image of people could be seen on.  
Then they were taken to the cook’s galley.  
There they were given food.  
Worms were cooked for them,  
worms.  
They stared at it.  
White sand also.  
White sand  
was put in front of them.  
Then they spooned this white sand into the rice.  
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 After they were fed all kinds of food,  
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 They were told how to cook them.  
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 You know, people didn’t have pots then....  
 There was no cooking pot for it.  
 When they got ashore  
 they told everyone:  
 “There are many people in there.  
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 A box of our images,  
 this looking glass,  
 a box of our images;  
 we could just see ourselves.  
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 they cooked maggots for us to eat.”  
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 Well! This is all of my story.





The image features a decorative border at the top and bottom consisting of a row of pearls. The background is white with large, light blue diamond-encrusted letters scattered across it. The word "Assessment" is written in white, bold, sans-serif font in the center of a red rectangular area.

# Assessment







Grade 10 Literature: The Coming of the First White Man

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

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

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

- |                    |   |
|--------------------|---|
| 1) _____ hellebore | a. to call or signal to a person usually by a wave or nod                               |
| 2) _____ stalks    | b. getting onto a boat, ship or airplane  |
| 3) _____ mast      | c. going to the bank or shore of a river, bay or lake                                   |
| 4) _____ aboard    | d. the kitchen especially of a ship or airplane   |
| 5) _____ galley    | e. a poisonous herb related to lilies   |
| 6) _____ beckoned  | f. a plant stem especially of a plant that is not woody                                 |
| 7) _____ ashore    | g. a long pole that rises from the bottom of a ship that supports the sails and rigging |





**Illustrations:** Write the key vocabulary word below the illustration below. Choose the words from the word bank.

**Word Bank**

aboard

ashore

beckoned

galley

mast

stalk

8) Look at the illustrations below. Write the name of the correct key vocabulary below the illustration it matches.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Grade 10 Literature: The Coming of the First White Man

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

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

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

1)   e   hellebore2)   f   stalks3)   g   mast4)   b   aboard5)   d   galley6)   a   beckoned7)   c   ashore

a. to call or signal to a person usually by a wave or nod

b. getting onto a boat, ship or airplane

c. going to the bank or shore of a river, bay or lake

d. the kitchen especially of a ship or airplane

e. a poisonous herb related to lilies

f. a plant stem especially of a plant that is not woody

g. a long pole that rises from the bottom of a ship that supports the sails and rigging



**Illustrations:** Write the key vocabulary word below the illustration below. Choose the words from the word bank.

**Word Bank**

aboard

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- 8) Look at the illustrations below. Write the name of the correct key vocabulary below the illustration it matches.



beckoned



aboard



galley



mast

