



UNIT 10

CULTURAL PERSPECTIVE:
Story of the Frog Crest of the Kiks.ádi of Wrangell



CULTURAL CONTENT



STORY OF THE FROG CREST OF THE KIKS.ÁDI OF WRANGELL

This story was adapted from John R. Swanton's "Tlingit Myths and Texts." Swanton's informant was Chief K'adashaan of the Kaasx'agweidi of Wrangell. The story is owned by the Stikine Kiks.ádi and permission was granted to use it here for educational purposes by the clan's matriarch, Marge Byrd.

A man belonging to the Stikine Kiks.ádi kicked a frog over on its back, but as soon as he had done so he lay motionless unable to talk, and they carried his body into the house. This happened at Town-of-the-frogs (Xíxch'i Xaayik Aan), so named because there are many frogs nearby.

The reason why this man lost his senses was because the frogs had taken his soul. They had it tied to a house post, and some of them said, "Let him starve right there where he is tied." Others said, "No, don't let him starve there. Feed him and let us see what the chief says." This chief's name was Frightful-face (Yakwlixéitl'shán). When he at last came in his canoe, they said, "Frightful-face has come." Then all went down to his canoe to welcome him, and, when he reached his house, they told him the news. They said, "This man disgraced us terribly. He threw one of our women down and kicked her over." The woman was called Woman-in-the-road (Dei yax sháawu). When the chief looked up, he said, "Untie him and bring him here." Then he said to the man, "We belong to your clan, and it is a shame that you should treat your own people as you have done. We are Kiks.ádi, and it is a Kiks.ádi youth who has done this. You better go to your own village. You have disgraced yourself as well as us, for this woman belongs to your own clan."

As soon as he had left the frogs' house, his body lying at home came to. He had thought all the time that his body also was in the house of the frogs. Then he got up and began to talk. He said, "Something strange has happened to me. The frog people captured me on account of that frog that I kicked over in front of the house the other day. They had tied me to the chief's house-post, and some wanted to kill me at once, while others wanted to starve me, and still others wanted to wait until their chief, Frightful-face, came home. When the latter at length arrived, they said to him, 'We have a man in here who has been throwing down one of our women. We have been waiting for you to see what shall be done with him.' I listened to all they said. Then the frog chief said, 'Untie him,' and all minded him. As soon as he had heard about it, he said, 'See here, young man, what is this you have done? Don't you know that we belong to your clan and that this woman you have done that to is of the same clan. If it were not for that, we would not let you go. As it is you may go.' "

All of the Kiks.ádi were listening to what this man said, and it is because the frog himself said he was a Kiks.ádi that they claim the frog.



KEY VOCABULARY

Culturally Responsive & Place-Based Introduction of Science Vocabulary

CREST

Place-Based Perspective

Show the students the image of the Kiks.ádi frog crest on page 873. Explain to them that many crests among the Tlingit and Haida were obtained through an event involving that animal. Have the students had any interesting encounters with animals that stick out in their memory? Are they willing to share? What other clan crests do they know about?

Heritage Cultural Perspective

In Tlingit, Haida, and Tsimshian cultures, crests help to define one's cultural and self-identity. They were often obtained from an event in the past and the clans themselves own the stories. The crests are often depicted on regalia, totems, house poles, instruments, houses, and other forms of property. The people relate closely to their crests and sometimes even consider themselves one in the same with them.

FROG

Place-Based Perspective

Explain the life cycle of the frog by drawing images of each stage on the board: egg, tadpole, metamorph, and adult. Ask the students how many of these stages they have seen. Where were they seen? How did they know it was a frog? Have the students draw the frog that they saw and its habitat on a piece of paper.

Heritage Cultural Perspective

Frogs are very important to the Native peoples of Alaska. Several clans claim the frog as their crest and most have or know stories related to these animals. Frogs are believed to have been in Alaska for thousands of years. They can survive frigid temperatures and freeze most of their bodies in the winter. They also provide an ample food source for many animals and help to control insects!

MOTIONLESS

Place-Based Perspective

Ask the students if they have ever heard of a flash mob. Choose a simple and well known song and have one word be the signal for freezing. When that word is sung, everyone is to be "motionless." Why might an animal benefit from being motionless? Explain that being still can help to hide from predators OR help to hide from one's prey!

Heritage Cultural Perspective

Alaska Native peoples were quite good at remaining motionless when it was necessary. This was an important skill in hunting when you did not want to be seen by the animals that you were seeking. It is also important if you are being stalked by a predator or an enemy!

Culturally Responsive & Place-Based Introduction of Science Vocabulary

STARVATION

Place-Based Perspective

Ask the students in the classroom how many of them have felt extremely hungry at some point in their lives. Did they use the phrase “I am starving?” Explain that this term is often misused as hunger is not necessarily the same as a prolonged lack of essential nutrients — starvation. Many species including humans sometimes have trouble finding ample food. Diseases that prevent digestion can also cause starvation.

Heritage Cultural Perspective

Southeast Alaska is known for abundant food resources, even in winter, and so starvation of humans was generally not an extreme danger in the region. In other parts of Alaska though, wildlife and plant life can be extremely scarce for a large part of the year. A poor harvest often meant that people would not make it through the winter. Other animals too can struggle with finding enough food to survive.

DISGRACE

Place-Based Perspective

Ask the students what types of things would cause them to feel disgraced and make a list of these on the board. Now ask each student which of these would cause the most disgrace and put a tally mark next to those that are said. Explain that disgrace is a very personal emotion and that most of us try to avoid actions that would lead to this.

Heritage Cultural Perspective

Personal integrity was and continues to be an important part of Tlingit culture. The actions of an individual can cause disgrace upon his or herself as well as with family and friends. It was traditionally the role of maternal uncles to teach integrity and honor. Sometimes uncles would even take responsibility for the actions 10.271

SHAME

Place-Based Perspective

Explain to the students that shame and disgrace are synonyms. Shame can be brought on by a variety of actions including those of individuals, groups and even nations. In order to avoid shame, people and nations should consider alternative actions to various situations. Ask the students to brainstorm antonyms for shame, words that describe a feeling of accomplishment, honor or respect.

Heritage Cultural Perspective

Shame can be experienced not just by individuals but also but entire groups. Many people of European descent, for example, feel shame for the actions of their forefathers against the Native peoples of North America. While the feeling is negative, knowledge of its origins can lead to improved awareness and sensitivity. It can help us to avoid the atrocities of the past.

Culturally Responsive & Place-Based Introduction of Science Vocabulary

CAPTURE

Place-Based Perspective

Explain to the students that to capture something is to take control of it, often by force. What types of things have they captured in their lives? Explain that capturing something doesn't always have to have a negative connotation; it can be positive to take control of many things! What would the students like to capture in the future?

Heritage Cultural Perspective

The Tlingit know that there are many different ways to capture a fish. You can use hooks, nets, traps, weirs, spears, and sometimes, even your bare hands! Capturing things does not only have to be useful, it can be fun too! Children often enjoy capturing insects and other small animals to observe them up close. How many of the students have gone tide-pooling?

MIND

Place-Based Perspective

Show the students the picture of a mother shaking her finger on page 887. Ask the students what the mother might be saying and make a list of these on the board. Then ask the students what the outcome would be if the child minded the mother. What if he or she didn't? Why are parents and elders worthy of being minded?

Heritage Cultural Perspective

Minding ones Elders is an important part of all Alaska Native cultures. Elders have lived for a long time and have experiences and knowledge that are vast and important. Native peoples teach that Elders are to be respected and admired for this wisdom. We are to listen closely to what they have to say and to heed their advice in our lives.

CLAIM

Place-Based Perspective

Place pieces of candy in different places around the room without the students knowing. Tell the students about the candy and that when you say "go" they are to claim as many of the pieces that they can without running. Explain that man has laid claim to many resources throughout history. Sometimes this leads to conflict, especially since some resources are limited. Did everyone get candy? What if the stakes were higher, such as land, fisheries, and forests?

Heritage Cultural Perspective

The Tlingit and Haida peoples of Southeast Alaska have long claimed the region as their home. This legitimate claim has not always been recognized by foreign powers that have sought to claim Alaska's resources as their own. While it did not restore all of the land to Alaska Native peoples, the Alaska Native Claims Settlement Act (ANCSA) was instrumental in returning some land to its rightful owners.



LESSONS

Science Language for Success

Introduce the key science vocabulary, using concrete materials and/or pictures.

LISTENING

Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.



Whisper

Mount the vocabulary pictures on the board. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the board and point to the picture for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary picture. When a player has identified a vocabulary picture, he/she should rejoin the front of his/her team.

The Story

Read or tell the story “Story of the Frog Crest of the Kiks.ádi of Wrangell” on page 766 to the students. You may wish to cut out props from construction paper to enhance the story’s contents.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

SPEAKING



Sheet Golf

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say “Go,” the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player’s side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.

Science Language for Success

SPEAKING (CONTINUED)



Picture Jigsaw

Cut each of the vocabulary pictures into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one picture section). When you say “Go,” the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary pictures. When the students put the necessary pieces of a picture together, they should identify the picture by its vocabulary word. Continue until all vocabulary pictures have been put together and named in this way.

The Story

Have the students say sentences related to the story “Story of the Frog Crest of the Kiks.ádi of Wrangell” on page 766 . You may wish to write the students’ sentences on strips of paper or on chart paper. Later, have individuals tell the story, in their own words.

READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.



Note: After each unit, mount a set of the unit’s words on the walls around the room. Use the “word walls” for review and reinforcement activities.

Balloon Volleyball

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

The Story

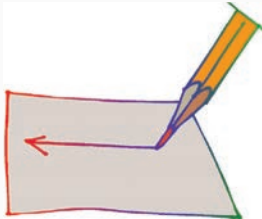
Give each student a copy of the story “Story of the Frog Crest of the Kiks.ádi of Wrangell” on page 766 . Have the students read the story silently. Then, they should take turns reading portions of the story orally. Afterward, ask questions related to the story’s contents; the students must read to find the answers to the questions.

Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

Science Language for Success

WRITING



Word Completion

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing in the missing parts. Afterward, review the students' responses.

Every Second Letter

Write a sight word on the board, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the board and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the board. When you say "Go," the first player from each team must rush to the board and write the sight word for it—adding all of the missing letters. Repeat until all players have participated.

The Story

Make a version of the story that has the key words missing. Give a copy of the story to each student. The students should then write in the missing words. Later, review their work.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.



VOCABULARY PICTURES





CREST





FROG





MOTIONLESS





STARVATION



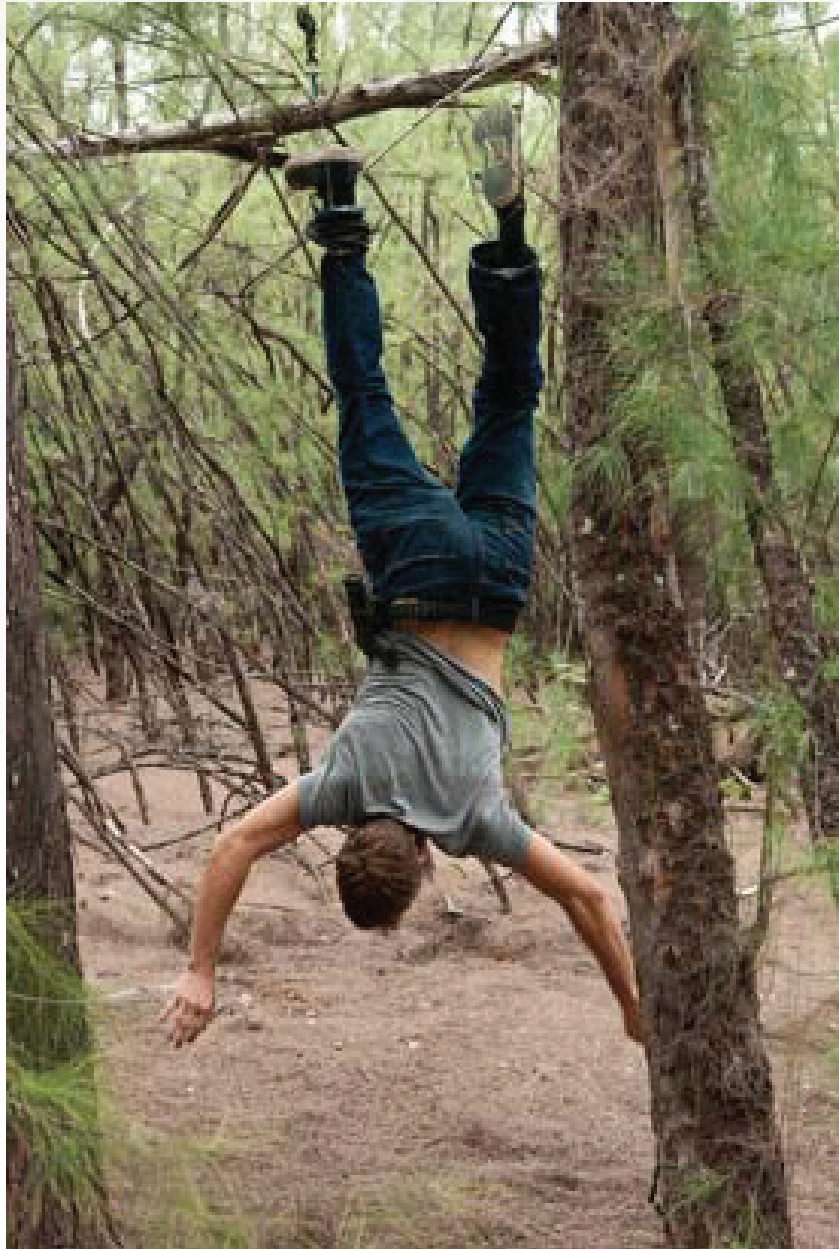
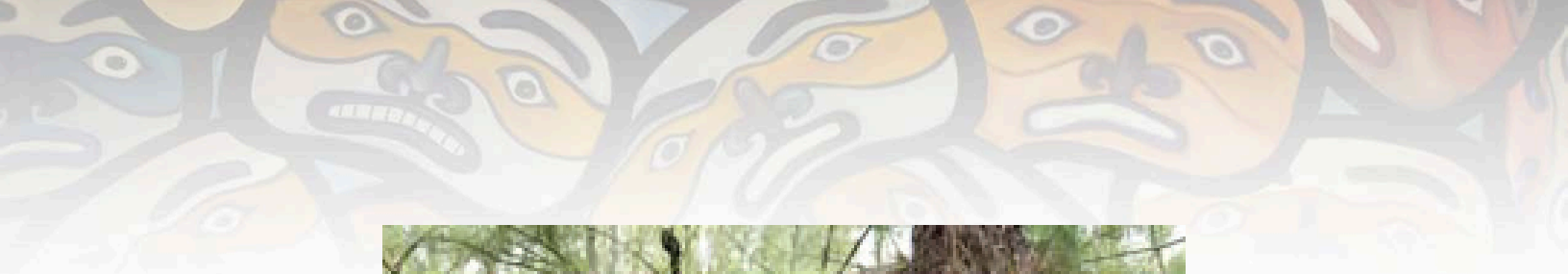


DISGRACE





SHAME





CAPTURE





MIND



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CLAIM

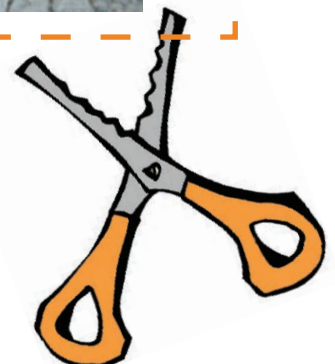
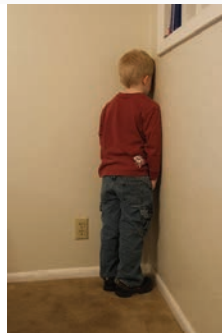


STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

Listening: Mini Pictures

Prepare a copy of these pages for each student. The students should cut out the pictures and lay them on the floor or desk. Say the key words and the students should show you the pictures. Repeat a number of times. This activity can also be done with pairs of students to determine who is the fastest player.





STUDENT SUPPORT MATERIALS

Listening Comprehension

Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

- 1 Crests are important parts of Tlingit, Haida and Tsimshian culture. True
False
- 2 Several species of frogs occur in Southeast Alaska. True
False
- 3 Someone who is lying motionless appears hyperactive. True
False
- 4 Animals with lots of food are very likely to starve. True
False
- 5 There is shame in doing well on school exams. True
False
- 6 Birds often capture insects to eat. True
False
- 7 A person may feel disgrace after making fun of another in public. True
False
- 8 Children ALWAYS mind their parents. True
False
- 9 People have been laying claim to land for much of human history. True
False

Listening Comprehension: Answer Key

Read the following sentences to the students. The students should circle "true" or "false" for each of the sentences. Review the students' work.

- 1 Crests are important parts of Tlingit, Haida and Tsimshian culture. True
False
- 2 Several species of frogs occur in Southeast Alaska. True
False
- 3 Someone who is lying motionless appears hyperactive. True
False
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False
- 7 A person may feel disgrace after making fun of another in public. True
False
- 8 Children ALWAYS mind their parents. True
False
- 9 People have been laying claim to land for much of human history. True
False





STUDENT SUPPORT MATERIALS

Sight Words



crest

frog

motionless





starve

shame

capture



disgrace

mind

claim



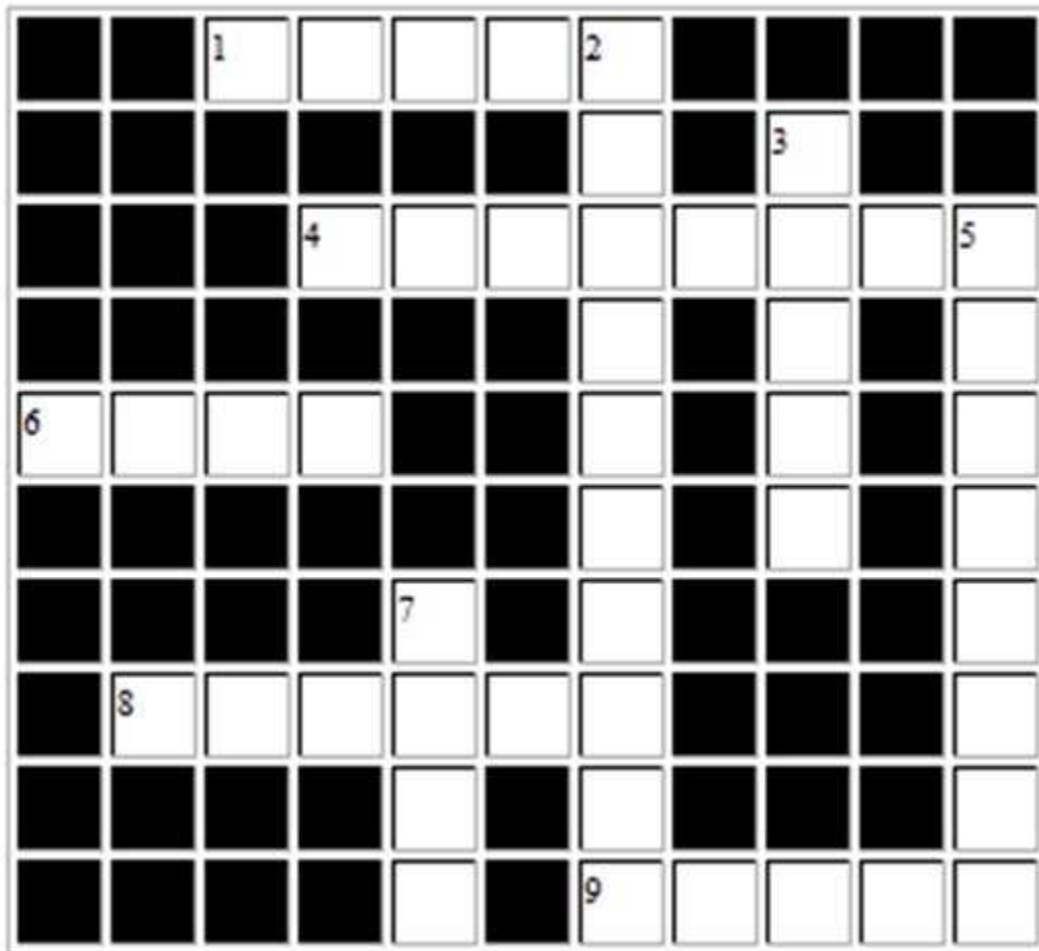
STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

Sight Words Activity Page



Have the students complete the cross word puzzle below. A blank box is present for any space between word phrase.



Across

1. a right or title to something
4. take into one's possession or control by force
6. regard as important and worthy of attention
8. extreme hunger resulting from lack of essential nutrients over a prolonged period.
9. a person, action, or situation that brings a loss of respect or honor

Down

2. at rest; stationary; immobile; not moving
3. take into one's possession or control by force
5. loss of reputation or respect especially as the result of a dishonorable action
7. amphibians characterized by a short body, webbed digits, protruding eyes and the absence of a tail.

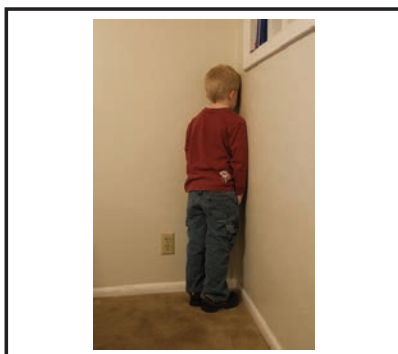
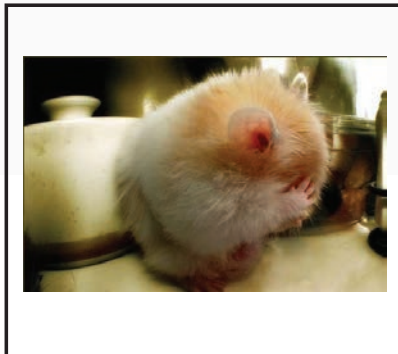
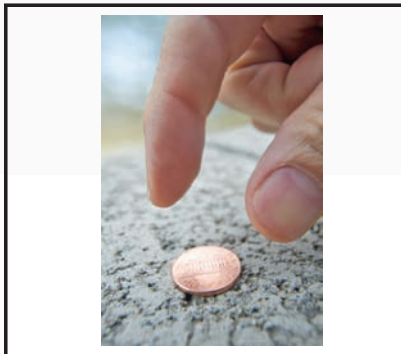
Sight Words Activity Page

Answer Key



Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.



crest frog motionless starve
shame capture disgrace mind
claim







STUDENT SUPPORT MATERIALS

Basic Reading • Encoding

Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



crest

frog

less || tion || mo



Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



starve

shame

ture **cap**



Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



grace dis

mind

claim



Encoding Activity Page



Have the students cut out the word halves and glue them together to create the key words for this unit.

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Encoding Activity Page



Have the students cut out the word halves and glue them together to create the key words for this unit.

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grace





STUDENT SUPPORT MATERIALS

Reading Comprehension

Reading Comprehension Activity Page

Have the students read the text and then select the correct answer for it. They should fill in the appropriate bullet beside the answer of their choice.



- ① Which of the following is a crest used by the Kiks.ádi?
 - frog
 - salamander
 - moose
 - polar bear

- ② Which of the following does NOT characterize most frogs?
 - short body
 - long hind legs
 - black hair
 - webbed feet

- ③ Which of the following are typically motionless?
 - insects
 - salmon
 - bears
 - rocks

- ④ An animal that is starving has a lack of:
 - shelter
 - food
 - water
 - space

- ⑤ Shame is the loss of:
 - knowledge
 - car keys
 - money
 - respect

Reading Comprehension Activity Page



- ⑥ To capture is to take into one's possession by _____ or _____.
- control, force
 - asking, trading
 - sleeping, resting
 - screaming, pouting
- ⑦ Disgrace is often brought on a person or family because of:
- an honorable act
 - a charitable act
 - a dishonorable act
 - a successful act
- ⑧ A child who minds his parents:
- forgets the chores
 - does not attend school
 - disobeys them
 - obeys them
- ⑨ A claim is a _____ or a _____ to something.
- discard, trash
 - wish, want
 - right, title
 - smell, fragrance

Reading Comprehension Activity Page

ANSWER KEY



- ① Which of the following is a crest used by the Kiks.ádi?
- frog
 - salamander
 - moose
 - polar bear
- ② Which of the following does NOT characterize most frogs?
- short body
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- ③ Which of the following are typically motionless?
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 - salmon
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 - rocks
- ④ An animal that is starving has a lack of:
- shelter
 - food
 - water
 - space
- ⑤ Shame is the loss of:
- knowledge
 - car keys
 - money
 - respect

Reading Comprehension Activity Page



- 6 To capture is to take into one's possession by _____ or _____.
- control, force
 - asking, trading
 - sleeping, resting
 - screaming, pouting
- 7 Disgrace is often brought on a person or family because of:
- an honorable act
 - a charitable act
 - a dishonorable act
 - a successful act
- 8 A child who minds his parents:
- forgets the chores
 - does not attend school
 - disobeys them
 - obeys them
- 9 A claim is a _____ or a _____ to something.
- discard, trash
 - wish, want
 - right, title
 - smell, fragrance

Reading Comprehension Activity Page

Have the students write the letters for sentence halves that match.



- | | |
|---|--|
| ① The Kiks.ádi clan of the Tlingit | ① very still, almost motionless. |
| ② There are at least three species | ② vacation now and again. |
| ③ On a calm day, the boats on the lake appear | ③ of frogs that occur in Southeast Alaska. |
| ④ Not having enough food can cause | ④ their child stole candy from the store. |
| ⑤ There is no shame in taking a | ⑤ natural resources of Alaska. |
| ⑥ Russia was eager to capture the | ⑥ elders. |
| ⑦ The family was disgraced when | ⑦ fishing locations. |
| ⑧ We are taught to mind our | ⑧ bears the frog as their crest. |
| ⑨ Tlingit clans often laid claim to prime | ⑨ an animal to starve. |

1 → _____ 2 → _____ 3 → _____ 4 → _____
5 → _____ 6 → _____ 7 → _____ 8 → _____
9 → _____

Reading Comprehension Activity Page

ANSWER KEY



- | | |
|---|--|
| ① The Kiks.ádi clan of the Tlingit | ① very still, almost motionless. |
| ② There are at least three species | ② vacation now and again. |
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| ⑧ We are taught to mind our | ⑧ bears the frog as their crest. |
| ⑨ Tlingit clans often laid claim to prime | ⑨ an animal to starve. |

1 → H 2 → C 3 → A 4 → I
5 → B 6 → E 7 → D 8 → F
9 → G

Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



At rest, stationary, immobile, not moving

Amphibians with short bodies, webbed digits, protruding eyes and no tail (as adults)

An emblem that designates a kin group

State of extreme hunger resulting from lack of essential nutrients over a prolonged period

A right or title to something

Loss of reputation or respect due to dishonorable action

Regard as important and worthy of attention

A person, action, or situation that brings a loss of respect or honor

To take into possession or control by force

crest frog motionless starve
shame capture disgrace mind
claim



Reading Comprehension Activity Page

ANSWER KEY



**At rest, stationary,
immobile, not
moving**

motionless

**Amphibians with short
bodies, webbed digits,
protruding eyes and no
tail (as adults)**

frog

**An emblem that
designates a kin
group**

crest

**State of extreme hunger
resulting from lack of
essential nutrients over a
prolonged period**

starve

**A right or title to
something**

claim

**Loss of reputation
or respect due to
dishonorable action**

shame

**Regard as important
and worthy of
attention**

mind

**A person, action, or
situation that brings
a loss of respect or
honor**

disgrace

**To take into
possession or control
by force**

capture

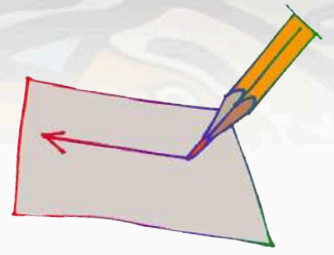


STUDENT SUPPORT MATERIALS

Basic Writing

Basic Writing Activity Page

Have the students write in the missing letters.



cr _____ t

fr _____

m _____ less

st _____ e

sh _____ e

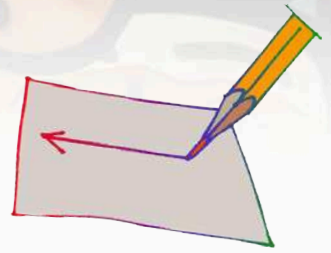
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di _____ ace

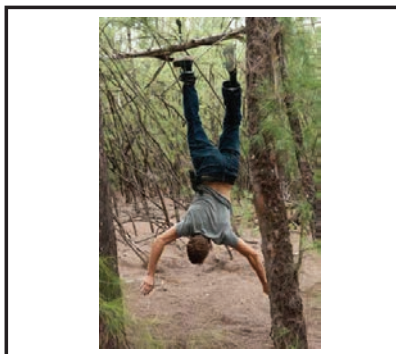
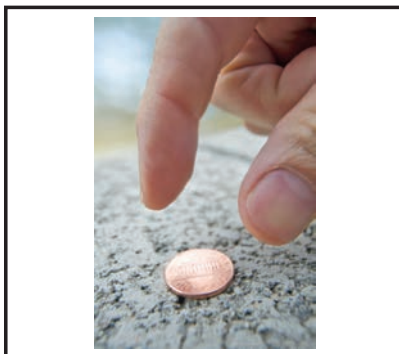
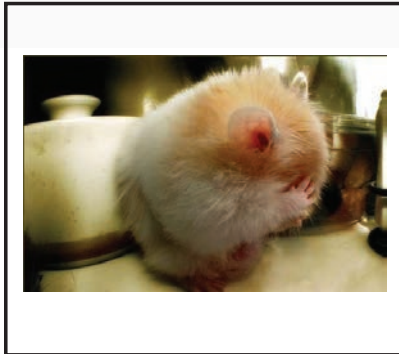
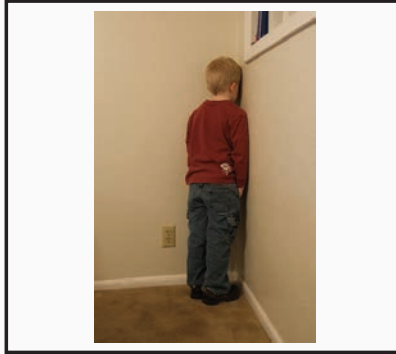
m _____ d

c _____ m

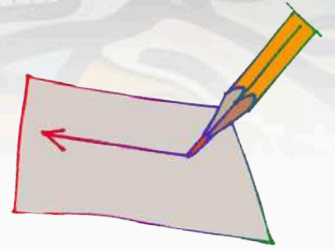
Basic Writing Activity Page



Have the students write the word for each picture.



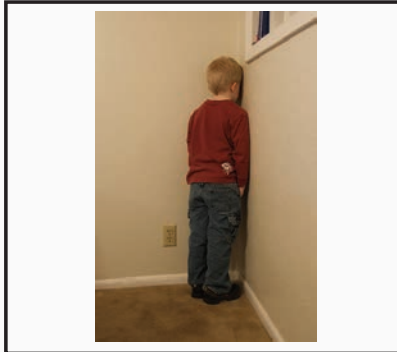
Basic Writing Activity Page



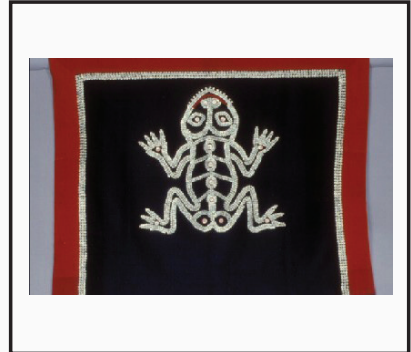
ANSWER KEY



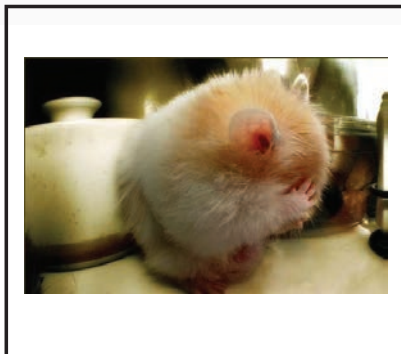
mind



disgrace



crest



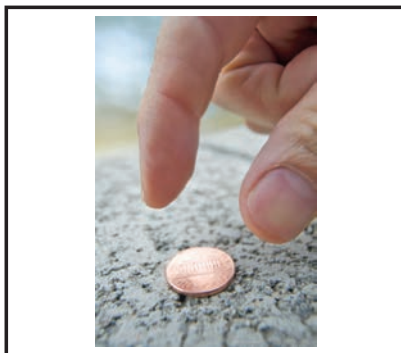
shame



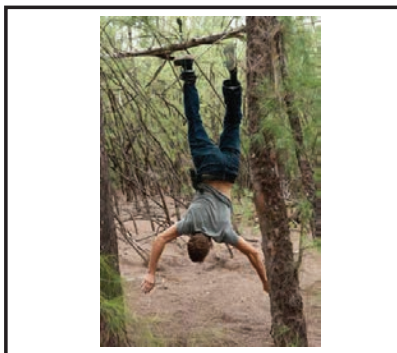
starve



frog



claim



capture



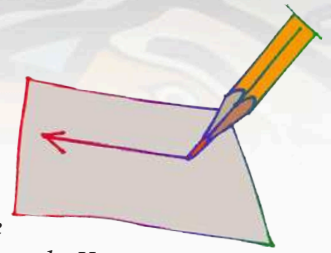
motionless



STUDENT SUPPORT MATERIALS

Creative Writing

Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

CREST

FROG

MOTIONLESS

STARVE

SHAME

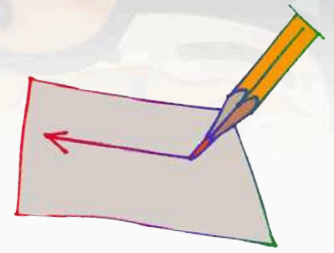
CAPTURE

DISGRACE

MIND

CLAIM

Creative Writing Activity Page



Have the students write sentences of their own, based on the picture below. When finished, have each student read his/her sentences to the others.





UNIT ASSESSMENT

CULTURAL PERSPECTIVE:
Story of the Frog Crest of the Kiks.ádi of Wrangell



SCIENCE PROGRAM

Unit Assessment Teacher's Notes

Grade 8 • Unit 10

CULTURAL PERSPECTIVE:

Story of the Frog Crest of the Kiks.ádi of Wrangell

Date: _____



Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

BASIC LISTENING

Turn to page 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 by the picture for **CREST**.
2. Write the number 2 by the picture for **FROG**.
3. Write the number 3 by the picture for **MOTIONLESS**.
4. Write the number 4 by the picture for **STARVE**.
5. Write the number 5 by the picture for **SHAME**.
6. Write the number 6 by the picture for **CAPTURE**.
7. Write the number 7 by the picture for **DISGRACE**.
8. Write the number 8 by the picture for **MIND**.
9. Write the number 9 by the picture for **CLAIM**.

LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. A clan crest refers to the top of a particular mountain.
2. Frogs are mammals with long hair and hooves.
3. The earth is stagnant and motionless, never moving.
4. A prolonged period without essential nutrients can cause an animal to starve.
5. There is shame in brushing one's teeth daily.
6. Some children like to capture insects in the summertime.
7. People sometimes disgrace their families by breaking the law.
8. There is no need to mind our elders.
9. Various groups have laid claim to land and resources in Alaska.



Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

SIGHT RECOGNITION

Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

DECODING/ENCODING

Turn to pages 5 and 6 in your test. Look at the word parts in the boxes. Circle the other half or part of each word.

READING COMPREHENSION

Turn to page 7 in your test. Read the sentence part and fill in the bullet for the correct sentence ending.

BASIC WRITING

Turn to page 8 in your test. Look at the pictures in the boxes. Write the word for each picture.

CREATIVE WRITING

Turn to page 9 in your test. Write a sentence of your own, using each word.

Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.





SCIENCE PROGRAM

Unit Assessment Student Pages

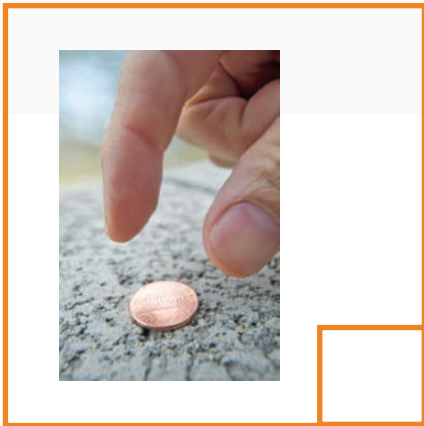
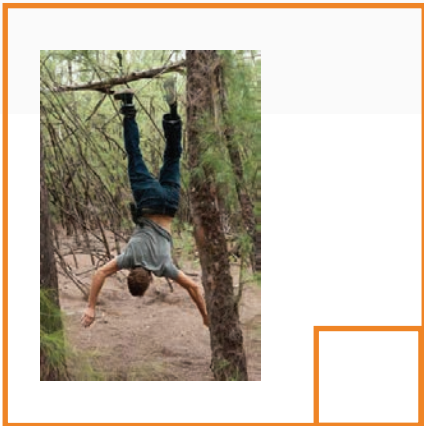
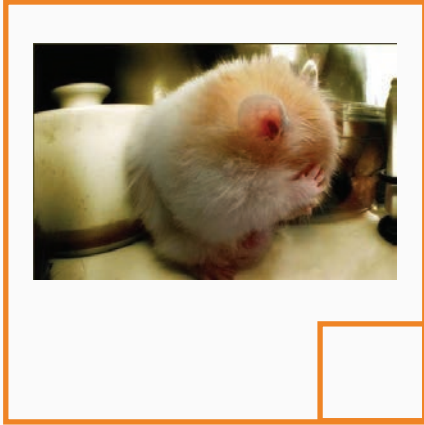
Grade 8 • Unit 10

CULTURAL PERSPECTIVE:

Story of the Frog Crest of the Kiks.ádi of Wrangell

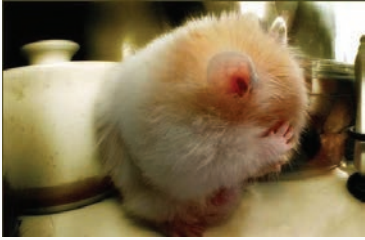
Date: _____ Student's Name: _____

Number Correct: _____ Percent Correct: _____





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4. **T** **F**
5. **T** **F**
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8. **T** **F**
9. **T** **F**



crest
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motionless
starve
shame
capture
disgrace
mind
claim



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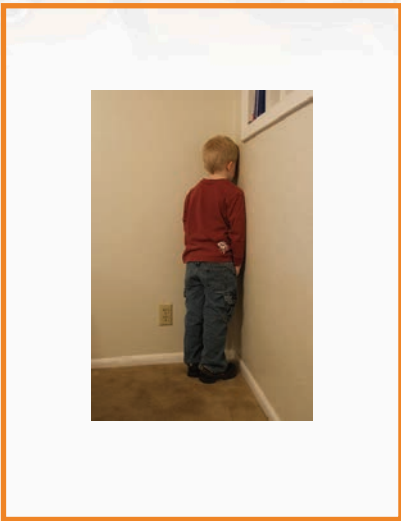
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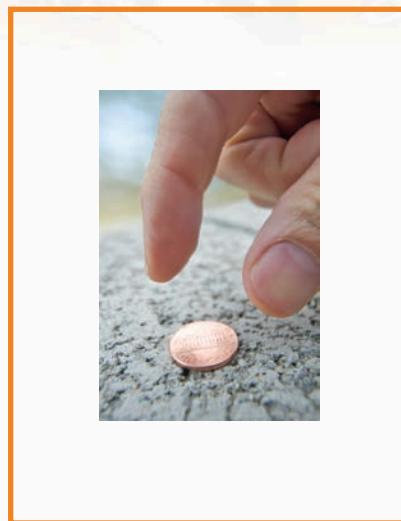
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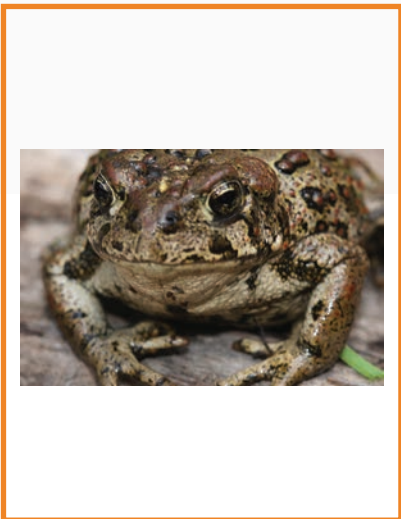
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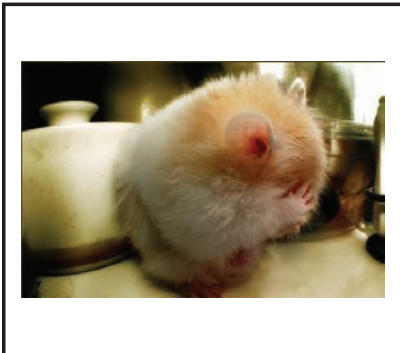
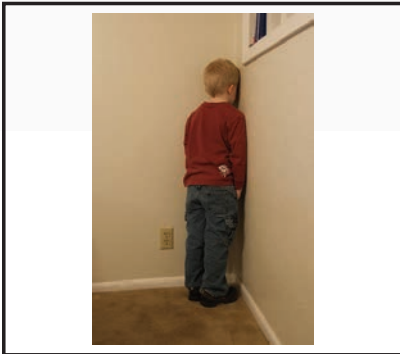
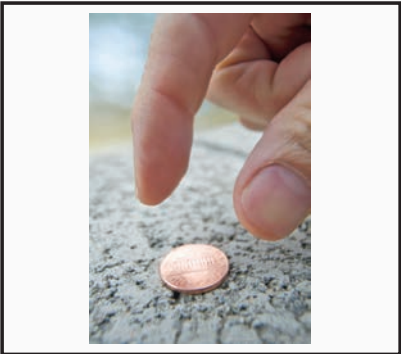
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- 1 Tlingit and Haida clan crests are typically:
- rocks
 - rivers
 - animals
- 2 A frog is an:
- amphibian
 - mammal
 - reptile
- 3 To remain motionless is to be:
- sad
 - still
 - active
- 4 An animal that is starving is lacking essential:
- shelter
 - nutrients
 - water
- 5 Shame may be felt if one:
- provides food for his/her family
 - does well on an exam
 - robs a convenience store
- 6 It is possible to capture which of the following?
- time
 - stars
 - insects
- 7 A disgraced individual may have lost:
- respect
 - teeth
 - keys
- 8 If one minds his/her elders, he/she:
- leaves them
 - ignores them
 - pays attention to them
- 9 Which of the following have people NOT laid claim to in Alaska?
- land
 - flamingos
 - natural resources





CREST

FROG

MOTIONLESS

STARVE

SHAME

CAPTURE

DISGRACE

MIND

CLAIM



SCIENCE PROGRAM

Unit Assessment ANSWER KEY
Grade 8 • Unit 10

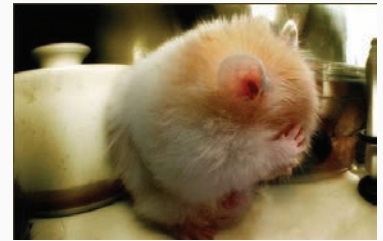
CULTURAL PERSPECTIVE:
Story of the Frog Crest of the Kiks.ádi of Wrangell



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5



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2



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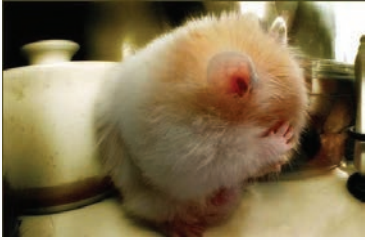
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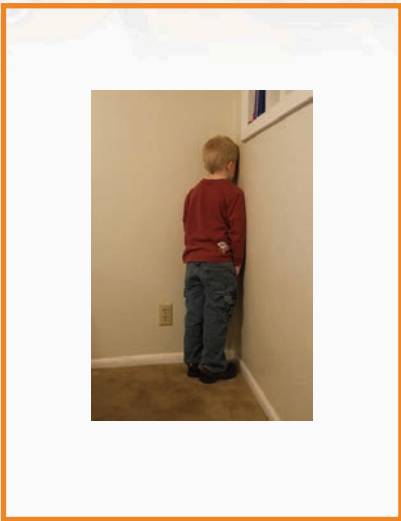
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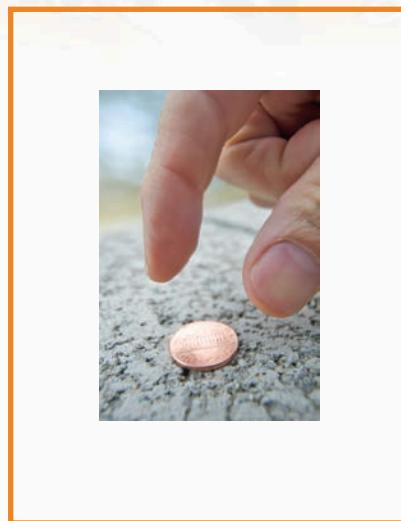
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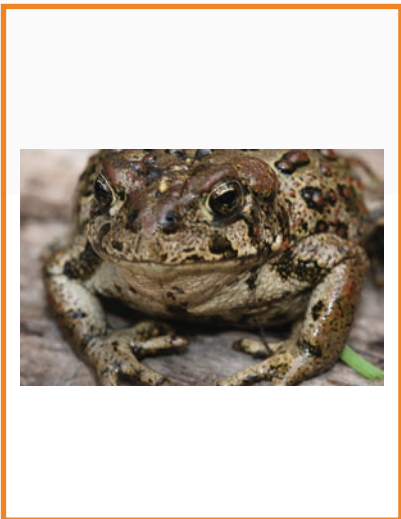
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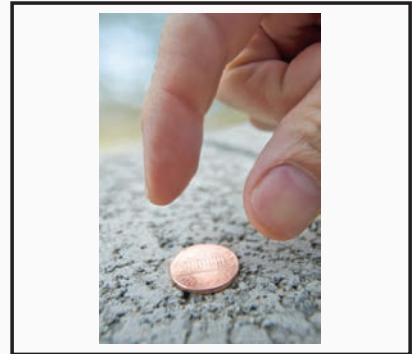
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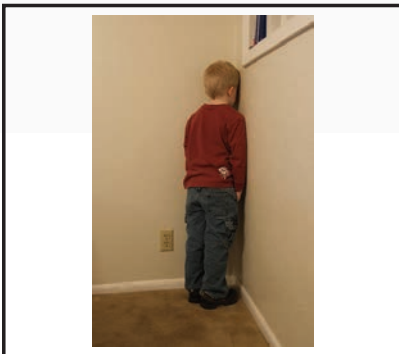
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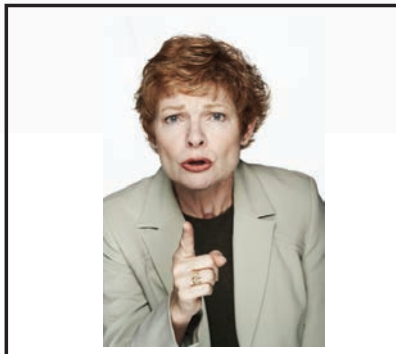
crest



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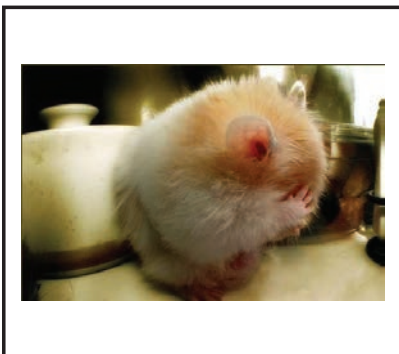
disgrace



mind



starve



shame



motionless



frog

