



UNIT 1

Creation Story
How Raven Stole the Sun (Box of Daylight)

The Alaska Native Claims Settlement Act: Relationship with the Environment

How Raven Stole the Sun by Maria Williams, published by the National Museum of the American Indian

A LONG TIME AGO, Raven, or Yéil, was pure white from the tips of his claws to the ends of his wings. He was very striking, like fresh snow in winter. This was so long ago that there were no stars, no moon, and no sun. People lived in total darkness, and their only light was from campfires. Raven was concerned about this.

The stars, moon, and sun were kept in large, beautifully carved boxes in a chief's* house. The Chief was greedy and didn't want to share these wonders with anybody, not even his wife or daughter.

Raven knew the Chief kept the celestial lights all to himself and began plotting how he could take them away. Raven tried to get into the Chief's big house, but was always caught before he could enter. Finally he came up with a brilliant scheme for stealing the stars, moon and sun.

The Chief's daughter was a lovely young woman, and the Chief knew that soon she

would be ready to have children of her own. This made him happy because he wanted grandchildren very badly, especially a grandson.

One day the daughter was gathering berries and got very thirsty. She found a nice creek flowing with fresh cool water. Raven quietly followed her, and as she began to scoop water with her cup, he quickly transformed himself into a small pine needle. Raven drifted into her cup and the young woman swallowed him.

Several months later the Chief's daughter gave birth to a beautiful baby boy. But what the Chief and his family didn't know was that the baby was Raven. The Chief was very happy and proud—he had always wanted a grandson! The baby cried a lot, but the Chief was very patient.

One day the chief noticed the boy was pointing to the box with the stars in it. He cried and cried for it. Finally the Chief got the box of stars down to let his grandson play with it.

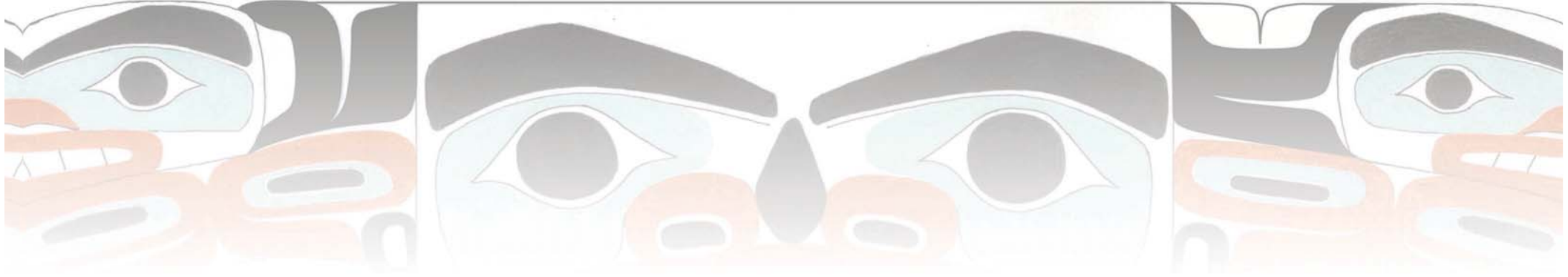
Raven smiled and played with the box, and



when the Chief was not looking, Raven opened it. The stars flew out and up into the sky!

The grandfather was not pleased to lose his stars to the sky. But his grandson was happy for a little while, and this made him happy. But eventually Raven began to cry again. He cried and cried and pointed to the box containing

* The Tlingit did not have chiefs, but clan leaders. Chiefs have the political authority to act independently while clan leaders must have the consent of his/her clan members to act or make decisions. During periods of war, however, a clan leader could serve as a commander-in-chief.



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the moon.

The Chief remembered what happened the last time but couldn't stand to see his grandson cry, so he handed him the box with the moon in it.

The grandson smiled and played with the box. When the Chief looked away, Raven opened the lid. The moon flew out and into the sky!

Raven loved making mischief but he was growing tired of being a baby. He wanted to be a Raven again. He missed his glorious feathers. He missed flying through the air, and he was getting really tired of the Chief. But Raven waited because he was so curious about what was in the last box, the biggest box, the most beautiful of the three boxes.

And so he began to cry. He cried and cried for days. The Chief remembered what had happened with the moon and the stars, but he was sad to see his grandson crying. So he handed him the last box, the box containing the sun.

Of course the cunning Raven was waiting for this moment. He opened the lid and freed

the sun.

What a beautiful sight! The sun flew out and up into the sky, and daylight came into people's lives.

Raven was very happy and now that his curiosity was satisfied, he changed back into a Raven. The Chief saw the transformation and became very angry. He had been tricked!

The Chief closed the door to the house and trapped Raven inside. Raven knew the Chief was bigger and stronger and would probably kill him. He flew around frantically trying to find a way out.

Finally he spied a very small smokehole in the ceiling. He flew up to it and squeezed through, and as he did, the black soot coated his feathers. Raven joyfully burst out into the light of day.

Raven was very surprised to see that he was now completely black. From the tips of his claws to the tips of his wings, every feather and even his beak were a beautiful shiny black. This is how Raven came to be black, as he remains to this day.

*Why do people
often use stories to
explain the origins
of things?*

*Do stories explain
the origin of
things better than
scientific facts?*



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Haida Creation Story adapted from *Memoir of the American Museum of Natural History*, volume X, book II—Haida Texts—Masset Dialect. By John R. Swanton, 1908, p. 307-310

RAVEN FOUND MOON WOMAN. He wanted the moon so he cried incessantly to get what he wanted.

Moon Woman told Raven that he could not have the moon. Raven continued to cry incessantly.

Eventually, Moon Woman took the moon out of a box and let Raven play with it for awhile. Raven played with the moon and then asked Moon Woman to open the smoke hole in the tent.

Moon Woman refused, causing Raven to cry incessantly again. Moon Woman opened the smoke hole a little bit, but Raven continued to cry. She opened the smoke hole a bit more, still Raven cried.

Finally, she opened the smoke hole completely. Raven immediately flew outside, through the smoke hole, carrying the moon in its beak.

He took the moon and sat on the bank of the Nass River with it. People were fishing for ooligans.

He called out to the people, “Hey, bring me some ooligans and

I’ll make it light for you.”

The people thought he was crazy and could do no such thing. Raven got angry and showed them a bit of the moon peaking out from under his wing.

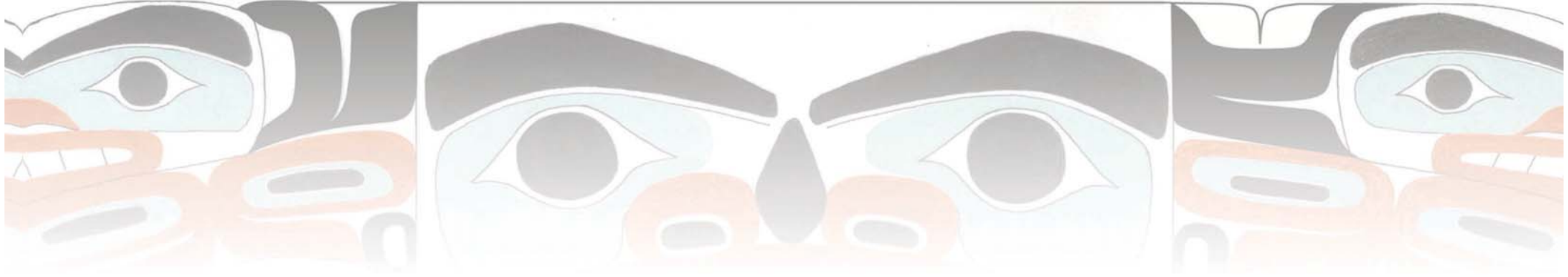
Suddenly, the people scurried around to bring Raven lots of ooligan.

Then, Raven flew up to the top of a high mountain and threw the moon down, breaking it in half.

He took one half and threw it up into the sky and said, “This will be the moon and it will shine during the night.”

Then, he took the other half and threw it up into the sky and said, “This will be the sun and it will shine during the day.”

He then took the little pieces that were left and threw them into the sky and said, “These will be the stars, and when it is



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Yup'ik Creation Story from *In The Beginning—
Creation Stories from Around the World*, Virginia Hamilton, 2007

IT IS SAID that Raven made the world.

He is a man with a Raven's beak.

When the waters forced the ground up from the deep, Raven stabbed it with his beak and fixed it into place.

This first land was just big enough for the house that was on it. There were three people in the house.

This was a family with a man, his wife, and their little son Raven who had fixed the land.

The father had a bladder hanging over his bed.

After much pleading by Raven the father allowed the boy to play with it.

While playing, Raven damaged the bladder and light appeared.

The father, not wanting to have light always shining, took the bladder from the boy before he could damage it further.

And that is how day and night started over the land.

Yuma Creation Story from *Geoglyphs, Rock
Alignments, and Ground Figures*, Gerald A Smith, UCLA Institute
of Archaeology, Los Angeles, 1983

IN THE YUMA CREATION STORY, the Creator, Tuchaipa, and his younger brother, Kokomat, were born at the bottom of the sea.

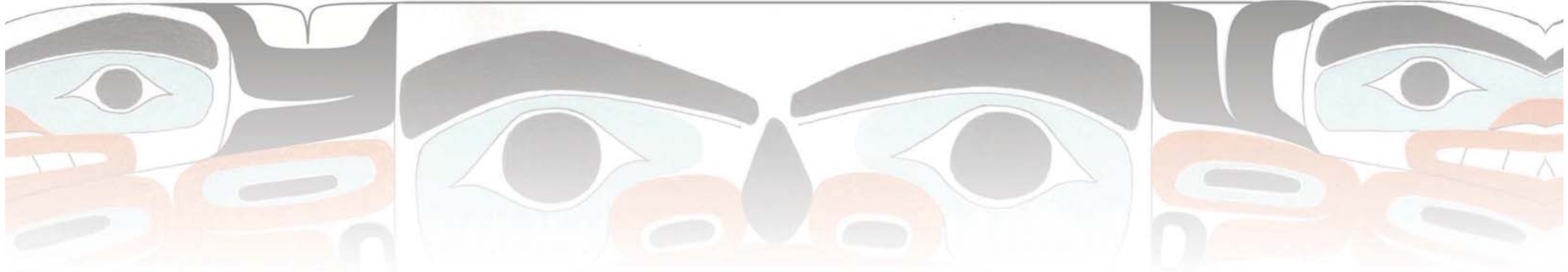
They were created by a union of Wiyot, the sky, and Matavilya, the earth.

The younger brother, Kokomat, emerged from the sea blinded by the salt water.

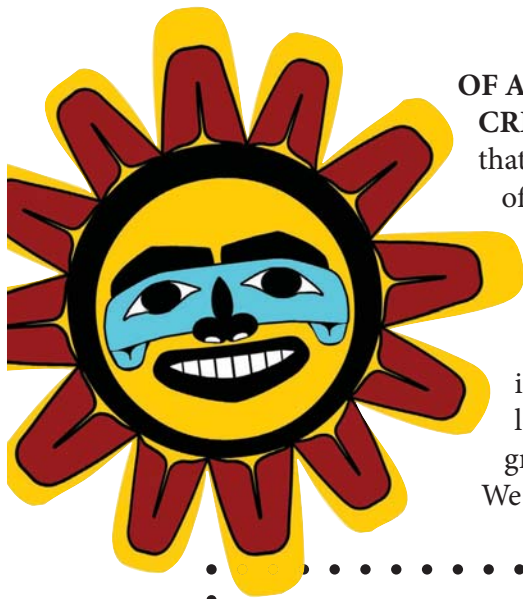
Tuchaipa made men from clay. Kokomat tried to imitate his brother, but his men turned into web-footed birds.

In the story, Tuchaipa somehow offended his daughter, Frog, and she eventually killed him.

During his funeral, Coyote stole Tuchaipa's heart and was banished. Tuchaipa then became the god of death and mourning.



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



OF ALL THE SOLAR CREATION stories that are known, those of the North American Natives are by far the most interesting because of the ingenuity of the legends, and their great variety. We would expect to

find the same myth relating to the creation of the sun predominating, as regards to its chief features, among most of the Indian tribes.

On the contrary, the majority of the tribes had their own individual traditions as to how the sun came into existence.

They agree, however, for the most part, in ascribing to the world a state of darkness or semi-darkness before the sun was manufactured, or found, and placed in the sky.

Key Vocabulary

- striking
- concerned
- wonders
- celestial
- plot
- brilliant
- scoop
- transform
- patient
- eventually
- mischief
- curious
- cunning
- soot

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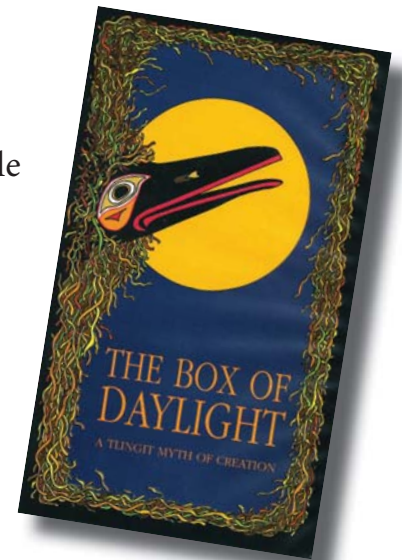
• **Grabber:** Collect a variety of items related to the sun (e.g., suntan lotion, sun glasses, etc.). Present them to the students, calling upon them to suggest their uses. Lead the students to understand that all items relate to the sun.

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

- Read or tell the Tlingit story, Box of Daylight to the students. You may wish to prepare simple props to enhance the telling of the story.
- Introduce the Haida, Yup'ik and Yuma Native creation stories. Read the stories on pages 8 and 9 with the students. Lead the students to an awareness that while the stories vary in their content, they all explain the origins of natural phenomena. Introduce the oral tradition to the students, noting that most cultures in the world did not develop printed systems.
- Have the students discuss the questions, “Why do people often use stories to explain the origins of things?” and “Do stories explain the origins of things better than scientific facts?”
- Have the students research online origin stories that reflect varying cultures from around the world (including North American Native stories). When finished, each student should present his/her origins story to the class. You may wish to collect, copy, and collate the students’ work into booklets that they can take home.



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

STRIKING



Show a sample of Native art. Use the sample to introduce “striking” to the students. Have the students suggest other items that are striking (e.g., natural land or water formations, clothing, etc.)

CONCERNED



Place a tray of soil in front of the students. Mound the soil to represent a hill. Place a small model house on the hill. Have the students imagine why one should be concerned about living on the hill (erosion).

WONDERS

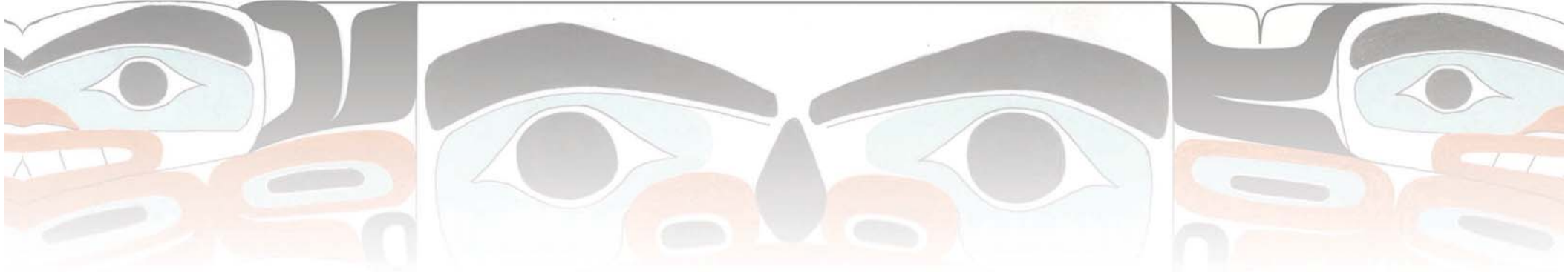


Online, locate pictures of a few of the wonders of the world (e.g., the pyramids, the Taj Mahal, etc.). Use these to introduce “wonders” to the students.

CELESTIAL



Use a white candle to draw stars on a length of white paper. Have the students wash the stars with a thin mixture of blue paint. Use the stars that appear to introduce celestial.



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

PLOT



Mount a map of Alaska on the board. Pretend to plot a trip from your community to another community. Have individuals plot other routes on the map.

BRILLIANT



Place a phone, a ballpoint pen, and a paper clip (or other combination) on a table in front of the students. Have them determine how the items are the same—all were developed by brilliant thinkers.

SCOOP



Use a scoop to demonstrate its use (lifting flour, sugar, etc.). Lead the students to understand that you can scoop with a scoop.

TRANSFORM



Show the students a kernel of unpopped popcorn. Have them tell you what needs to be done in order to pop the kernel (the use of heat). Show a popped kernel. Use this to introduce “transformed.”

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PATIENT



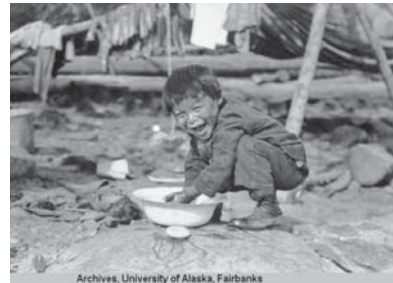
Show a concrete item related to fishing. Lead the students to understand what is important while fishing—namely, being patient. Cite other examples where patience is an asset.

EVENTUALLY



Show the students the picture from the story of the Tortoise and the Hare on page 53. Have them review the story. Use this to introduce the concept of the tortoise eventually reaching the finish line.

MISCHIEF

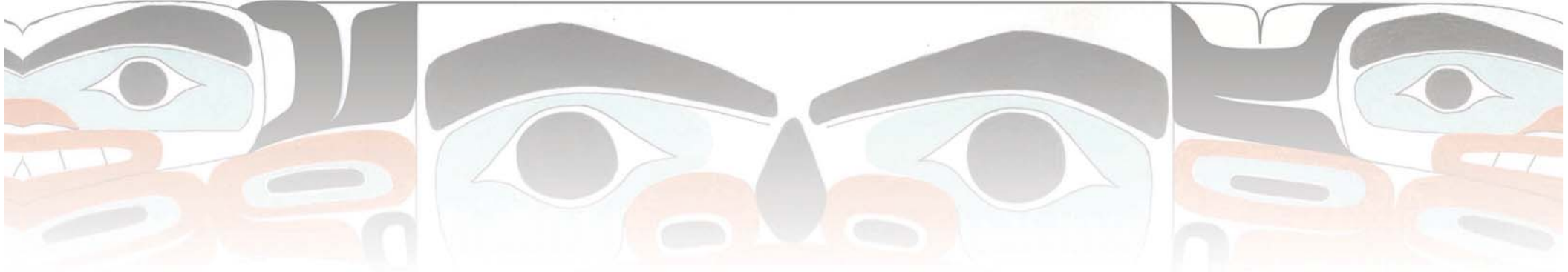


Show the students the picture from this unit for mischief. Have the students discuss the contents of the picture. Have the students cite other examples of mischief.

CURIOS

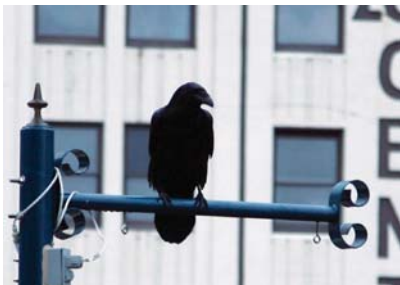


Wrap a box to represent a present. Show the present to the students. Have them suggest how people might feel when they receive gifts. Use this to introduce “curious” to the students.



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

CUNNING



Show the students the picture of the cunning fox from the back of this unit. Discuss the nature of cunning behavior, in that it is not positive but a form of trickery. Cite other examples of cunning behavior.

SOOT



If real soot is available, collect some to share with the students. Otherwise, spread black paint powder on a white cloth.

Did you know?

More than 3,000 places in Southeast Alaska have been named by Native people, who have lived on the land for thousands of years. In the image, each red "x" represents a Native place name. (Source: Sealaska Heritage Institute)

Language and Skills Development

LISTENING

Turn and Face

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

What’s the Answer?

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

Cloze One

Mount the vocabulary pictures on the board. Number each picture. Say a sentence without the key word. The students should write the number for the picture that best completes the sentence you said. For example, if you say “Theft of Daylight is a Tlingit _____,” and the picture for legend is number 4, the students would write “4” on their papers. When the activity is finished, review the students’ responses. Repeat, using other sentences.

Match My Sequence

Provide each student with three vocabulary pictures. All students should have the same pictures. Have the students lay the pictures on their desks in a row (any sequence). When the students have arranged their pictures, say a sequence of three vocabulary words (using the vocabulary words for the pictures the students have). Any student or students whose pictures are in the same sequence as the vocabulary words you said wins the round. The students may change their sequences after each round of the activity.



Language and Skills Development

SPEAKING

Wild Balloon

Before the activity begins, obtain a large balloon. Stand in front of the students and inflate the balloon. Have the vocabulary pictures mounted on the board. Hold the end of the balloon closed. Then, release the balloon. When the balloon lands, the student closest to it should say a complete sentence about a vocabulary picture you point to. Repeat this process until many students have responded.



One to Six

Provide each student with two blank flashcards. Each student should then write a number between one and six on each of his flashcards (one number per card). When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary picture you show. The students may exchange number cards periodically during this activity.



Over/Under

Group the students into two teams. Give the first player in each team one of the vocabulary pictures. When you say "Go," the first player in each team must pass the pictures to the player behind him/her (over his/her head). The second player must then pass the picture to the third player in the team (between his/her legs). The students should continue with this over/under sequence until the last player receives the picture. When the last player in a team receives the picture, he/she must rush to the front of his/her team, hold up the picture and say the vocabulary word for it. The first player to do this successfully wins the round. Repeat until all students have identified a vocabulary picture in this way.

High Card Draw

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

Language and Skills Development



READING

Funnel Words

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.



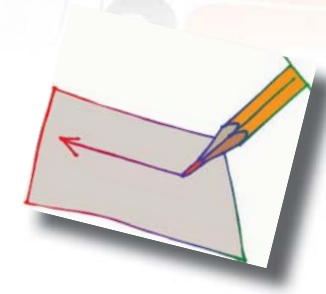
Sentence Completion

Give each student a copy of the sentence completion version of the text from this unit. The students should read the text, writing the missing words in the spaces provided. When finished, review the students' work.

Face

Mount the sight words around the classroom on the walls, board, and windows. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

Language and Skills Development



WRITING

Sentence Completion

Provide each student with a copy of the story from pages 12-14. The students should read the text, writing the missing words in the spaces provided. When finished, review the students' work

Sentence Build

Write a number of sentence halves on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the board and number each one. Provide the students with writing paper and pencils/pens. Each student should then complete ONE of the sentence halves in his/her own words, writing his/her part of the sentence on the sheet of paper. When the students have completed their sentence halves, have a student read ONLY the sentence half he/she wrote. The other students must then attempt to identify the "other half" of the sentence on the board (by its number). Repeat until all of the students have shared their sentence halves in this way.

Funny Grams

Mount a set of sight word cards on the board. Provide the students with writing paper and pencils/pens. Each student should select one of the sight words to write a "funny gram." To do this, the student uses the letters of the sight words as the initial letters of words in a sentence. For example, for the word "legend," a student might write: "Light elephants get every new doughnut."

Enrichment

Go to www.sealaskaheritage.org to locate a play based on the story *How Raven Stole the Sun* (also known as *The Box of Daylight*). Purchase a video of the story on the institute's web.



Reading and Writing: Sentence Completion

How Raven Stole the Sun by Maria Williams, published by the National Museum of the American Indian

A LONG TIME AGO, Raven, or Yéil, was pure white from the tips of his claws to the ends of his wings. He was very _____, like fresh snow in winter. This was so long ago that there were no stars, no moon, and no sun. People lived in total darkness, and their only light was from campfires. Raven was _____ about this.

The stars, moon, and sun were kept in large, beautifully carved boxes in a chief's* house. The Chief was greedy and didn't want to share these _____ with anybody, not even his wife or daughter.

Raven knew the Chief kept the _____ lights all to himself and began plotting how he could take them away. Raven tried to get into the Chief's big house, but was always caught before he could enter. Finally he came up with a

_____ scheme for stealing the stars, moon and sun.

The Chief's daughter was a lovely young woman, and the Chief knew that soon she would be ready to have children of her own. This made him happy because he wanted grandchildren very badly, especially a grandson.

One day the daughter was gathering berries and got very thirsty. She found a nice creek flowing with fresh cool water. Raven quietly followed her, and as she began to _____ water with her cup, he quickly _____ himself into a small pine needle. Raven drifted into her cup and the young woman swallowed him.

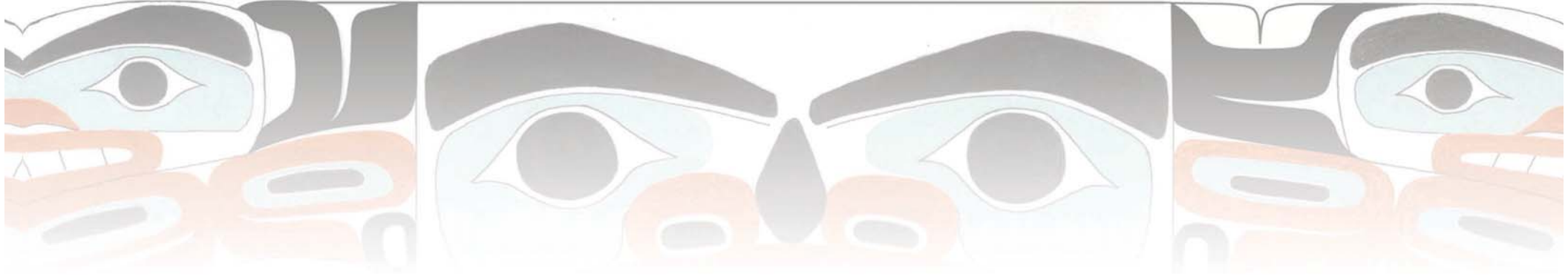
Several months later the Chief's daughter gave birth to a beautiful baby boy. But what the Chief and his family didn't know was that the baby was Raven.



The Chief was very happy and proud—he had always wanted a grandson! The baby cried a lot, but the Chief was very _____.

One day the chief noticed the boy was pointing to the box with the stars in it. He cried and cried for it. Finally the Chief got

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Reading and Writing: Sentence Completion

the box of stars down to let his grandson play with it.

Raven smiled and played with the box, and when the Chief was not looking, Raven opened it. The stars flew out and up into the sky!

The grandfather was not pleased to lose his stars to the sky. But his grandson was happy for a little while, and this made him happy. But _____ Raven began to cry again. He cried and cried and pointed to the box containing the moon.

The Chief remembered what happened the last time but couldn't stand to see his grandson cry, so he handed him the box with the moon in it.

The grandson smiled and played with the box. When the Chief looked away, Raven opened the lid. The moon flew out and into the sky!

Raven loved making _____ but he was grow-

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And so he began to cry. He cried and cried for days. The Chief remembered what had happened with the moon and the stars, but he was sad to see his grandson crying. So he handed him the last box, the box containing the sun.

Of course the _____ Raven was waiting for this moment. He opened the lid and freed the sun.

What a beautiful sight! The sun flew out and up into the sky, and daylight came into people's lives.

Raven was very happy and now that his _____ was satisfied, he

changed back into a Raven. The Chief saw the transformation and became very angry. He had been tricked!

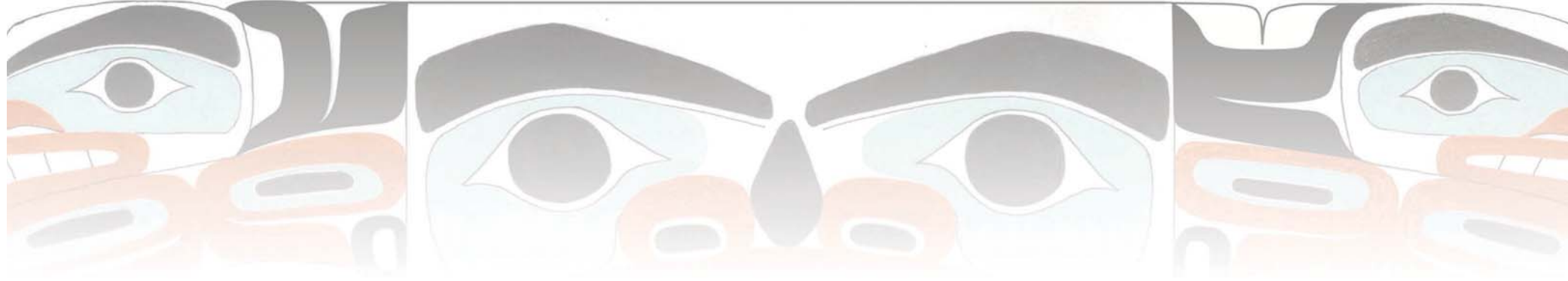
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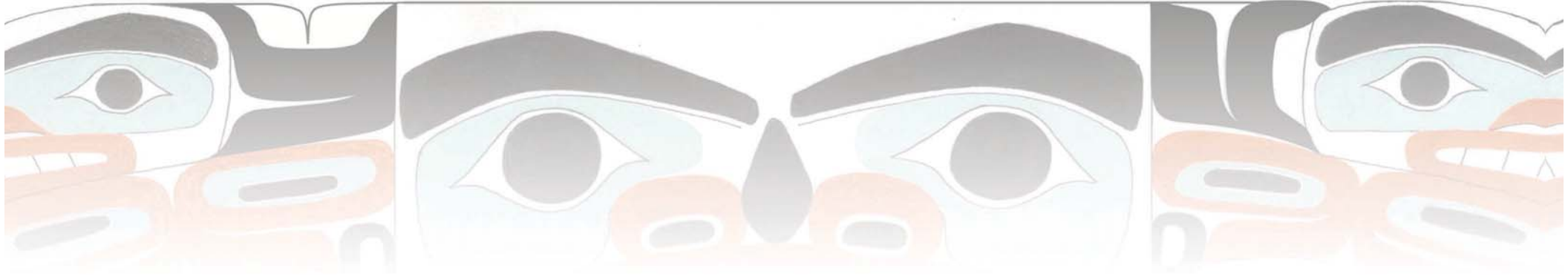
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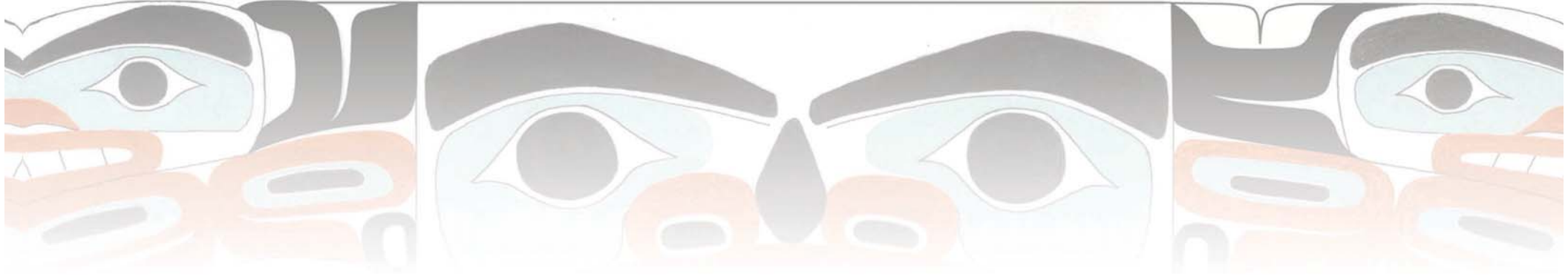
VOCABULARY PICTURES

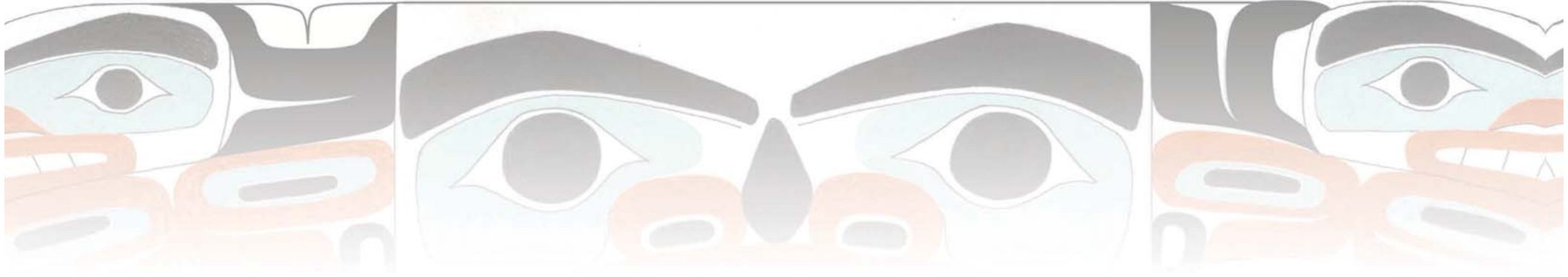


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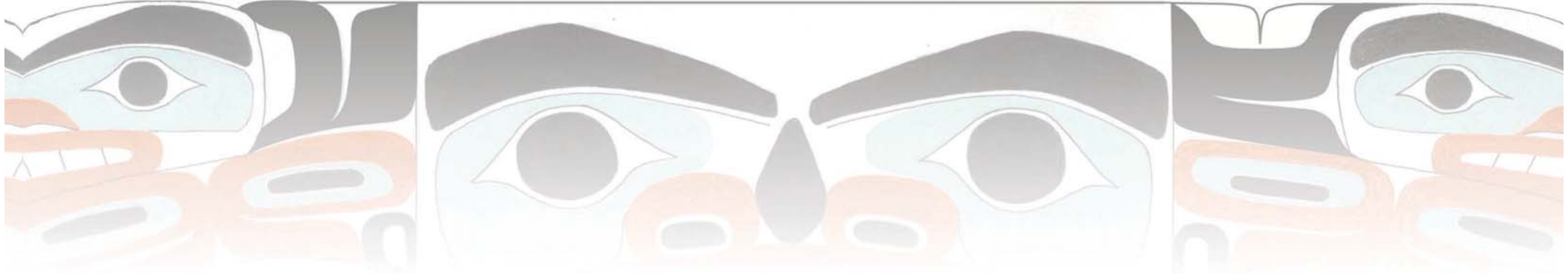


BRILLIANT

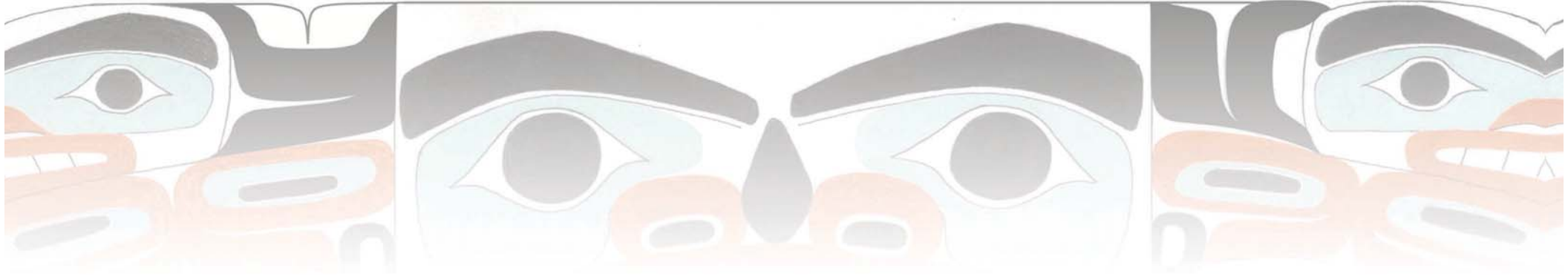




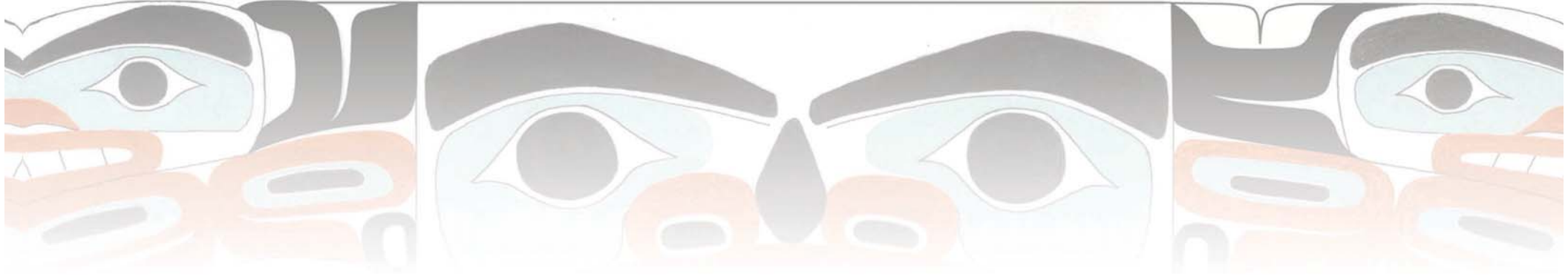
CELESTIAL

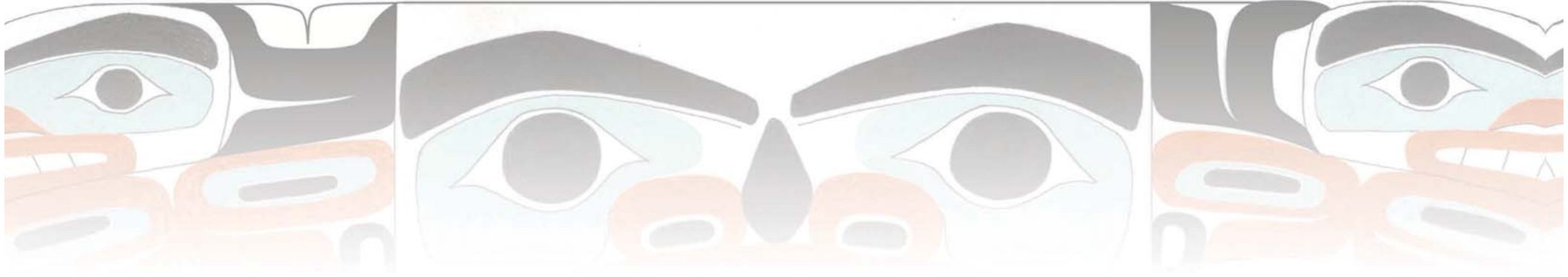


Alaska State Library - Historical Collections



CONCERNED

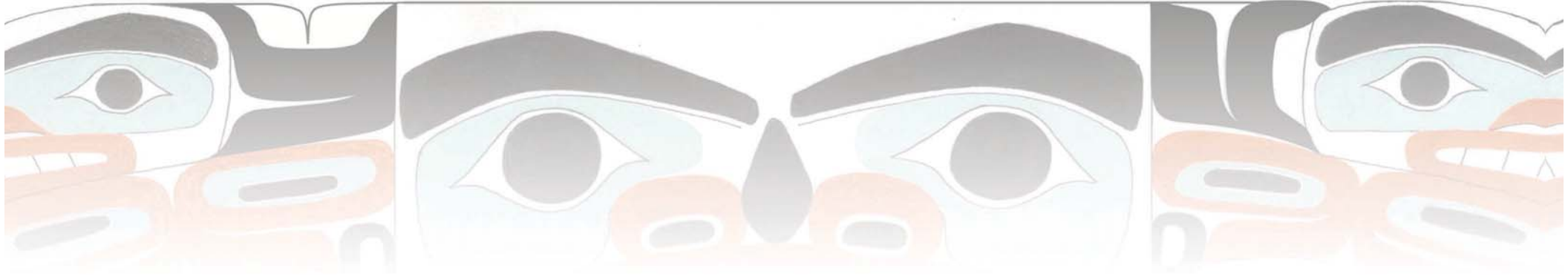




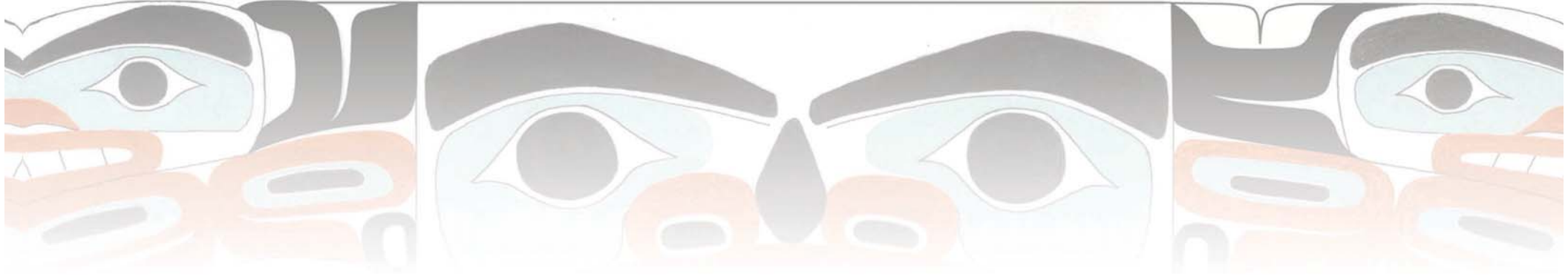
CUNNING



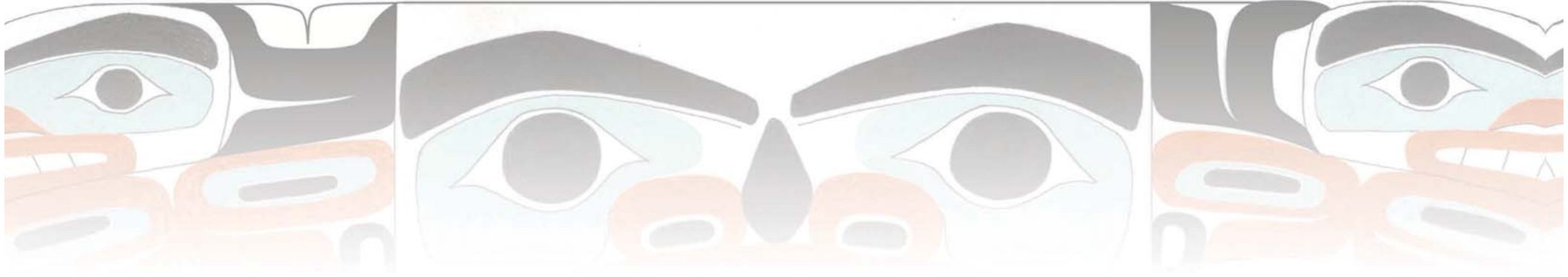
Archives, University of Alaska, Fairbanks



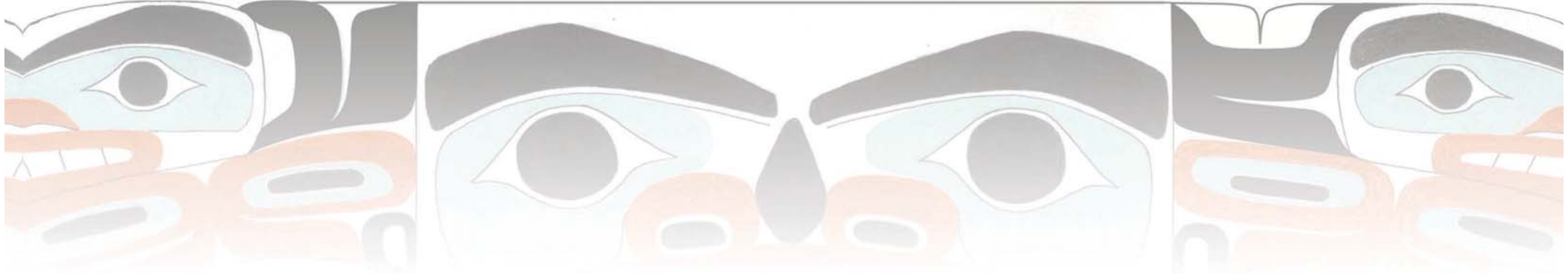
CURIOUS



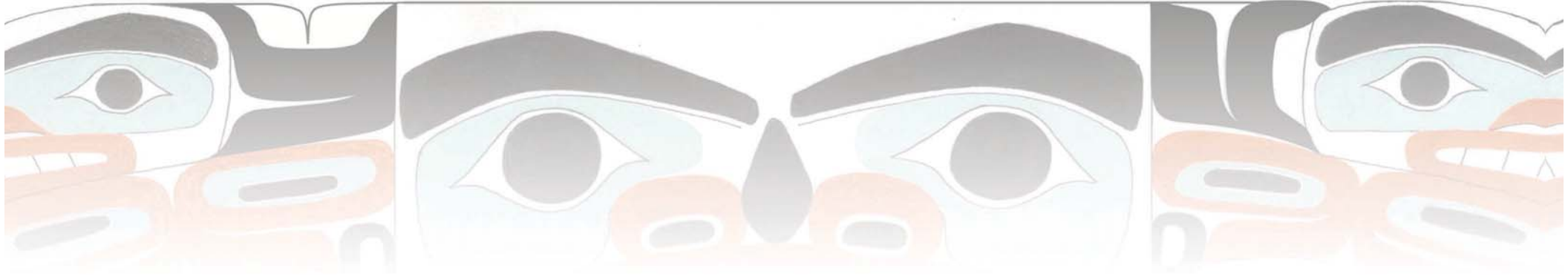
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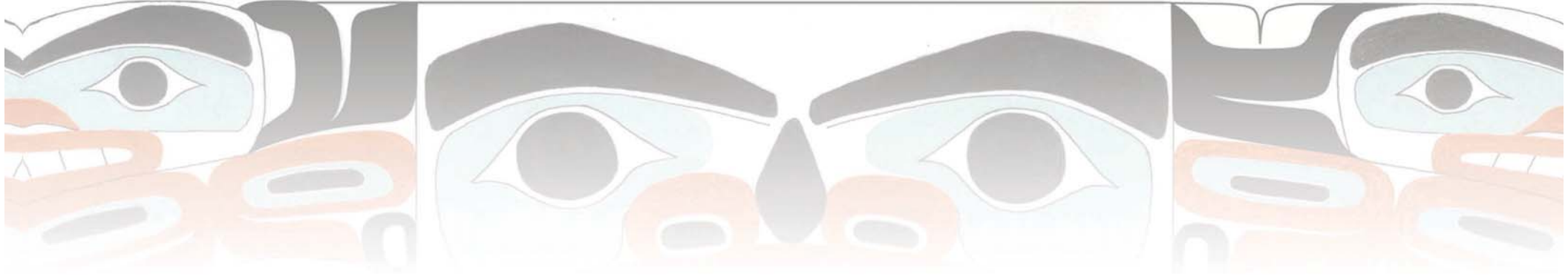
EVENTUALLY



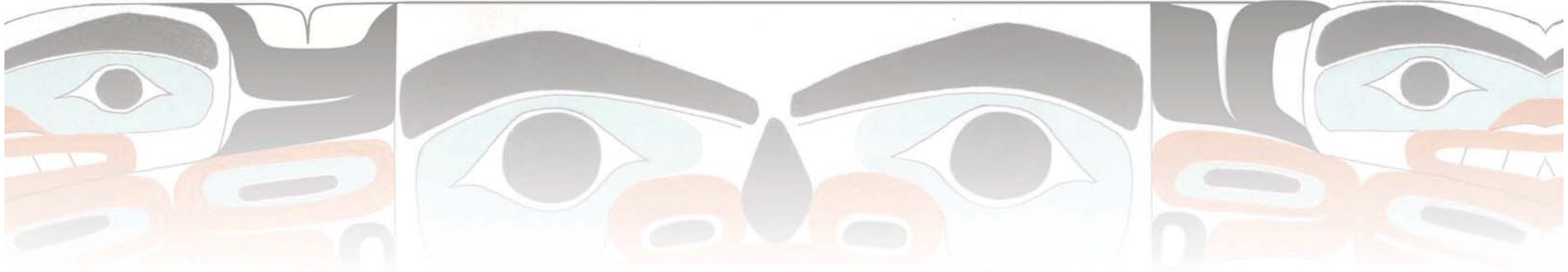
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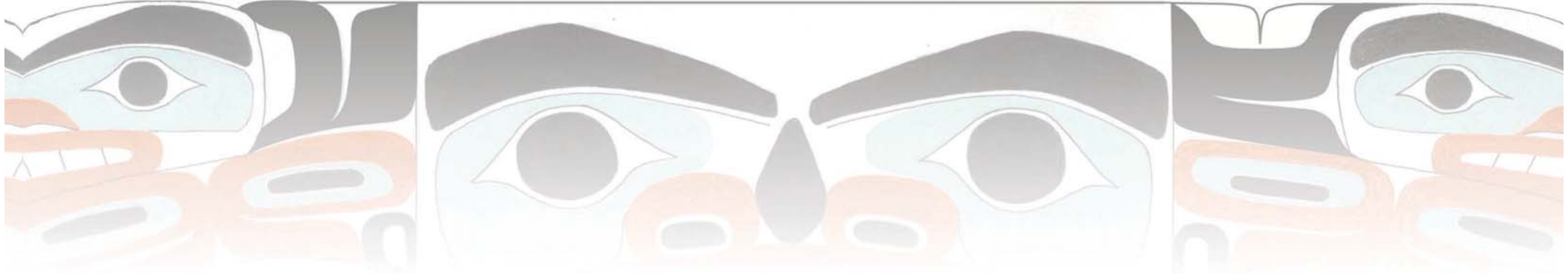
MISCHIEF



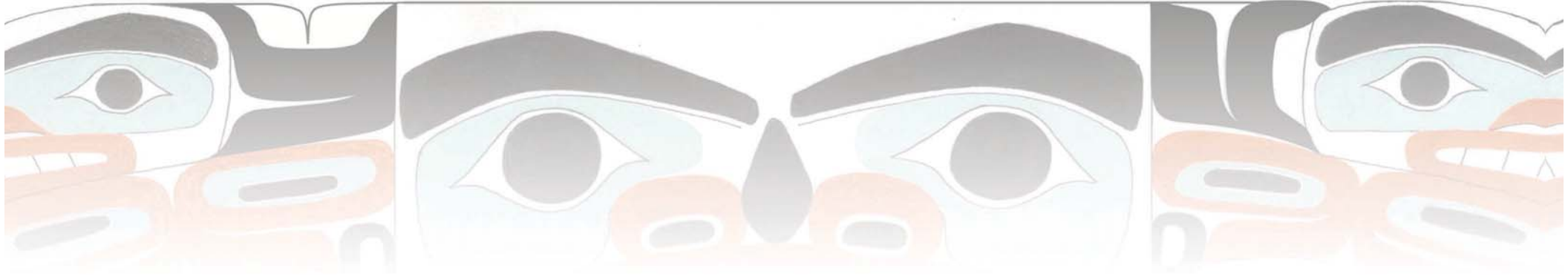
Alaska State Library - Historical Collections



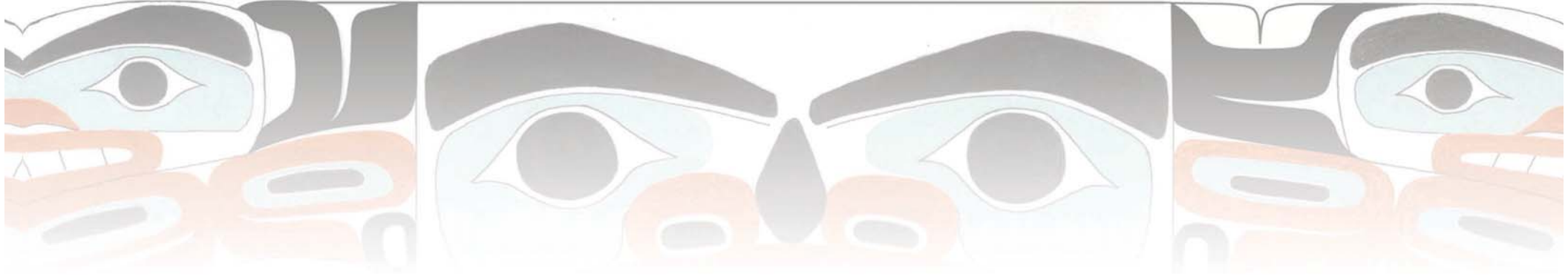
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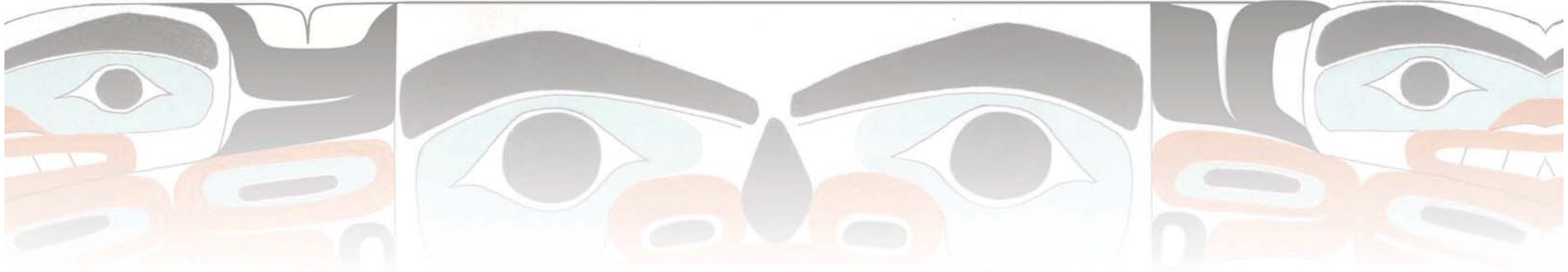
Archives, University of Alaska Fairbanks



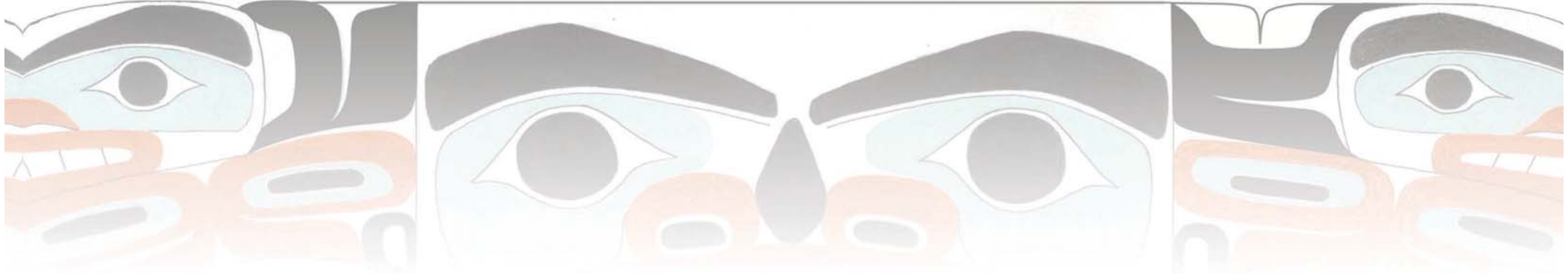
PLOT



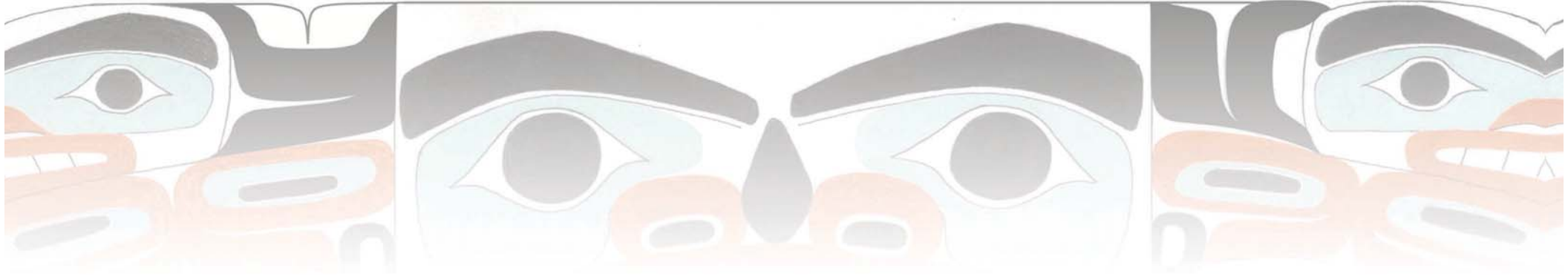
Alaska State Library - Historical Collections



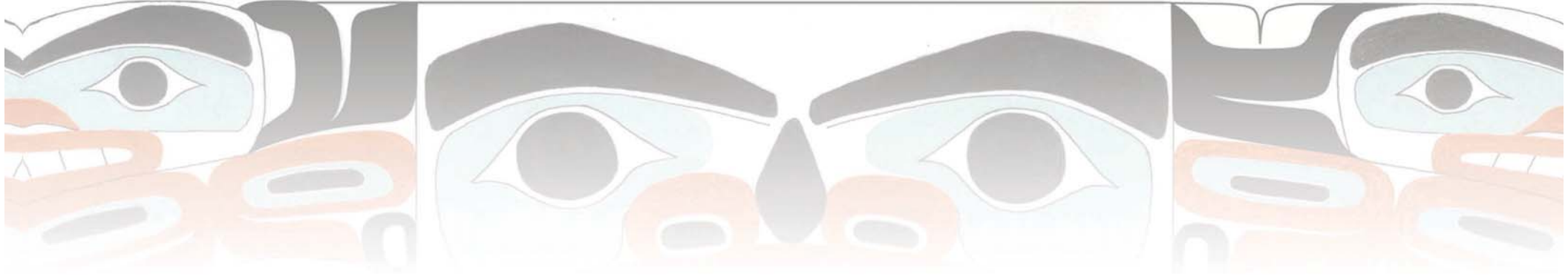
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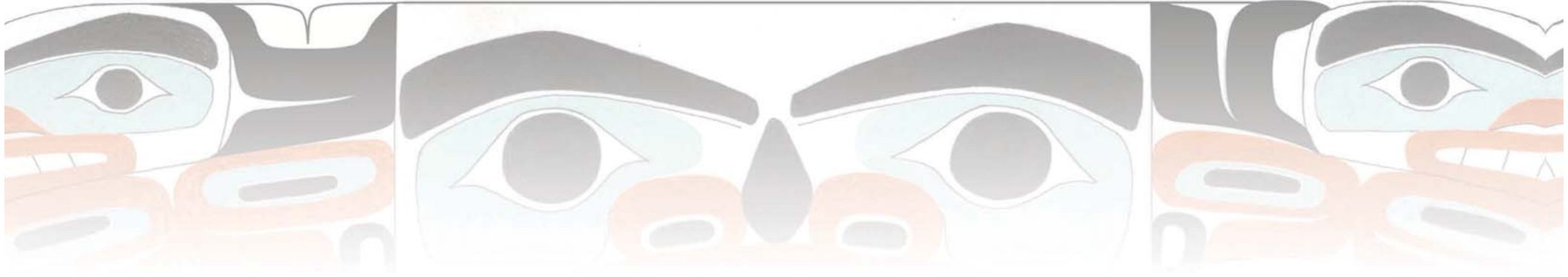


Anchorage Museum of History & Art. Library & Archives.

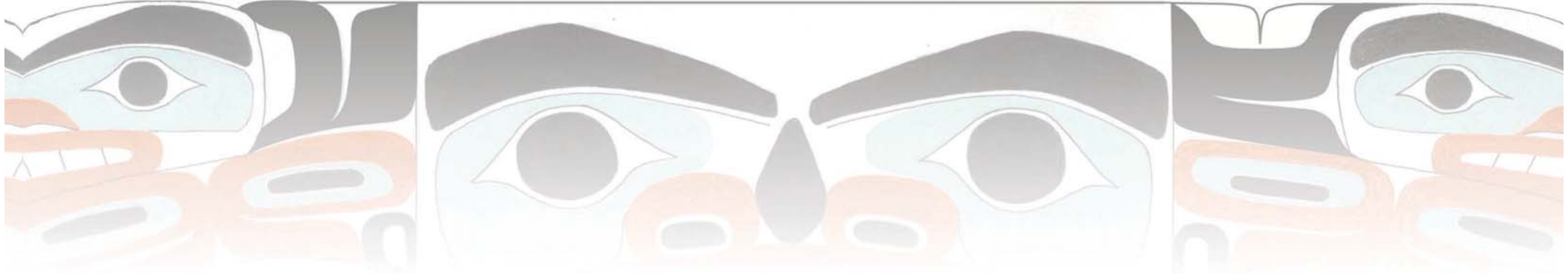


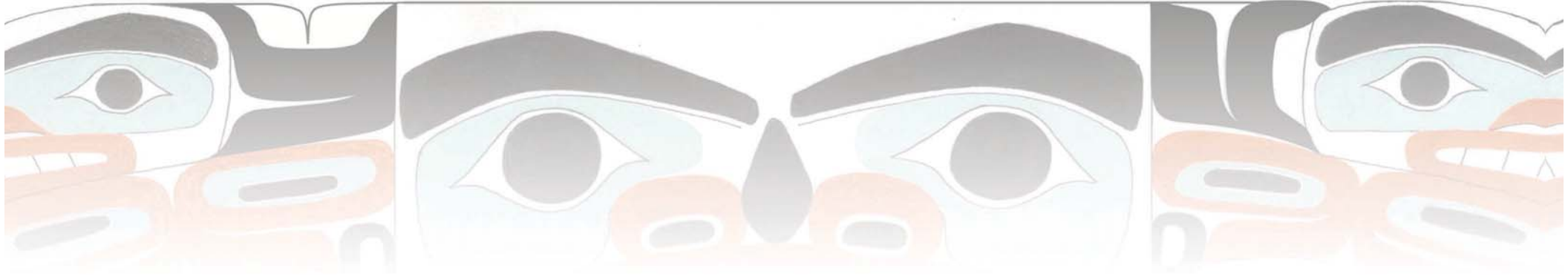
SOOT



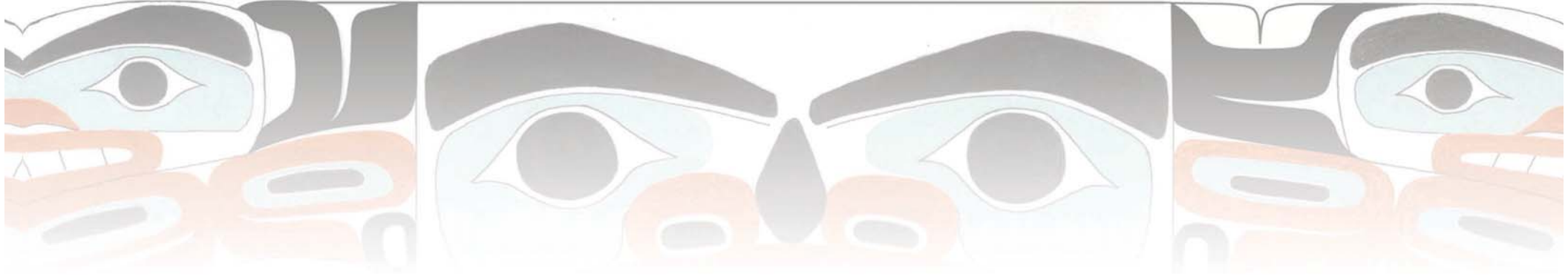


STRIKING

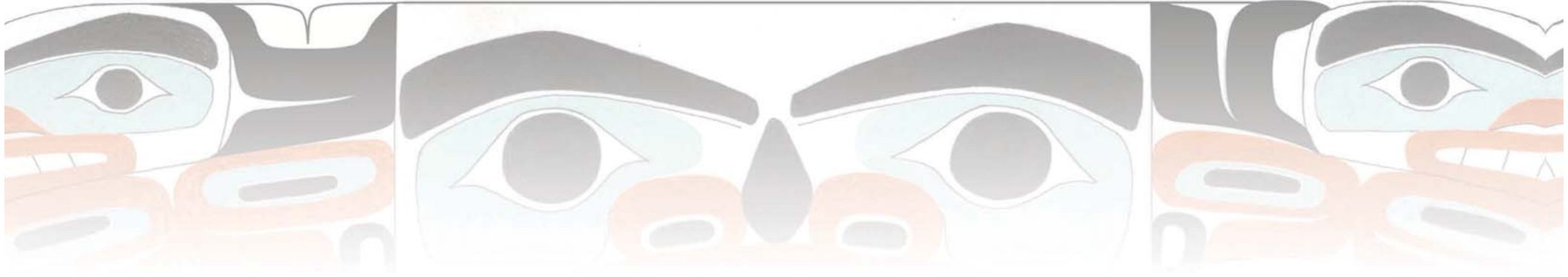




TRANSFORM



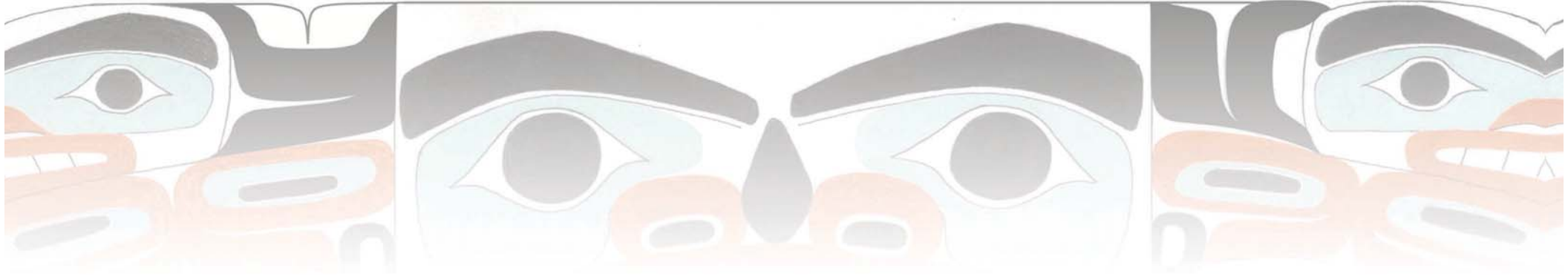
Anchorage Museum at Rasmuson Center. Library & Archives.

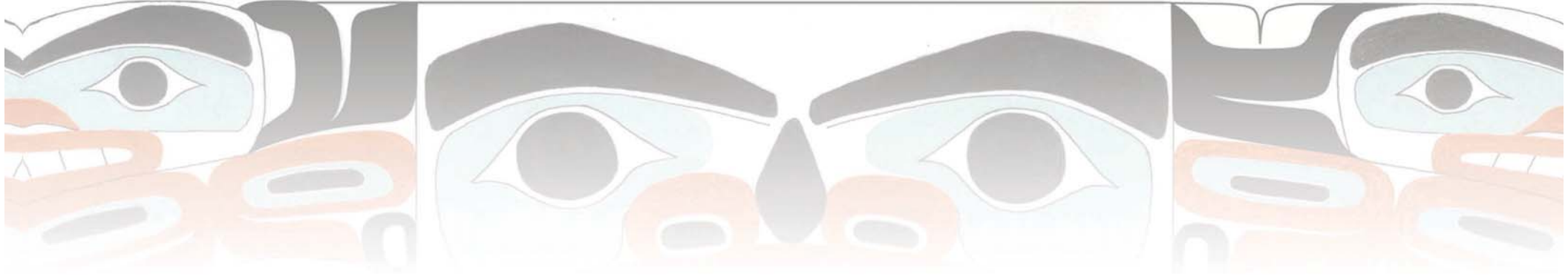


WONDERS



THE HARE AND THE TORTOISE





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