



# UNIT 3

Alaska Native Groups

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

**TLINGIT ORAL TRADITIONS** tell that the Tlingits used two routes to reach their homeland. Some people followed a coastal route from the north. They might have travelled in skin boats. Others travelled down rivers from the interior of Canada to the coastal areas. The term Tlingit is from Lingít, which means “the people”.

The Haidas moved to Prince of Wales Island from Canada. They moved to Alaska in the 1700s. The Haidas settled on Tlingit lands. They settled on the southern part of Prince of Wales Island. To this day, several locations still hold Tlingit names in what is now considered Haida territory. Two examples are Sukkwan and Klinkwan in southern Prince of Wales Island.

The Tsimshian—which means “inside the Skeena River”—moved in 1887. They migrated from a town near Prince Rupert in Canada. They migrated to Annette Island in Alaska. They built the new town of Metlakatla. This new town was built on Tlingit lands.

William Duncan was the minister who led the 800 Tsimshians from Canada to Alaska. The Church of England fired Duncan because he tried to control the Tsimshian people. He started his own church in Metlakatla. The church had very strict rules.

Today, Metlakatla is the only reservation in Alaska. The Tsimshians of Metlakatla are the only Alaskans who are still allowed to use fish traps. The fish that are caught are used to feed the people in the town.

Today, Tlingit, Haida, and Tsimshian peoples live in regions in both the United States and Canada. Sadly, there are few fluent speakers left in any of the language groups. However, today there are a number of projects to revitalize the languages of the southeast region of Alaska.



The Athabascan Indians live in Alaska’s interior. Athabasca is a Cree Indian word. It means “grass here and there”—which describes Lake Athabasca. Eventually the name was used to describe anyone who lived west of Lake Athabasca. It is also the name for the large Athabascan language group. This



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

*Native people often say, "We have lived in our homeland since time immemorial." How should this impact on land ownership?*

group includes the Navajo and Apaches in the American southwest and other groups of people who live in California.

Some Alaskan Athabascan groups lived in permanent winter villages. They also lived in summer fishing camps. Most groups included a few families.

The Athabascans were nomads. They moved from place to place. This was an important part of their lives. Groups stayed together looking for food. Sometimes the different groups did not get along.

The groups would often fight with one another. They also fought with the Inupiat and Tlingit. Some wars became feuds. During the feuds, the groups attacked each other. The attacks were usually in retaliation. They were in retaliation for casualties during previous attacks. Some feuds would last for years.

The Aleuts settled the islands of the Aleutian Chain. They settled the region approximately 10,000 years ago. They settled in a region with unpredictable weather,

earthquakes, and volcanoes. Then, there were about 25,000 Aleuts. However, by 1910, there were only 1,492 Aleuts living. Cruel treatment by the Russians and diseases killed many of the Aleuts.

Very few Aleuts still speak their language. Most of the fluent Aleut speakers live on the Pribilof Islands. Today the Aleuts still live in the Aleutian Islands. They call themselves Unangax.

The Sugpiaq are coastal Yup'ik people. Today they call themselves Alutiiq. They live in the coastal areas around Kodiak.

The name "Eskimo" comes from the Cree Indians. It means eaters of raw meat.

In Alaska, the Eskimos are divided into two groups: the Inupiat, who settled in Alaska's Arctic region, and the Yup'ik, who settled in the southwestern region of the state.

The Arctic coast people hunt seals, walruses, and whales.

The inland Inupiat and Yup'iks lived on caribou, birds, fish, and other small game.

Inupiat and Yup'iks women have always been skilled in making baskets and sewing.

In Canada, the term "Eskimo" is no longer used. It has been replaced by "Inuit"—which means "we the people".

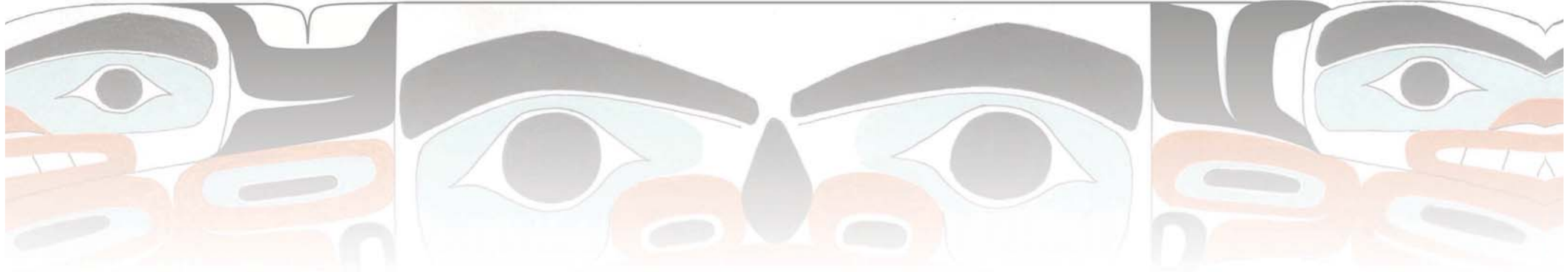
All Alaska Native groups believed that humans, animals, plants, and the environment had spirits. The Natives believed that they were kin-related to the animals. They also believed that inanimate objects like glaciers, stars and planets, and even rocks had spirits.

People had to treat the spirits with respect. If they did not, the animal might not allow itself to be harvested by the hunter or fisherman. The people might starve.

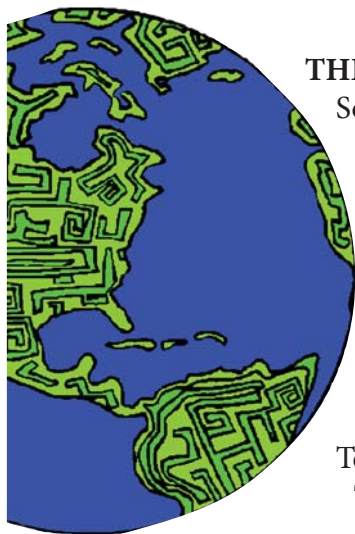
Even when cutting a tree, the Natives in Southeast Alaska must talk to the spirit of the tree. They must tell the tree how it will help the people.

Then, they feed the spirit of the tree by burning food in a fire.

They also lay a blanket on the ground where the tree will fall.



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



**THE NATIVE PEOPLES** of Southeast Alaska migrated to their present-day homelands via a variety of routes.

This included overland and coastal routes.

The areas settled by the Tlingits became their kwáans. The inland Tlingit are found in the Yukon Territory of Canada.

The Haida and Tsimshian both

arrived in Southeast Alaska long after the initial arrival of the Tlingit.

The Haida migrated to the southern areas of Prince of Wales Island and the Tsimshian to Annette Island, near Ketchikan.

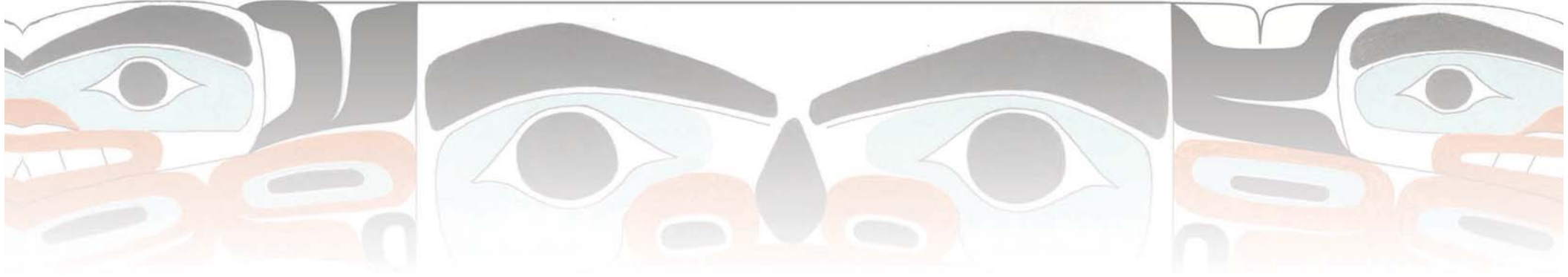
Since both groups settled on Tlingit lands, territorial boundaries came into question.

Other Native groups to settle within Alaska were the Unangax, Alutiiq, Inupiat, Yup'iks and Athabascan Indians.

## *Key Vocabulary*

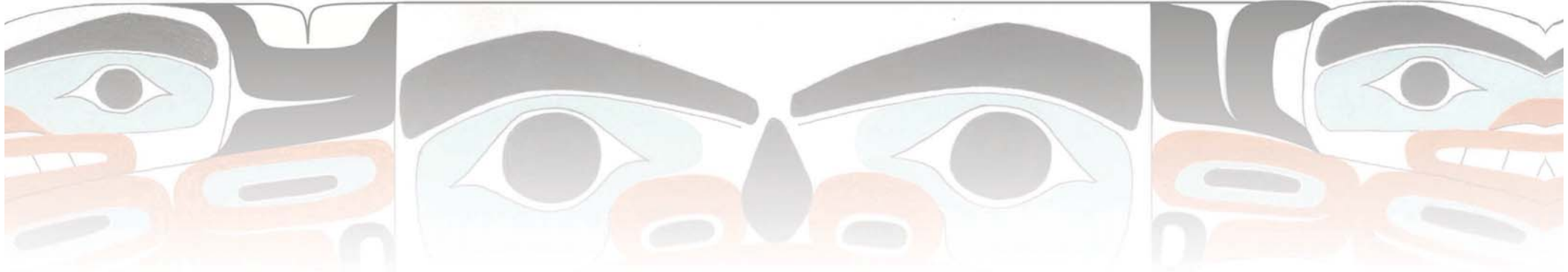
- regions
- coastal
- fluent
- revitalize
- permanent
- feud
- retaliation
- casualties
- previous
- unpredictable
- inanimate
- environment
- game (animals)

- 
- **Grabber:** Show the students a picture of a ghost town (for example, an old mining town). Discuss why the town was deserted. Lead the students to suggest reasons why people leave towns or areas—mines close, sickness, etc.
- Use this to introduce the Alaskan Native groups and their homelands.
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## *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

- Project the Alaska Native Languages Map from the back of this unit on the board or screen. Direct the students' attention to the different regions and Native groups shown on the map. Provide the students with a copy of the blank map of Alaska from the back of this unit. The students should outline the different areas and regions for the Alaska Native groups on their copies of the map. You may wish to turn off the projector and have the students create their individual maps from memory.
- Provide each student with a detailed map of Alaska. Name a community in the state; the students must search their maps to locate that community. The first student to do this wins the round. When a community has been located, the students should indicate the probable Native group that lives there. Repeat, using a number of different Alaskan communities.
- On the map of Alaska, locate Annette Island (show Prince Rupert, if it is on the map). Trace the migration route from Prince Rupert to Metlakatla, on Annette Island. Have the students imagine how the Tlingit viewed the settling of the Tsimshian on their lands. Relate this to land and settlement issues in other parts of the world today. Lead the students to understand that in these issues, there is usually more than one perspective.
- Write the question from page 117 (in the blue circle) for this unit on the board. Discuss with the students the rights of groups when they enter new areas. Introduce examples of migrations from U.S. history (for example, the westward trek on the Oregon Trail, the Gold Rush).
- Read the text from pages 116–117 with the students. Discuss the information contained in the selection with them. Have the students take turns reading the content of the text.



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

### REGIONS



Draw an outline of a house on the board, and have the students suggest the rooms or areas of the house. Use this as an analogy for regions of Alaska. Use a map to show the Alaskan regions.

### COASTAL



Place a tray of soil in front of the students. Clear one side and pour water into the cleared part of the tray. Draw the students' attention to the coastal area. Use a map to show coastal areas.

### FLUENT

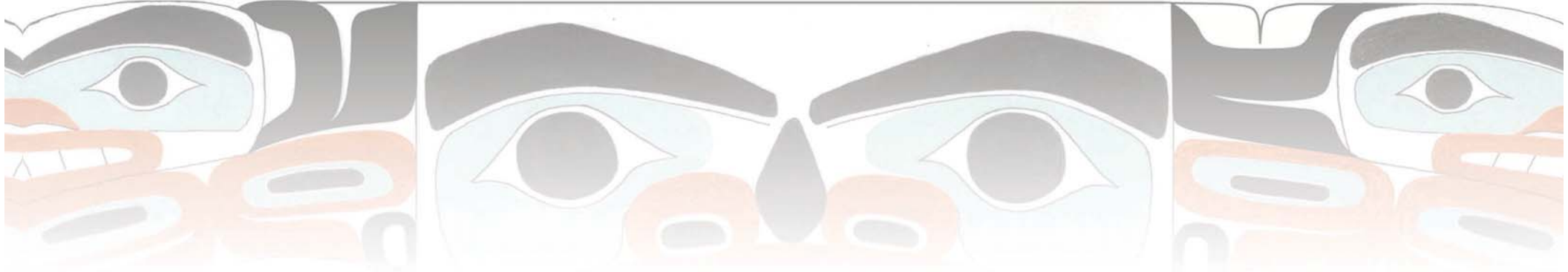


Show the students an item that is written in two languages (for example, English and Spanish). Introduce the concept of being fluent in a language. Show the picture of the interpreter (for the word fluent) from this unit.

### REVITALIZE



Show the students lotions and skin creams. Have them discuss their uses. Use the items to introduce revitalize to the students. Cite examples of land areas that have been revitalized.



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

### PERMANENT



Show the students a picture of a building and another of a tent. Use the building as an example of a permanent structure. Introduce the Alaska Permanent Fund Dividend—stress the meaning of “permanent” in the title.

### FEUD



Introduce the phrase “an eye for an eye”. Have the students determine its meaning. Introduce feuds, which at one time were legal forms of avenging one’s pride or honor. Have the students suggest causes of feuds.

### RETALIATION



The students should understand that feuds are recurring retaliations. You might wish to introduce the term “vendetta” as another way of saying feud. Cite some famous feuds, such as the Al Capone/Bugs Moran feud, which led to the Valentine’s Day Massacre in 1924.

### CASUALTIES



Show a map of the United States. Locate Gettysburg, Pennsylvania. Write the number 48,000 on the board. This is the estimate of casualties during the Civil War battle for both sides.

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

## PREVIOUS



Show the picture from this unit for “previous”. The picture was taken in the previous century. Relate previous to older versions of software and computer operating systems.

## UNPREDICTABLE



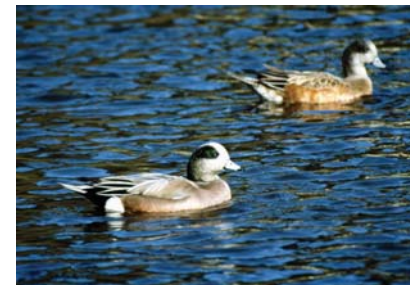
Show the students a pair of dice. Lead them to understand that gambling is unpredictable. Cite other examples of unpredictable, such as earthquakes, weather, etc.

## INANIMATE



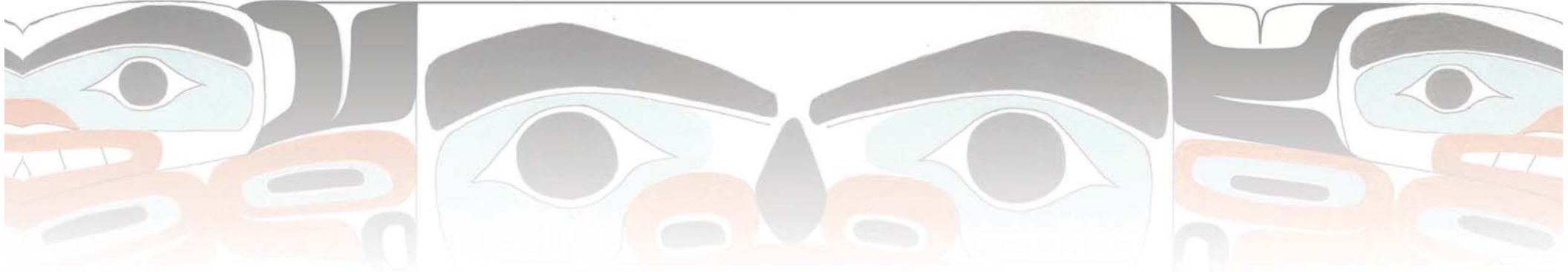
Show a plant and a rock; have the students compare and contrast the two items. They should indicate what is the same and different between the two. Introduce the rock as an inanimate object. Cite other examples.

## GAME



Show an empty bullet cartridge or other item related to hunting. Use this to introduce “game” to the students. Have them identify game in their area.





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

### ENVIRONMENT



Place a tray of soil in front of the students. Use the soil, water, twigs, etc. to create different environments on the tray. Show a globe of the world; have the students identify other environments.



Sealaska Heritage Institute is a great resource for historical photos and documents related to Tlingit, Haida, and Tsimshian cultures. Go to [www.sealaskaheritage.org/collections](http://www.sealaskaheritage.org/collections) to search our archival catalog or to view photos in our “digital collections” section. Above: Cabinet card photograph of Chilkat Tlingit in Klukwan by Winter & Pond. 1895

# Language and Skills Development

## LISTENING

### Nod and Clap

Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

### Hop the Line

Make a masking tape line on the floor. Have the students stand on the line—their toes touching the masking tape. Have the students listen for a specific word or sentence. Say a number of other words or sentences, eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

### Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount a picture on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four pictures on the walls), they should step in that direction while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step toward the pictures as they are named.

### Cloze Four

Provide each student with writing paper and a pen. Say a vocabulary word and then say a cloze sentence based on the Alaskan Native groups. If the vocabulary word you said correctly completes the cloze sentence you said, the students should make happy faces on their papers. However, if the vocabulary word you said at the beginning of the round does not correctly complete the cloze sentence, the students should make sad faces on their papers. Repeat this process until the students have responded to a number of cloze sentences/vocabulary words in this way. Review the students' responses.



# Language and Skills Development

## SPEAKING

### 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.

### 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.



### Hand Tag

Group the students in a circle on the floor. Have the students place their hands on the floor, palms down. Stand in the center of the circle with the vocabulary picture and a flashlight. The object of the activity is to attempt to tag a student's hand or hands with the light of the flashlight. The students must pull their hands from the circle when they think they are about to be tagged. When you eventually tag a student's hand or hands, he/she must then say a complete sentence using the word for a vocabulary picture that you show. Repeat this process until many students have responded.

### What's Your Number?

Have each student write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. The students should not let you see their numbers. Mount the vocabulary pictures on the board and number each picture. Walk around the classroom, attempting to guess the students' numbers. When you guess a student's number correctly, he/she must then say a complete sentence using the vocabulary word for a picture number that you say. When a student has responded in this way, he/she should write another number. Repeat until many students have responded.

# Language and Skills Development



## READING

### Sentence Completion

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

### Sight Word Bingo

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut out the sight words. When the students have cut out their sight words, each student should lay all of the sight words, but one, face down on his/her desk. Show a vocabulary picture. Any student or students who have the sight word for that picture face-up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left

on their desks.

### Guess My Number

Write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. Do not let the students see the number you have written. Call upon the students to guess the number you have written. When a student finally guesses the correct number, he/she should say a complete sentence using the vocabulary word for a picture that you show. Repeat until many students have responded, changing the number for each round of the activity.

### Funny Face

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.



# *Language and Skills Development*

## WRITING

### **Back Writing**

Group the students into two teams. Have the first player from each team stand in front of the board. Use the index finger of your writing hand to “write” the first letter of a sight word on the two players’ backs. When you have done this, say “Go.”

Each of the players should then write a sight word on the board that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

### **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen, and one of the word halves. Each student should glue the word half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word halves prepared so that each student completes more than one word. Afterwards, review the students’ responses.

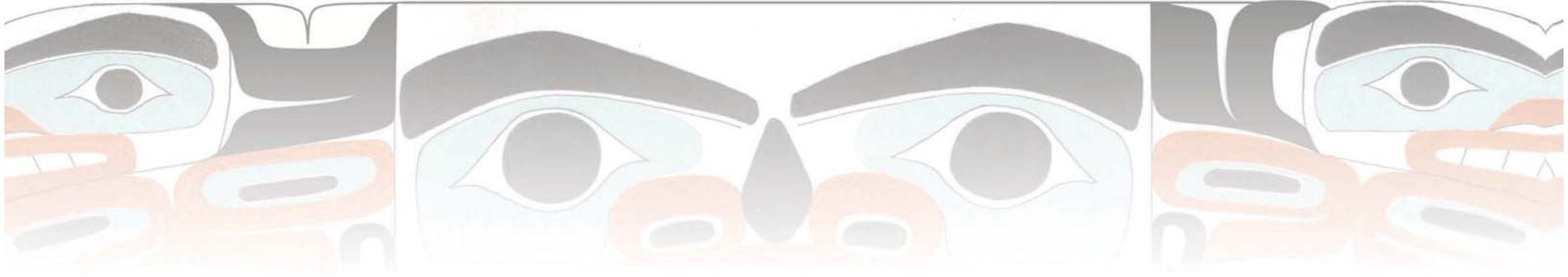
### **Sentence Completion**

Give each student a copy of the sentence completion version of the text from this unit. The students should write in the missing words. Afterward, review the students’ work.

### **Research**

Have the students do online research into the issue of illegal aliens in the United States. Encourage the students to look at this issue from many points of view. When the students have completed their research, each student should share his/her findings with the class.

Have the students do online research into migrations of peoples in other parts of the world. Have the students note the relationships of the emigrees with those who were already settled in the area. Have the students share their findings with one another.



## *Reading and Writing: Sentence Completion*

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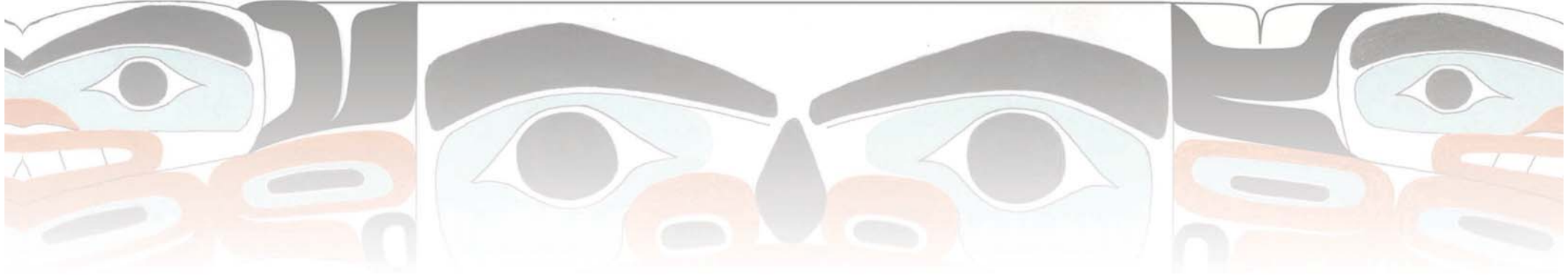
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## *Reading and Writing: Sentence Completion*

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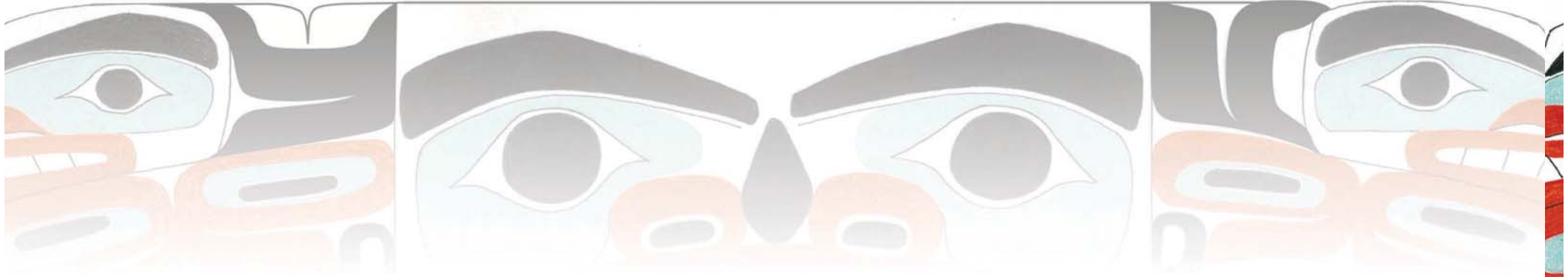
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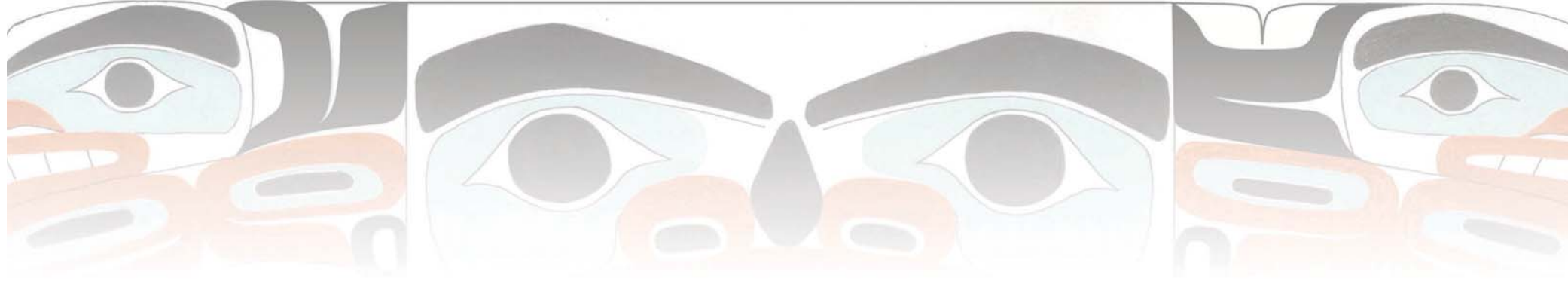


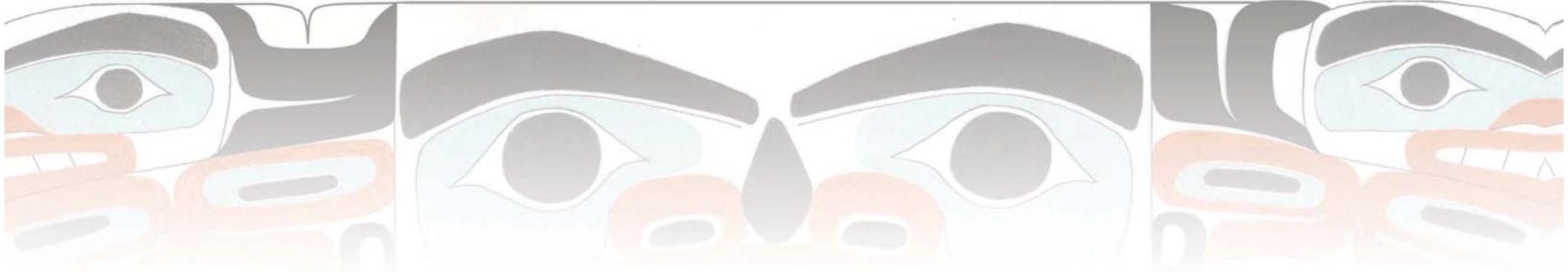




# VOCABULARY PICTURES

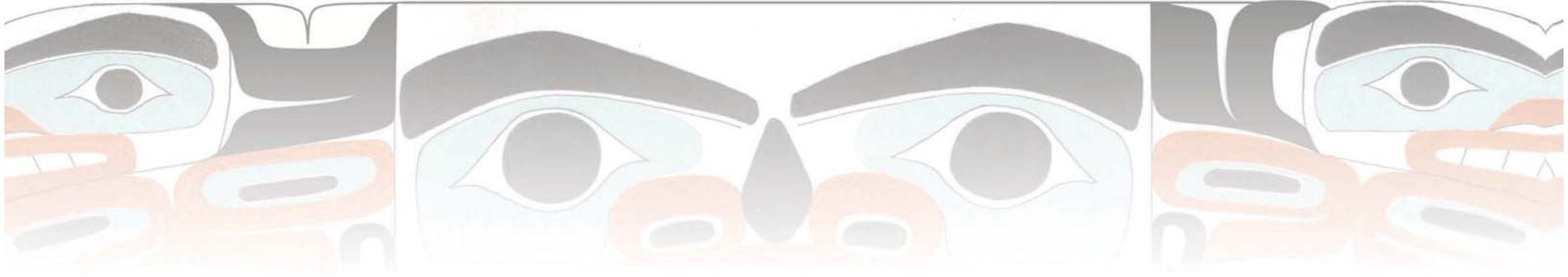




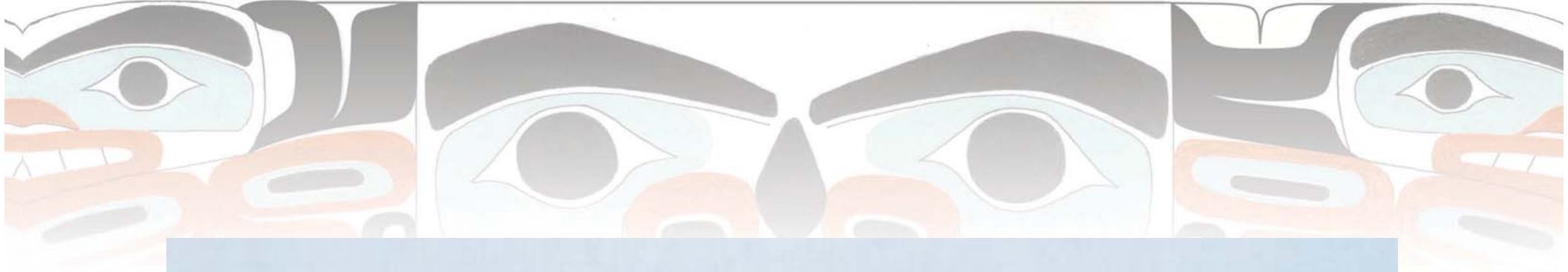


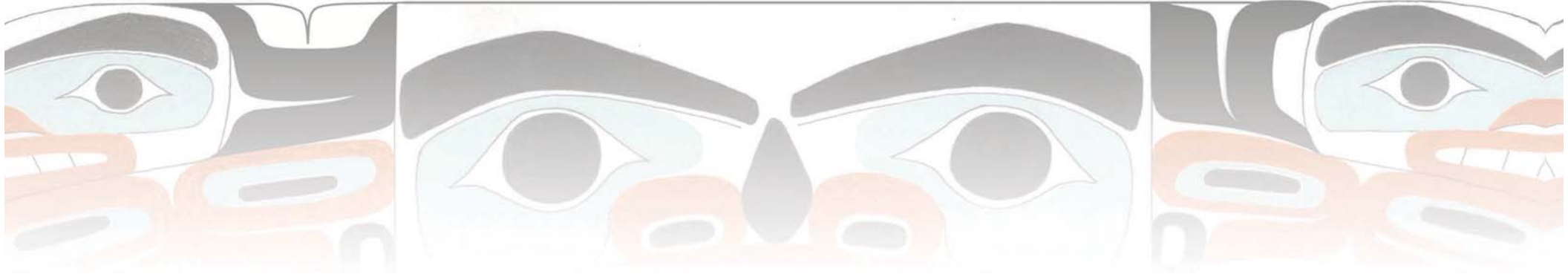
## COASTAL





## ENVIRONMENT

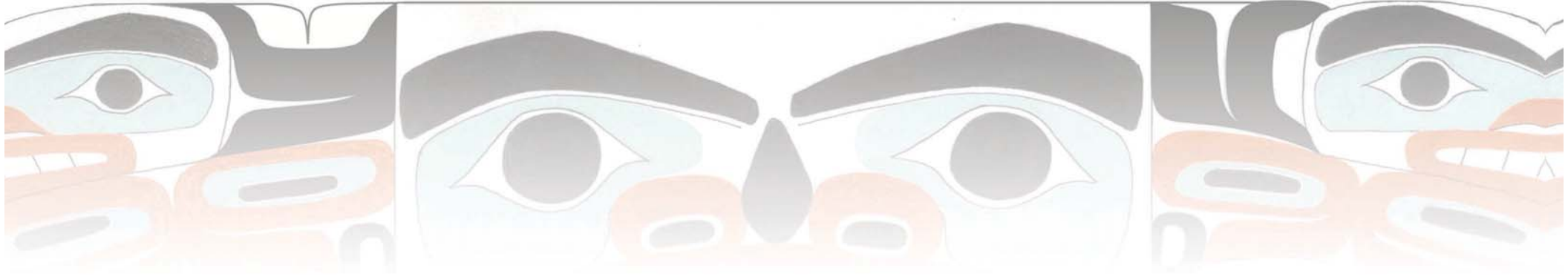




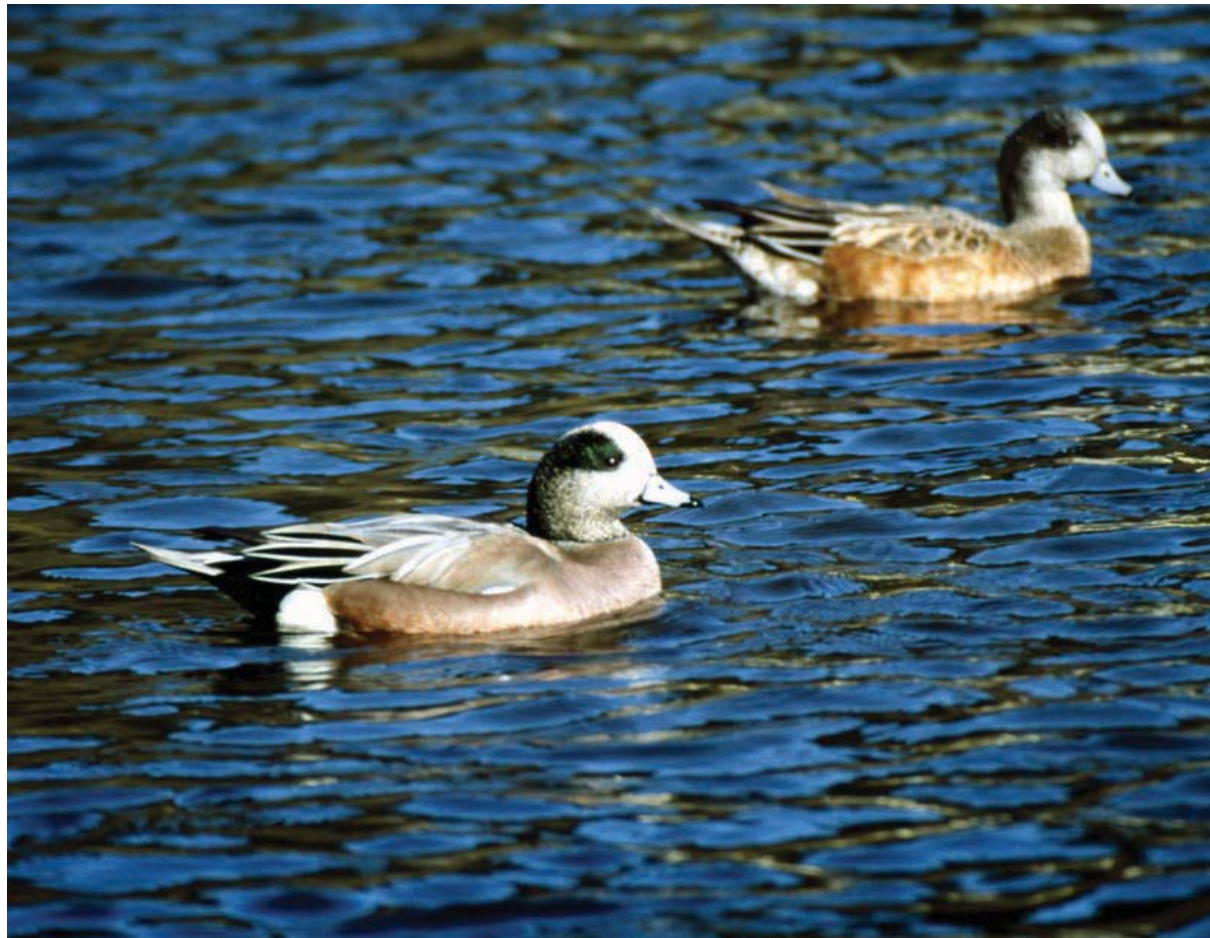
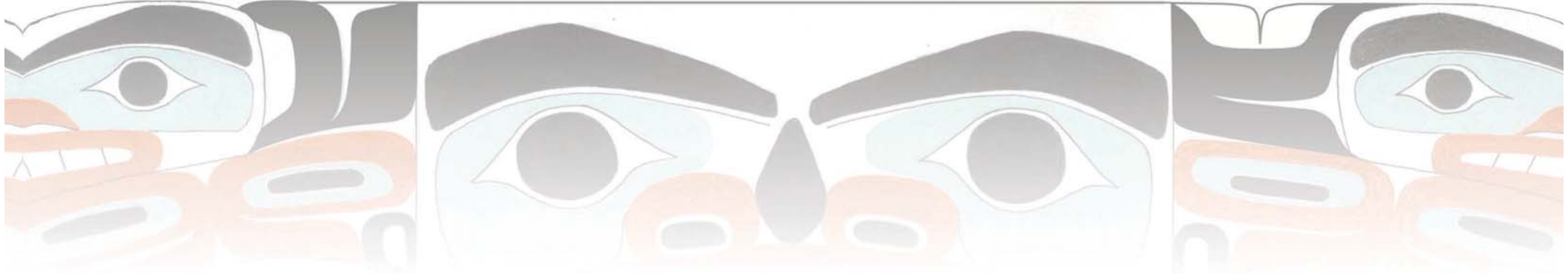
## FEUD

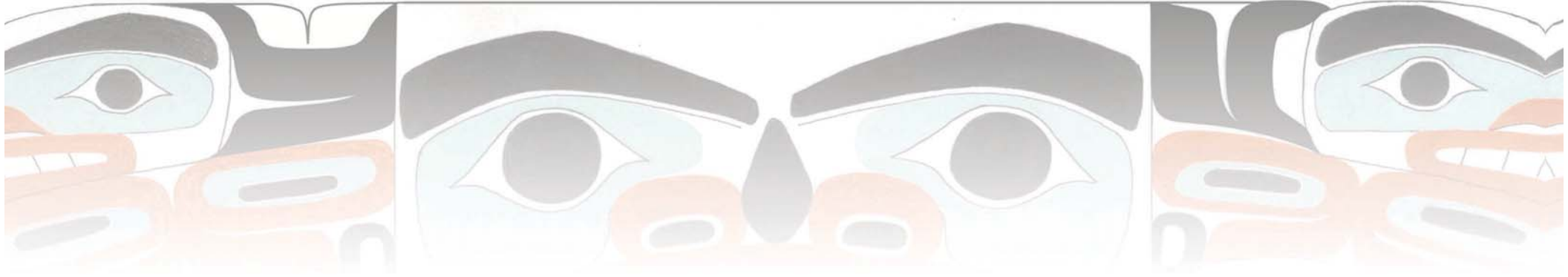




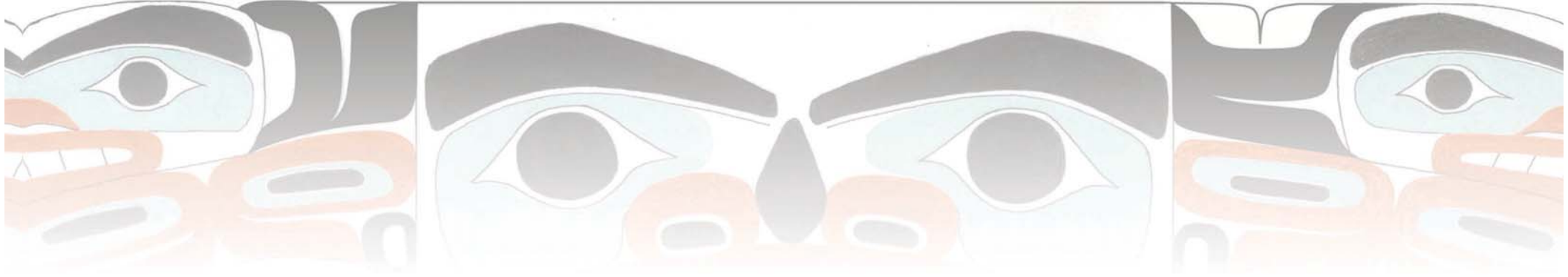


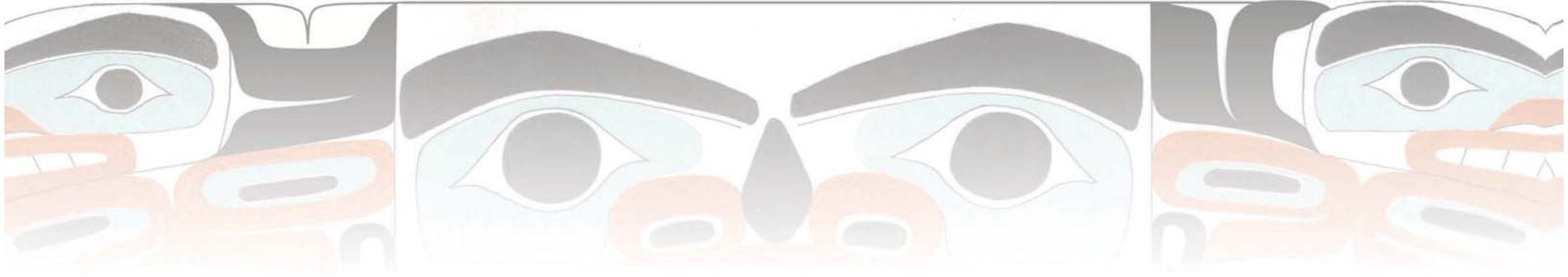
## FLUENT



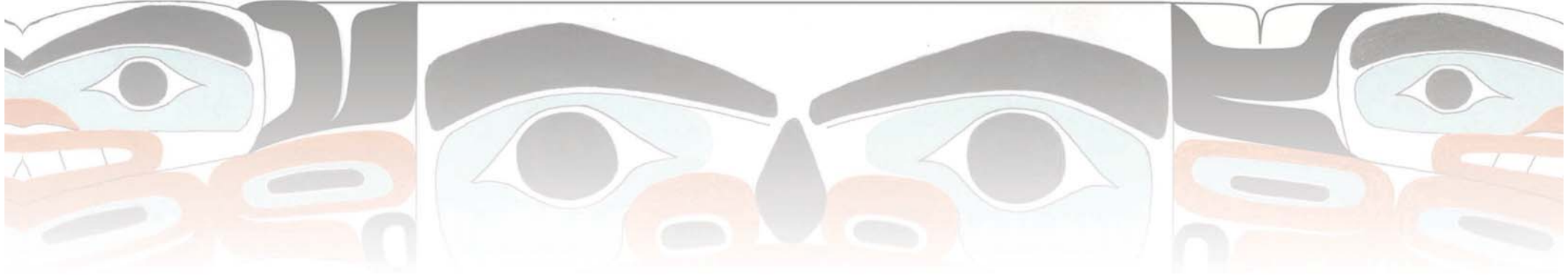


## GAME

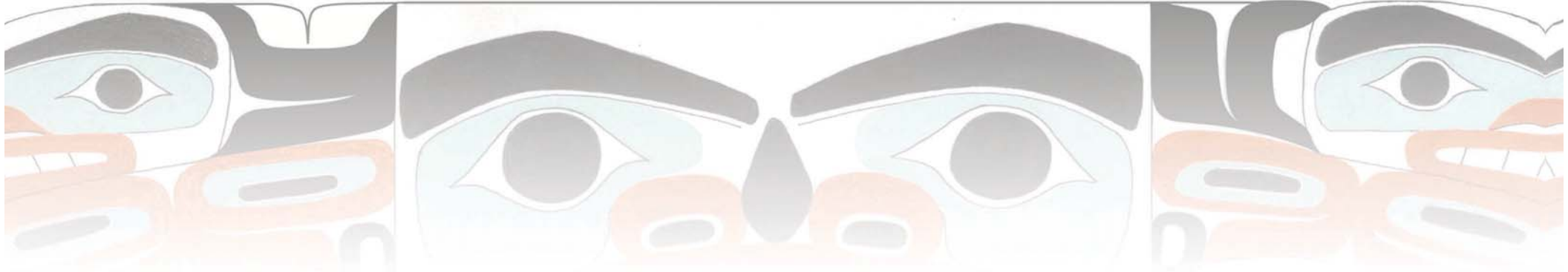




## INANIMATE

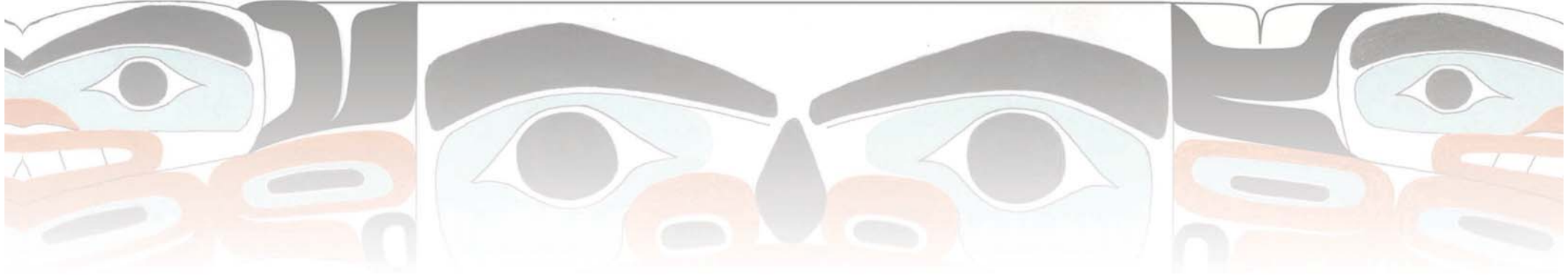


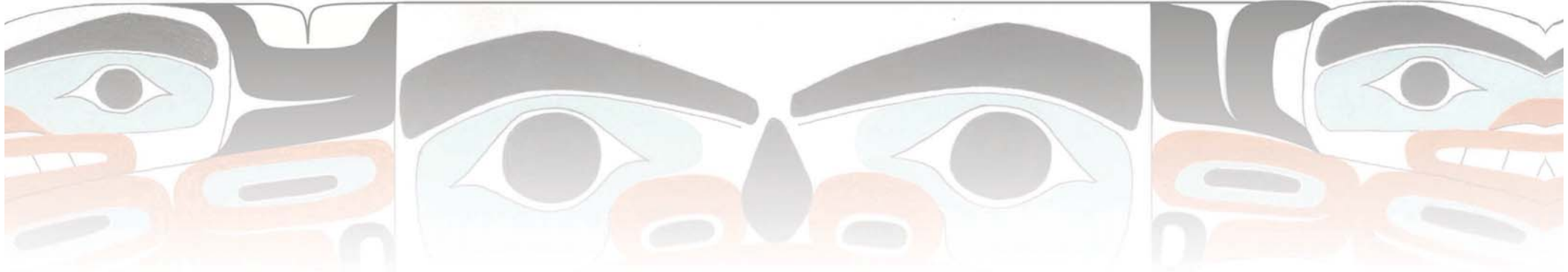
Alaska State Library - Historical Collections



## PERMANENT

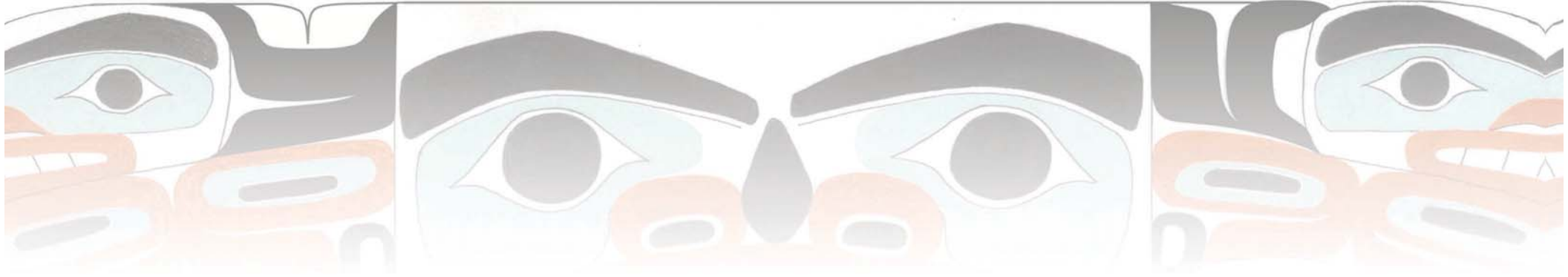




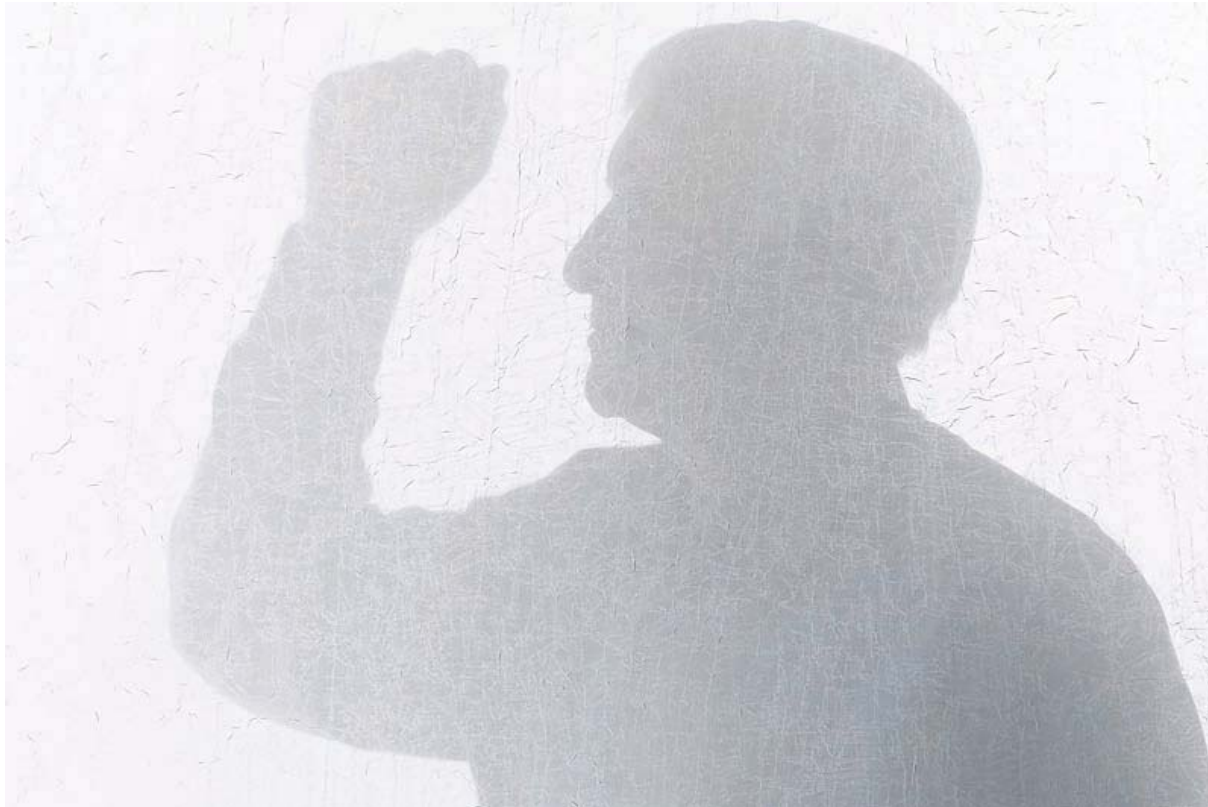
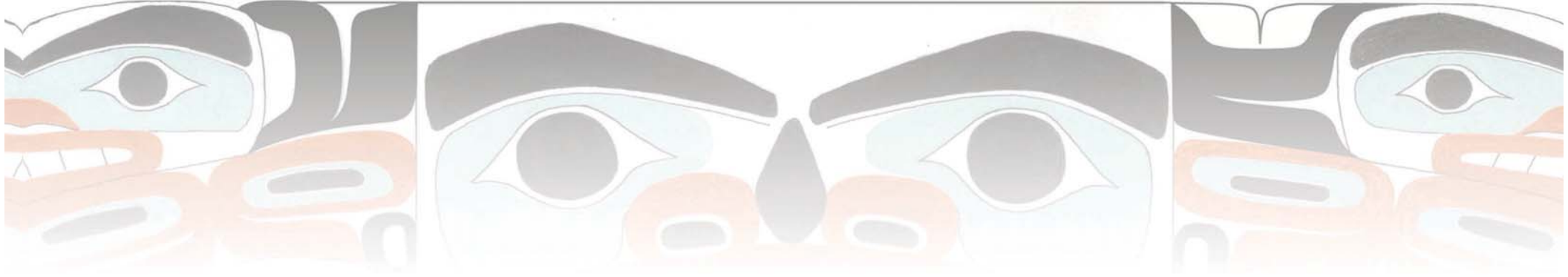


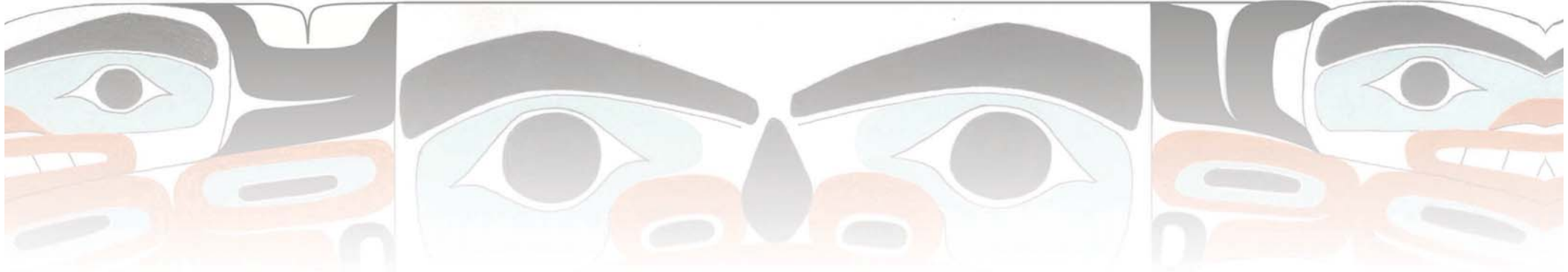
## PREVIOUS



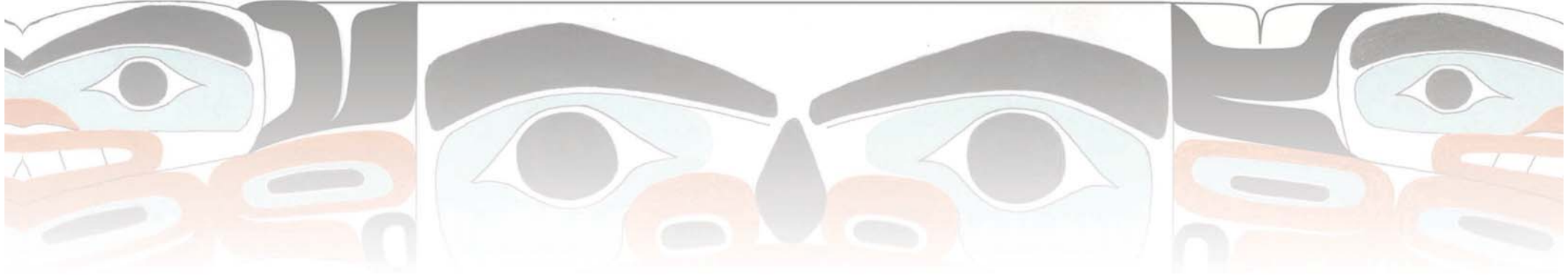


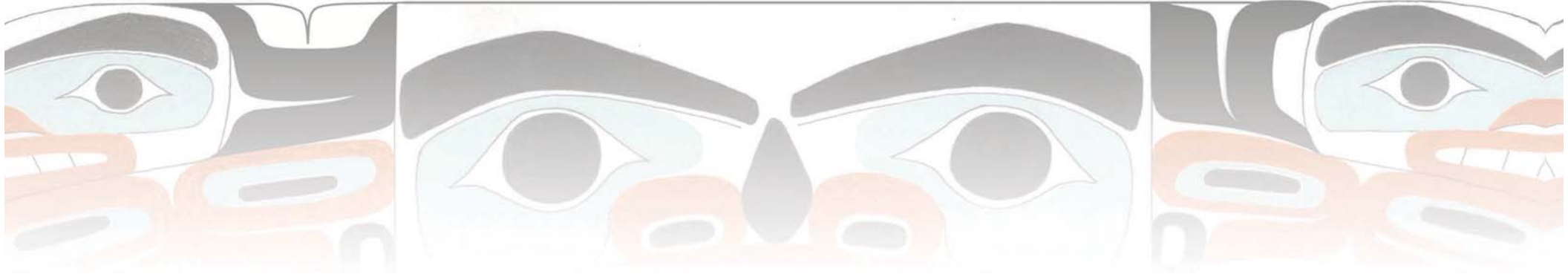
## REGIONS





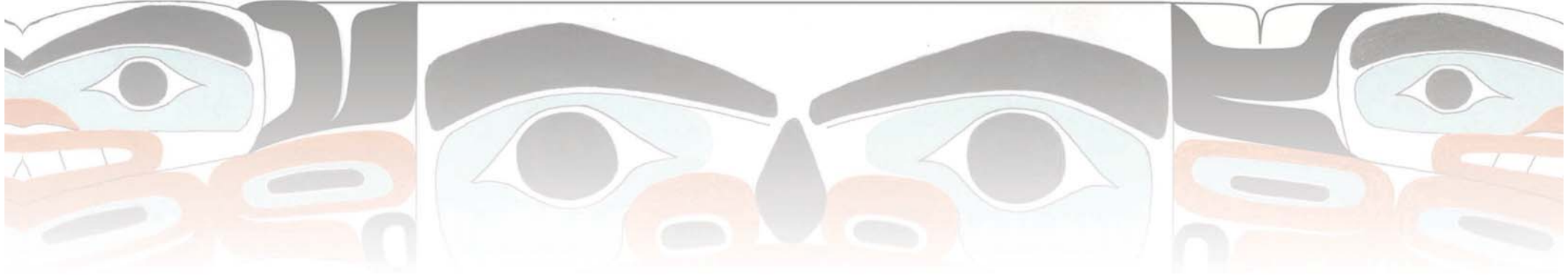
## RETALIATE



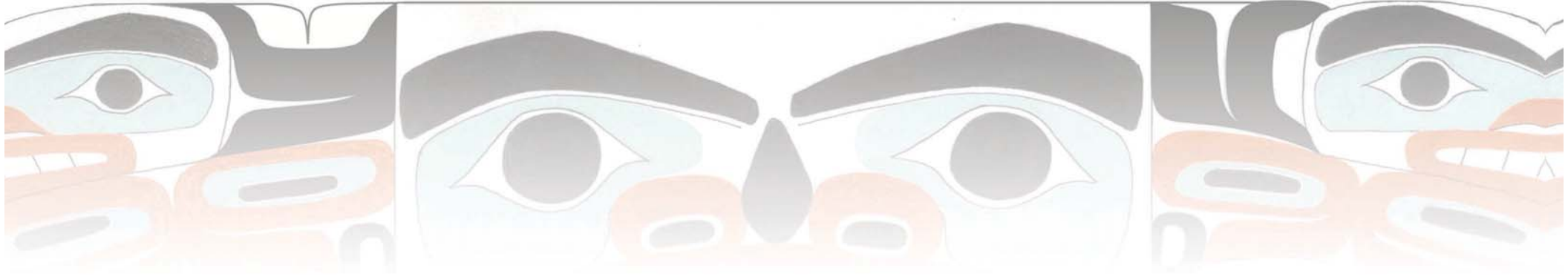


## REVITALIZE

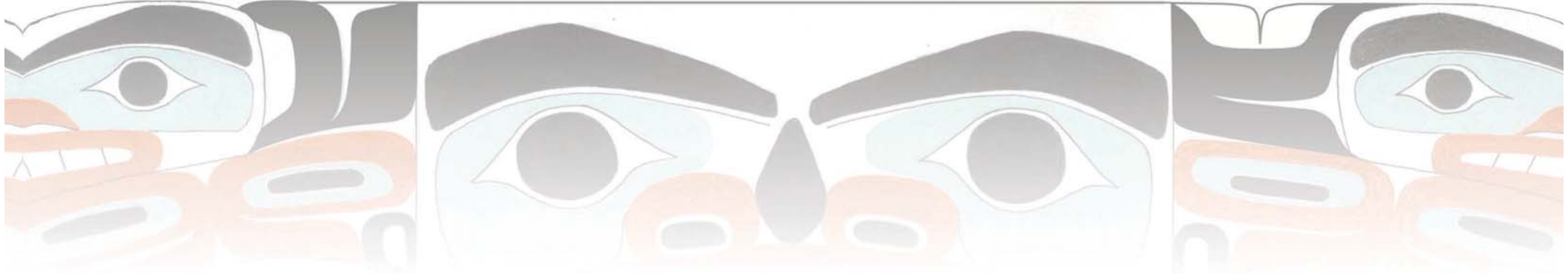




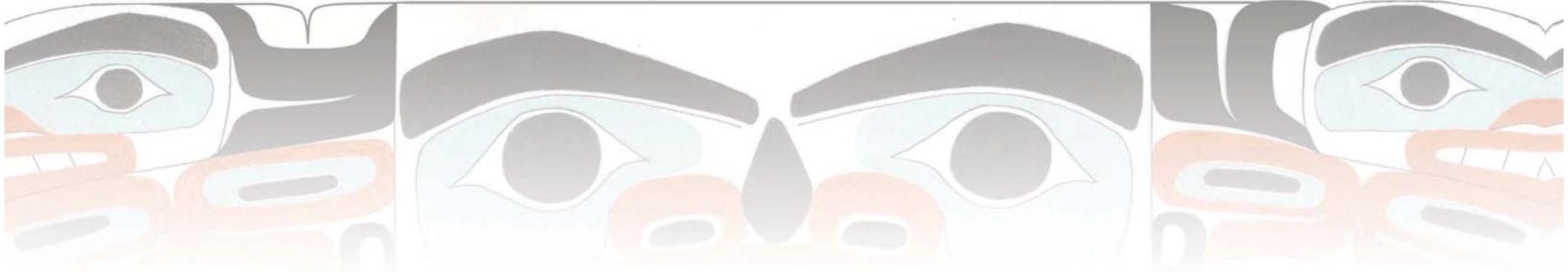
Anchorage Museum of History & Art. Library & Archives.



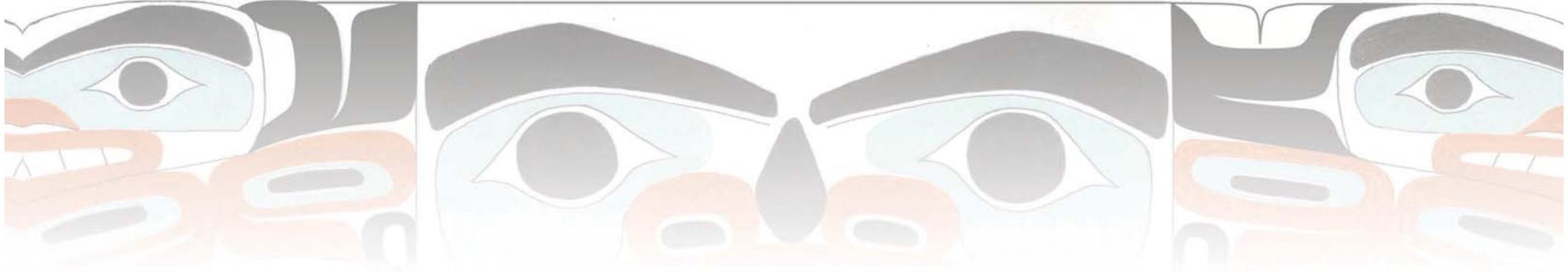
## UNPREDICTABLE

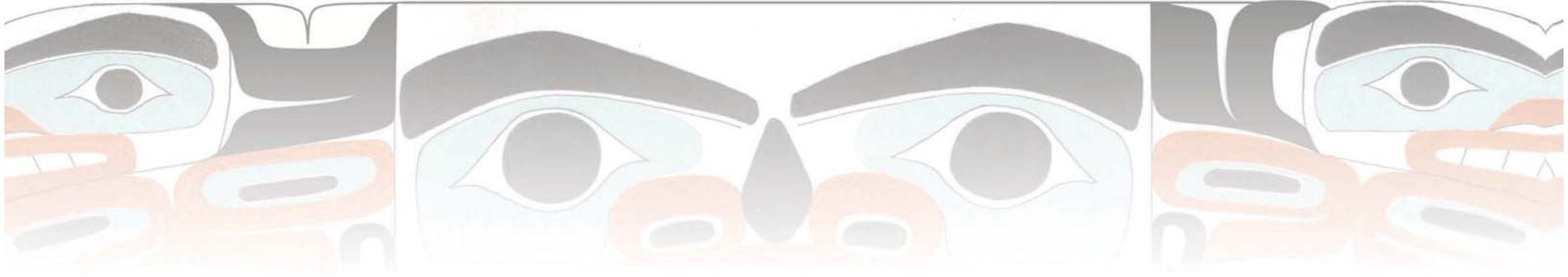


Alaska State Library - Historical Collections

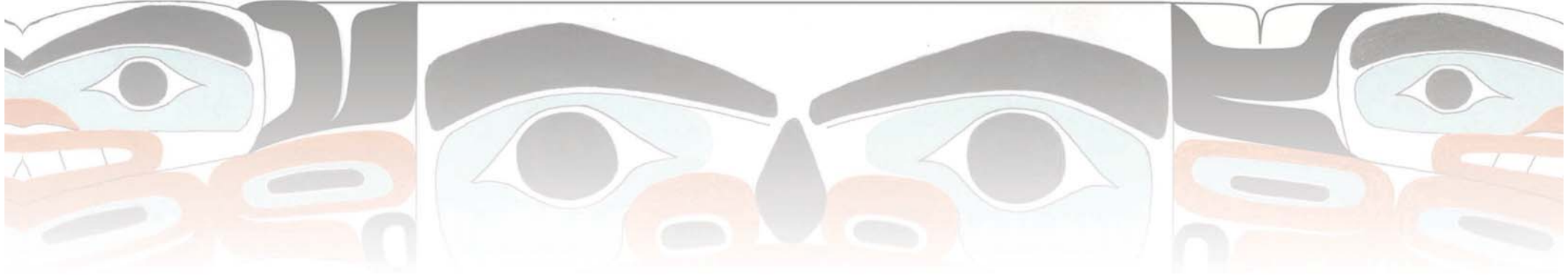


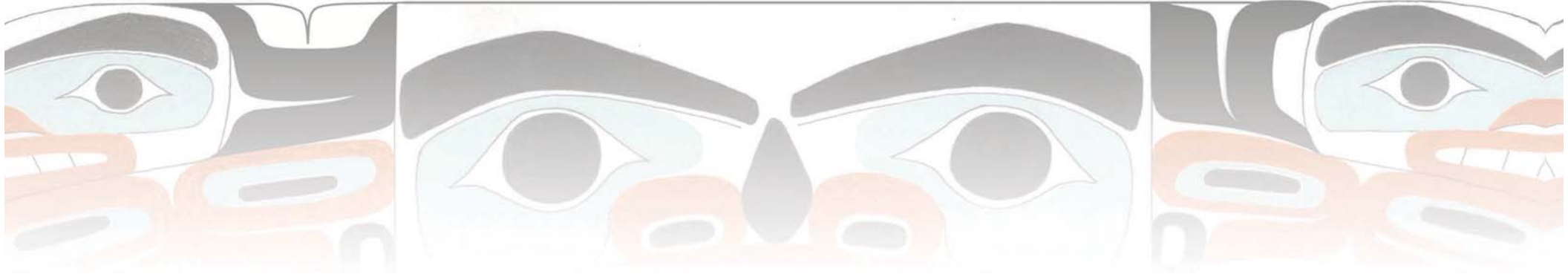
## CASUALTIES





## ALASKA NATIVE LANGUAGES MAP





## BLANK MAP OF ALASKA



