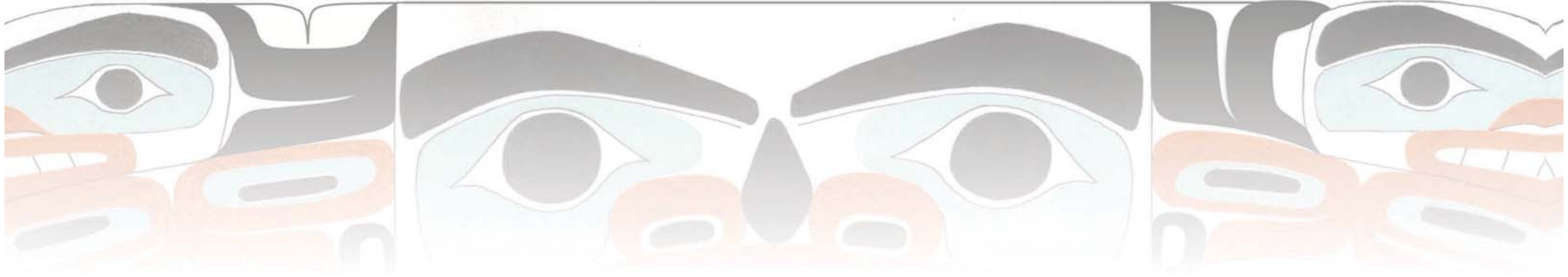




UNIT 5

Southeast Alaska Communities



The Alaska Native Claims Settlement Act: Relationship with the Environment

METLAKATLA IS ON Annette Island. Approximately 1,375 people live in Metlakatla. In 1886, a minister named William Duncan worked with the Tsimshian people in Canada. He asked the U.S. government for land in Alaska, for the Tsimshian people. The U.S. gave Annette Island to Duncan and the Tsimshian people. They moved to Annette Island in 1887. In 1891, Annette Island became a reservation. It is the only reservation in Alaska.

Klawock is a city on Prince of Wales Island. The Tlingit name is Lawáak. Approximately 854 people live in Klawock. The first settlers in Klawock were Tlingit. They came from the winter village of Tuxekan. They used Klawock as a fishing camp in the summer. In 1868, a trading post opened in Klawock. In 1878, the first fish cannery in Alaska opened in Klawock. In 1912, the Alaska Native Brotherhood (ANB) and the Alaska Native Sisterhood (ANS) were started in Klawock.

Craig is on Prince of Wales Island. The Tlingit name is Shaan da. In the beginning,

it was a fishing camp. It was a fishing camp used to gather herring eggs. It is named after Craig Miller. He built a storage plant in Craig. In 1922, Craig became a city. In 1972, a large sawmill was built near Craig. Fishing is still an important industry in Craig.

Hydaburg is a city on the west coast of Prince of Wales Island. Approximately 400 people live in Hydaburg. In the 1700s, Haida people migrated from Canada to Prince of Wales Island, a Tlingit area. In 1912, Hydaburg became a reservation. There was a trading post, a sawmill, and a store in the town. However, in 1926 the people of Hydaburg decided they did not want a reservation. They became part of the Tongass National Forest again. In 1927, Hydaburg became a city.

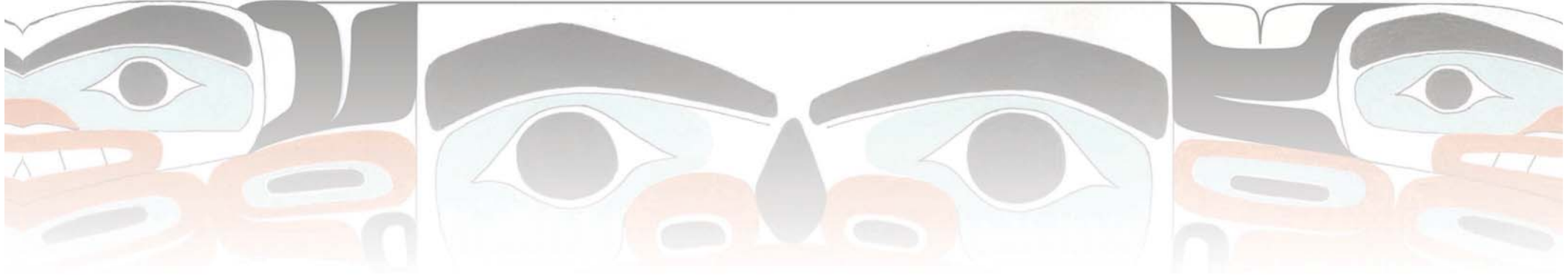
Kasaan is a small town on Prince of Wales Island. It has a population of approximately 40 people. Kasaan means pretty town in Tlingit. In the beginning, Haida people lived in the Kasaan area. The Haida lived in the southern part of the Island. The Tlingit lived

in the northern part of the island. In the 1700s, Europeans visited the Kasaan area. By the 1800s, fishing, mining, and logging were important industries for Kasaan. They are still important industries today.

Ketchikan is the fifth largest city in Alaska. Approximately 7,700 people live in Ketchikan. Ketchikan is known as the Salmon Capital of the World. It is named after Ketchikan Creek, which flows through the city. The name comes from the Tlingit name Kichxáan. It is not clear what this name means. It might mean “the river belonging to Kitschik.” It might also mean “thundering wings of an eagle.”

Southwest of Ketchikan is the village of Saxman. The people of Saxman originally came from the village of Cape Fox. An epidemic hit the village of Cape Fox, so the people wanted a new village site. A school teacher named Samuel Saxman and an Elder went looking for a new village site. Saxman and the Elder were lost at sea.

By 1894, the new town site was chosen. A



The Alaska Native Claims Settlement Act: Relationship with the Environment

sawmill was built at the new site. The people built a school and houses. They named the village after Samuel Saxman. In the 1930s, many totem poles from the old village were brought to Saxman. The totem poles were restored. Many clan treasures, such as carvings and masks, were also brought to Saxman. However, many totem poles and other treasures were left in the old village. These cultural objects are sometimes called artifacts, but Native people of Southeast Alaska prefer to call them clan treasures. Today, Saxman is known as one of the totem capitals of Alaska. Approximately 400 people live in Saxman.

The Tlingit people lived in the Wrangell area for a long, long, time. The Tlingit name is Kaachxana.áak'w. One of the stories tells of the Tlingit people migrating down the Stikine River. They migrated when the river still went under glaciers. The Tlingit people settled in different areas. In 1834, Ferdinand Petrovich Wrangell was the Russian governor of Alaska. He wanted a new fort. The fort was built where

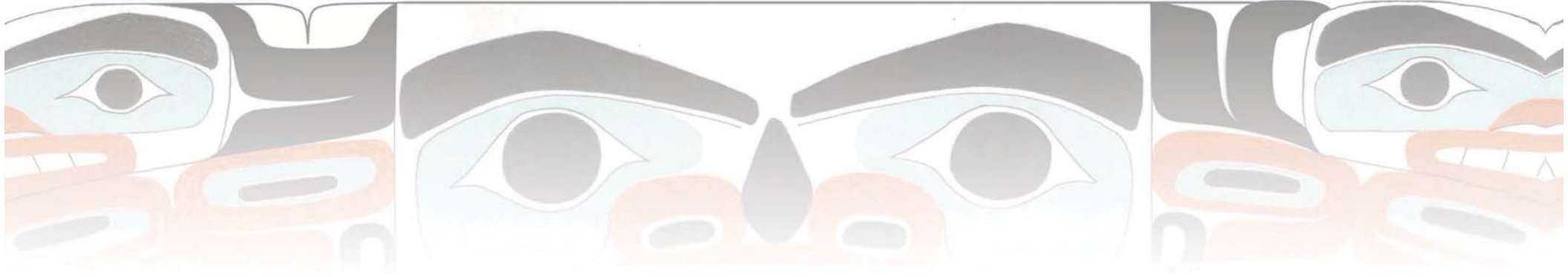
Wrangell is today. In 1839, the English took over the fort. Epidemics in 1836 and 1840 killed many Tlingit people. The epidemics killed half of the Tlingit people. In 1849, the people left the fort. In 1868, the United States Army built Fort Wrangell on the same site. Many people moved to the new site. It is the only Alaskan city that has been governed under four flags: Russian, British, American, and Alaskan.

Petersburg is on Mitkof Island. The Tlingit name is Gánti Yaakw Séedi. Approximately 3,000 people live in Petersburg. Traditionally, the Tlingits had fish camps in this area. Many ancient fish traps and some petroglyphs have been found. The traps and petroglyphs are 2,000 years old. Petersburg was named after Peter Buschmann, a Norwegian who arrived in the area in the 1890s. He built a fish cannery. He used ice from the glaciers to keep the fish cool. Most of the people living in Petersburg were Scandinavian. Petersburg is called Little Norway. The fish cannery is still running today.

***“The Earth
is our Mother;
one does not sell
one’s Mother.”***

—Lakota Tradition

***What is the
importance of
land ownership
in Alaska?***



The Alaska Native Claims Settlement Act: Relationship with the Environment

Kake is a town with a population of approximately 500 people. The name comes from the Tlingit word Kéex', which is shortened from Keex' é, which means "the beginning of dawn". Previously Kake had been called Tá Aan, the sleeping town.

After a ku.éex (ceremony) which lasted for many days, a guest asked what the name of the town was. When told it was Tá Aan, the sleeping town, he said that from now on it would be known as "the town that never sleeps". At one time, there were three Kake villages.

The Kake Tlingits had conflicts with early European explorers, including Captain George Vancouver. They had conflicts with trappers. In 1869, a soldier in Sitka shot a person from Kake. Then the Kake people killed two traders in Kake. This started the Kake War. The United States Navy destroyed the three Kake villages. For many years, the Kake people did not rebuild their villages. Around 1890, the Kake people rebuilt their village where Kake is

today. Kake has the largest totem in the world. It is 128 feet high. It was carved in Haines and shipped to Osaka, Japan, for the World Exposition. It was shipped back to Kake and was raised in 1971.

Sitka is on Baranof Island. Today it has a population of approximately 9,000 people. Sitka was first settled by Tlingit people. The name Sitka comes from the Tlingit word Sheet'ká. This means, the people on the outside of Baranof Island.

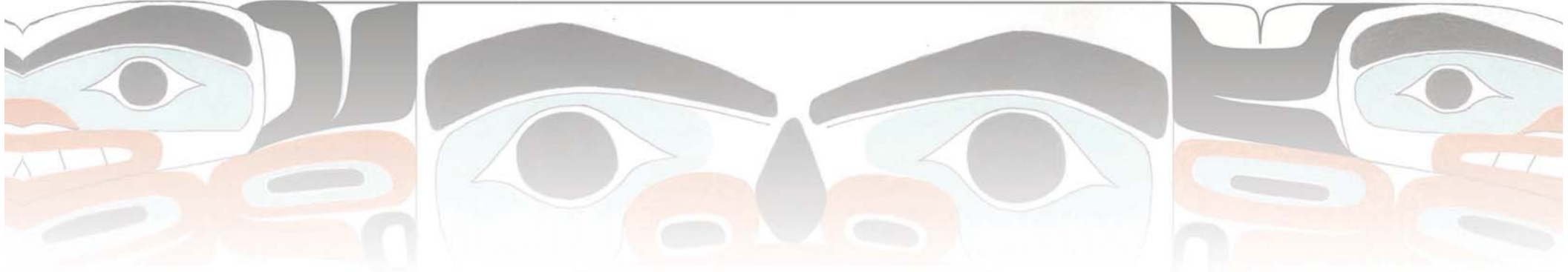
Russian Sitka was built in 1799. The Russian governor, Alexandr Baranov, built Sitka. This was called Old Sitka. In 1802, the Tlingits destroyed Old Sitka because the Russians were using Tlingit natural resources without their permission. In 1804, Baranov returned with a warship. He came with many Russians and Aleuts. The warship bombarded the Tlingit fort. That did not work. So, the Russians attacked the Tlingit fort. The Tlingits fought very hard. However, they had only a small amount of gun powder. They were forced

to leave the fort. In 1808, Sitka became the first Russian capital of Alaska.

Angoon is a city on Admiralty Island. The name comes from the Tlingit name, Aangóon, which means isthmus town. Admiralty Island has long been the home of the Tlingit. When the Russians governed Alaska, fur trading was important in the Angoon area.

In 1878, the Northwest Trading Company built a trading post and whaling station. These were built on nearby Killisnoo Island. Many people from Angoon worked there. They helped to hunt whales. Many Tlingits moved to Killisnoo Island.

In 1882, there was an explosion on a whaling boat. The explosion killed a whaler. The whaler was a Tlingit shaman named Til' Tlein. The Tlingits wanted 200 blankets as payment for the loss of the life of Til' Tlein. The Tlingits held the whaling boat so it would not make noise. It had to be quiet during the funeral. That was the Tlingit way. The company refused to give blankets. The company asked



The Alaska Native Claims Settlement Act: Relationship with the Environment

the United States Navy in Sitka for help. On October 26, 1882, the navy destroyed Angoon and a summer camp. The sailors raided the town and stole many valuable clan treasures. In 1928, Killisnoo was destroyed by fire. Many Tlingits moved back to Angoon.

Today, approximately 600 people live in Angoon.

Hoonah is a Tlingit village on Chichagof Island. Hoonah comes from the Tlingit name Xunaa, meaning where the north wind doesn't blow. It is believed that originally people lived in Huna. Huna was in Glacier Bay. It was destroyed by a glacier. The people then moved to where Hoonah is today.

In 1880, The Northwest Trading Company built a store in Hoonah. In 1912 a large fish cannery was built north of Hoonah. This fish cannery is now the site of Icy Strait Point, a tourist stop for the cruise ships. In 1944, a fire destroyed most of Hoonah. The U.S. government helped to rebuild Hoonah. They built single family homes. These homes

replaced the clan houses that had burned.

For thousands of years, the Tlingits fished in the Gastineau Channel. These were the Auke and the Taku tribes. Today the city of Juneau is on the Gastineau Channel.

Juneau has been the capital of Alaska since 1906. At that time, the government moved to Juneau from Sitka. Juneau is named after a gold prospector, Joe Juneau. For awhile, the town was called Rockwell and then Harrisburg. The Tlingit name for the town is Dzántik'i Héeni. This means river where the flounders gather.

Auke Bay, twelve miles north of Juneau, is called Áak'w in Tlingit. This means little lake. Taku Inlet and the Taku River are south of



Juneau. This area is named after the Canadian Geese that migrate regularly through the inlet. The Tlingit name for the Canada Goose is t'aawák. Taku is the name given to the inlet, river, glacier, and the fierce wind that blows from there.

The Mendenhall and Lemon Creek Glaciers can be seen from the road. For many years, Juneau was the largest city in the U.S. by area. It is the only state capital that is on a



The Alaska Native Claims Settlement Act: Relationship with the Environment

foreign border. It is bordered on the east by Canada.

Approximately 31,000 people live in Juneau.

The area around Haines was called Deishú by the Chilkat Tlingits. This means end of the trail. It was called this because people could carry their canoes from the trail that they used to trade with the Interior Indians. They could carry their canoes to Deishú and save twenty miles of rowing around the Chilkat Peninsula.

In 1880, George Dickinson worked for the North West Trading Company in Deishú. He was the first European there. In 1881, a church and school were built in Deishú. In 1884, the church was named Haines. This was done to honor Mrs. F.E. Haines. Mrs. Haines got the money to build the church.

Between 1898 and 1899, the gold rush brought many people to the Haines area. There were approximately 30,000 miners in the area. During this time, the name Haines was used to name the town, not just the church. Fishing

and logging are no longer the main industries of Haines. Today, tourism brings money into the community.

Approximately 1,900 people live in the Haines area.

In Tlingit, Klukwan is called, Tlákw.aan. This means “forever village” and it was named this because of its old age. Elder Joe Hotch says, “Klukwan was there since the beginning of time, that is how it was told to me by my elders and they heard it from their elders.”

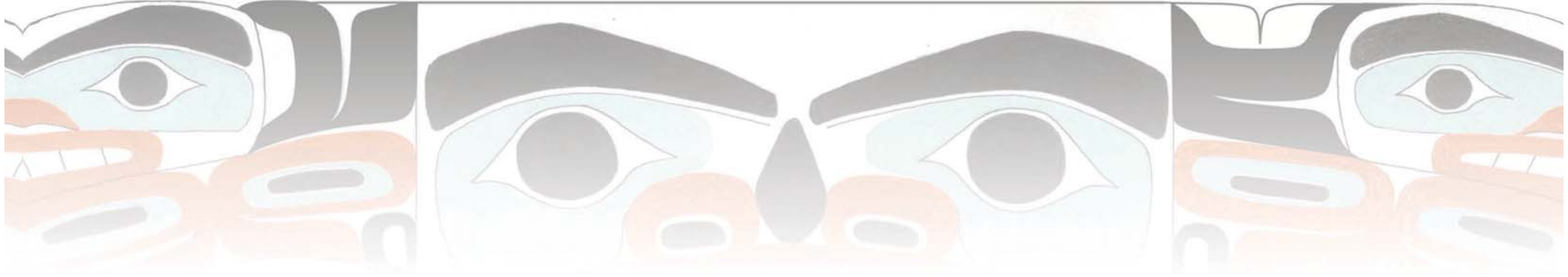
The area around Klukwan is known as Jilkaat. Over time, the Tlingit word Jilkaat got Anglicized to Chilkat. The Tlingits from the Chilkat area hunted wild game. There was lots of wild game in the area. In the summer they fished and made dry fish which was stored in small shelters called chal, high above the ground. Animals could not get into the storage sheds.

The area has always had lots of salmon, called xáat. The Tlingits fished all summer and into the early winter months. The Chilkat

river flows through the valley and the Klukwan village is situated on the eastern side of the river.

In the early spring, the first fish to be harvested by the Chilkats are the hooligans. From the hooligans the Chilkats made hooligan grease. This was the main product that made the village a strong and rich community, prior to contact. The grease was prized by many other Native groups. This enabled the Chilkats to trade with their neighbors for things they needed to survive through the long winter months. They developed a trading route that they used for centuries. Later, one of the trade routes became known as the Dalton Trail. The newly named Dalton Trail led to the gold fields of the Yukon. It was a good trail for wagons and animals. The Chilkat owned and controlled the Dalton Trail and all trails from their area to the Interior.

Before 1900, there were five Chilkat villages. Today, Klukwan is the only village left. It is on the Chilkat River, about twenty-two



The Alaska Native Claims Settlement Act: Relationship with the Environment

miles north of Haines. Today the tribal lands of the Chilkat are much smaller than they used to be. Many outsiders have claimed Chilkat land as their own. Once the Chilkats had 2.6 million acres of tribal land. Elder Joe Hotch teaches Chilkat youth that the tops of the mountains northward and southward, down to Berners bay, is Chilkat territory. Today, they have 1,898.6 acres of tribal land. Approximately 145 people live in Klukwan. Klukwan is one of three tribes in Alaska that owns tribal lands.

The name Skagway is from the Tlingit word Shgagwei, meaning a windy place with white caps on the water. The Tlingit people in this area came from Dyea. Dyea is a few miles from Skagway.

The Tlingits used to control the pass over the mountains. The pass led to the Interior of Alaska. In 1879, the Tlingits made an agreement with the U.S. government. This allowed other people to use the pass.

Today, Skagway has a population of approximately 862 people. However, in the

summer, this number doubles. In the summer, it takes many people to help with the 900,000 tourists who visit Skagway.

For thousands of years, the Tlingit lived in the area around Skagway. They fished and hunted in the area. They traded with other Native groups along the coast and in the Interior.

In 1887, William Moore, a steamboat captain, and his son Ben claimed land in Skagway. They claimed land at the mouth of the Skagway River. They built a log cabin, a sawmill, and a wharf. Moore believed that gold would be found. In 1896, gold was found in the Yukon. The Gold Rush was on. Thousands of people came through Skagway on their way to the gold fields. It was a 500-mile journey to the gold fields, from Skagway.

Yakutat is the largest city in the United States by area. The name comes from the Tlingit word Yaakwdáat, meaning the place where canoes rest.

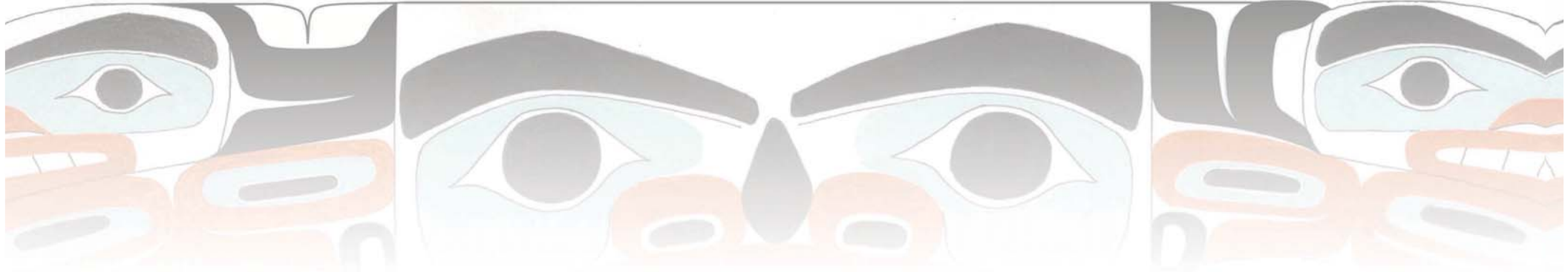
The original settlers in the Yakutat area

were probably Eyak people from the Copper River area. Tlingits migrated into the area. They mixed with the Eyaks. At one time, there were many Tlingit/Eyak villages in the area.

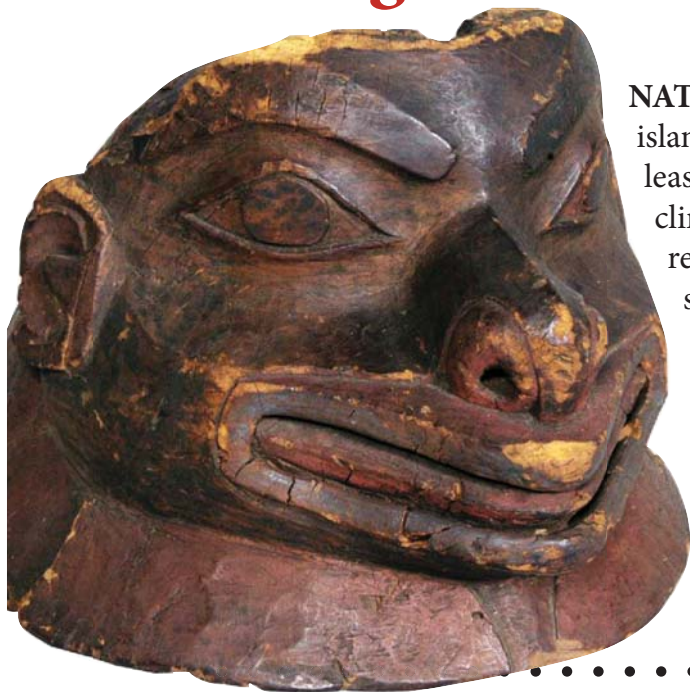
In 1805, the Russians built a fort in Yakutat. The Russians wanted the sea otter pelts. The Russians cut off the Tlingits from fishing nearby. A Tlingit war party attacked and destroyed the Russian fort.

Today, fishing is the biggest industry in Yakutat. Yakutat has become the water surfing capital of Alaska. Warm Pacific currents keep the water mild. Some surfers live in Yakutat all year. Others come from other areas of the U.S.

Today, there are approximately 810 people living in Yakutat.



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



NATIVE PEOPLES HAVE INHABITED the islands and mainland of Southeast Alaska for at least ten thousand years. The relatively moderate climate of the area and an abundance of natural resources allowed for the development of highly sophisticated cultures.

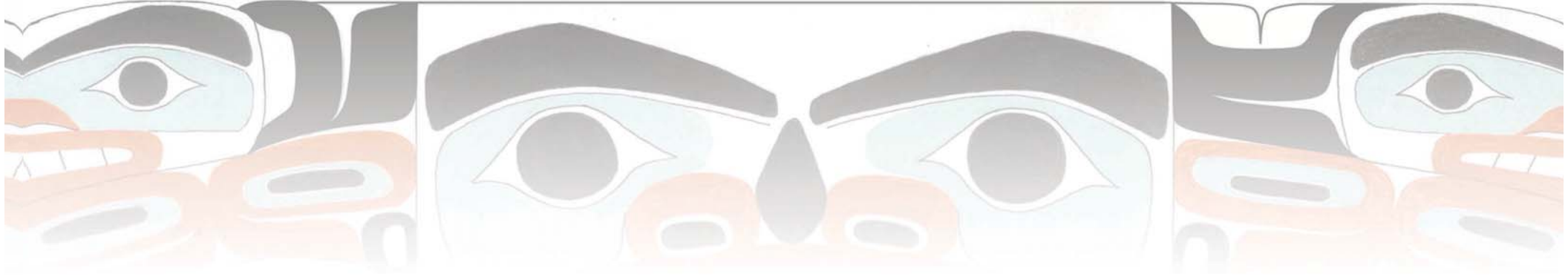
The social organization was complex and the development of Native art flourished. Most permanent communities began as camps or villages, with an economic base tied to fishing, forestry, and/or mining.

Employment attracted many Native people to the permanent commercial centers of Southeast Alaska.

Key Vocabulary

- approximately
- industry
- restored
- artifacts
- epidemic
- petroglyph
- conflict
- isthmus
- claim
- harvest

- **Grabber:** Show the students the picture from this unit that shows the bombardment of Angoon. Have the students suggest why the navy would bomb the village of Angoon. Tell the story, stressing the cultural miscues that occurred, causing the destruction and pillaging of the village.



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

- Mount a large map of Alaska on the wall or board. Direct the students' attention to the different communities of Southeast Alaska. Share information about the communities from this unit with the students.
- Lead the students to understand the impact of economics on the settlement patterns of Native peoples in Southeast Alaska. Connect the use of natural resources to traditional habitats and contemporary communities.
- Have the students do online research to find other influences in the world that determined the population patterns of people. This should include economic, social, political, and geographical considerations. When completed, have each student share his/her findings with the class.
- Read the text published at the beginning of this unit 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

APPROXIMATELY



Measure 9 feet by 8 1/2 inches on the floor—the size of Goliath. Use your outstretched hand to measure Goliath in spans. Have other students do the same. Use this to lead into the word “approximately” as it refers to measurement.

INDUSTRY



Collect concrete materials that represent industries (for example, paper, a light bulb, a wooden object, and stone jewelry). Use the items to introduce “industries”; have the students name other industries.

RESTORED

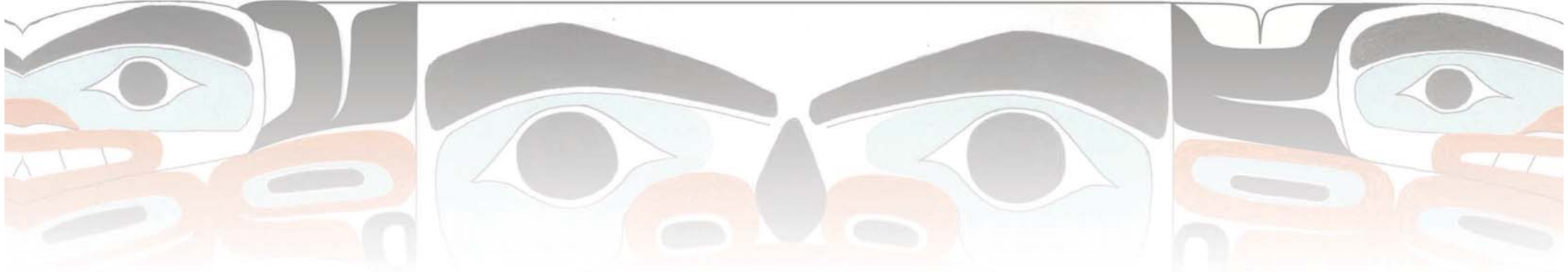


If possible show the students an item that has been restored (for example, furniture, artifacts, etc.). Show the picture for “restored” from this unit. Discuss the contents of the picture with the students.

ARTIFACTS



If sample artifacts are available, share them with the students. Show the picture for “artifact” from this unit. Have the students suggest other types of artifacts.



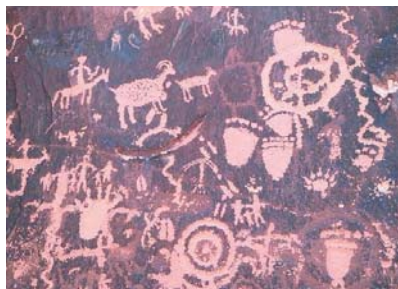
The Alaska Native Claims Settlement Act: Background and Place-Based Activities

EPIDEMIC



Show the students items related to having the flu (for example, tissue, pills, cough medicine, etc.). Use these to introduce a flu epidemic. Cite other examples of epidemics. Show the picture from this unit—the students should imagine why the mask is important.

PETROGLYPH



Show the students the petroglyph picture from this unit. If other pictures are available, share them with the students. Have the students determine the purposes of petroglyphs.

CONFLICT



If a DVD based on a war is available, show the cover to the students. Have the students identify the DVD as showing a conflict between peoples.

ISTHMUS



Mount a map of the world on the wall. Direct the students to the Isthmus of Panama. Have the students locate others isthmuses on the map.

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

CLAIM



Show the students the picture of the claim remnants from the back of this unit. Have the students identify the contents of the picture. Project the picture from the back of this unit that shows miners working their claims.

HARVEST



Place a sample of cereal and fish in front of the students. Have them determine what is the same about both. Lead them to understand that both involve harvesting—the harvesting of grain and fish. Cite other things that are harvested.



Sealaska Heritage Institute is a great resource for historical photos and documents related to Tlingit, Haida, and Tsimshian cultures. Go to www.sealaska-heritage.org/collections to search our archival catalog or to view photos in our “digital collections” section. Above: Chief Shakes House project. Linn A. Forrest Collection.

Language and Skills Development

LISTENING

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times. Rather than using body movements, or—in addition to the body movements—you may wish to use “sound effects” for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.



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.

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.

Language and Skills Development

SPEAKING

High Roller

Give a die to each of two students. When you say “Go,” the students should roll their dice. The student who rolls the highest number on his/her die must then say a complete sentence about a vocabulary picture that you show. Repeat this process until many students have responded with sentences of their own.



Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.



The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

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.



Language and Skills Development



READING

Sentence Completion

Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students' work.

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.



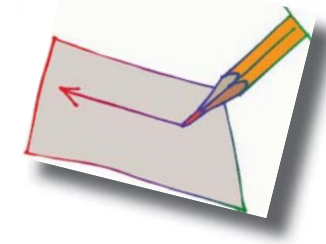
Half Time

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his/her half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

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

Flashlight Writing

If possible, darken the classroom.

Give a student a flashlight. Say one of the vocabulary words and the student should write that word with the light of the flashlight on a wall or on the board.

Repeat until many students have had a chance to participate. An alternative is to provide each student with writing paper and a pen. Darken the classroom, if possible. Use the light of a flashlight to write one of the sight words on the wall or board. When you have completed the writing of the word, each student should then write the same word on his/her sheet of paper. Repeat until all sight words have been written in this way.



This activity may also be done in team form. In this case, group the students into two teams. Darken the classroom. Use the

light of a flashlight to write one of the sight words on the board. When you say “Go,” the first player in each team should rush to the board and use chalk to write the same word on the board. The first player to do this correctly wins the round. Repeat until all players have played.

Sentence Completion

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

Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After “lipping” the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students’ responses.



Reading and Writing: Sentence Completion

METLAKATLA IS ON Annette Island.

_____ 1,375 people live in Metlakatla. In 1886, a minister named William Duncan worked with the Tsimshian people in Canada. He asked the U.S. government for land in Alaska, for the Tsimshian people. The U.S. gave Annette Island to Duncan and the Tsimshian people. They moved to Annette Island in 1887. In 1891, Annette Island became a reservation. It is the only reservation in Alaska.

Klawock is a city on Prince of Wales Island. The Tlingit name is Lawáak.

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it was a fishing camp. It was a fishing camp used to gather herring eggs. It is named after Craig Miller. He built a storage plant in Craig. In 1922, Craig became a city. In 1972, a large sawmill was built near Craig. Fishing is still an important _____ in Craig.

Hydaburg is a city on the west coast of Prince of Wales Island. _____ 400 people live in Hydaburg. In the 1700s, Haida people migrated from Canada to Prince of Wales Island, a Tlingit area. In 1912, Hydaburg became a reservation. There was a trading post, a sawmill, and a store in the town. However, in 1926 the people of Hydaburg decided they did not want a reservation. They became part of the Tongass National Forest again. In 1927, Hydaburg became a city.

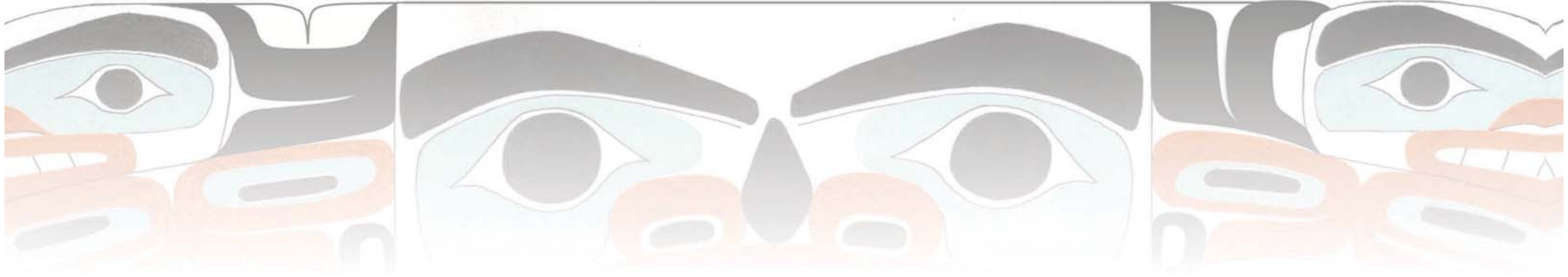
Kasaan is a small town on Prince of Wales Island. It has a population of _____ 40 people. Kasaan means pretty town in Tlingit. In the beginning, Haida people lived in the Kasaan area. The Haida lived in the southern part of the Island. The Tlingit lived in the northern part of the island. In the 1700s, Europeans visited the

Kasaan area. By the 1800s, fishing, mining, and logging were important industries for Kasaan. They are still important industries today.

Ketchikan is the fifth largest city in Alaska. _____ 7,700 people live in Ketchikan. Ketchikan is known as the Salmon Capital of the World. It is named after Ketchikan Creek, which flows through the city. The name comes from the Tlingit name Kichxáan. It is not clear what this name means. It might mean “the river belonging to Kitschk.” It might also mean “thundering wings of an eagle.”

Southwest of Ketchikan is the village of Saxman. The people of Saxman originally came from the village of Cape Fox. An _____ hit the village of Cape Fox, so the people wanted a new village site. A school teacher named Samuel Saxman and an Elder went looking for a new village site. Saxman and the Elder were lost at sea.

By 1894, the new town site was chosen. A sawmill was built at the new site. The people built a school and houses. They named the village after Samuel Saxman. In the 1930s,



Reading and Writing: Sentence Completion

many totem poles from the old village were brought to Saxman. The totem poles were _____. Many clan treasures, such as carvings and masks, were also brought to Saxman. However, many totem poles and other treasures were left in the old village. These cultural objects are sometimes called _____, but Native people of Southeast Alaska prefer to call them clan treasures. Today, Saxman is known as one of the totem capitals of Alaska. _____ 400 people live in Saxman.

The Tlingit people lived in the Wrangell area for a long, long, time. The Tlingit name is Kaachxana.áak'w. One of the stories tells of the Tlingit people migrating down the Stikine River. They migrated when the river still went under glaciers. The Tlingit people settled in different areas. In 1834, Ferdinand Petrovich Wrangell was the Russian governor of Alaska. He wanted a new fort. The fort was built where Wrangell is today. In 1839, the English took over the fort. _____ in 1836 and 1840 killed many Tlingit people. The _____ killed half of the Tlingit

people. In 1849, the people left the fort. In 1868, the United States Army built Fort Wrangell on the same site. Many people moved to the new site. Today, Wrangell is mostly a non-Native town. It is the only Alaskan city that has been governed under four flags: Russian, British, American, and Alaskan.

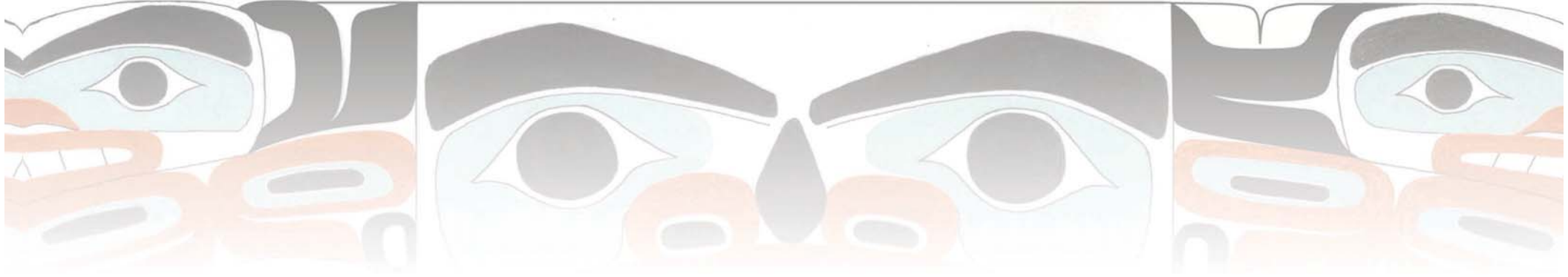
Petersburg is on Mitkof Island. The Tlingit name is Gánti Yaakw Séedi. _____ 3,000 people live in Petersburg. Traditionally, the Tlingits had fish camps in this area. Many ancient fish traps and some _____ have been found. The traps and _____ are 2,000 years old. Petersburg was named after Peter Buschmann, a Norwegian who arrived in the area in the 1890s. He built a fish cannery. He used ice from the glaciers to keep the fish cool. Most of the people living in Petersburg were Scandinavian. Petersburg is called Little Norway. The fish cannery is still running today. Petersburg is mostly a non-Native city.

Kake is a town with a population of _____ 500 people. The name comes from the Tlingit word Kéex', which is

shortened from Keex' 'e, which means "the beginning of dawn". Previously Kake had been called Tá Aan, the sleeping town.

After a ku.éex (ceremony) which lasted for many days, a guest asked what the name of the town was. When told it was Tá Aan, the sleeping town, he said that from now on it would be known as "the town that never sleeps". At one time, there were three Kake villages.

The Kake Tlingits had _____ with early European explorers, including Captain George Vancouver. They had _____ with trappers. In 1869, a soldier in Sitka shot a person from Kake. Then the Kake people killed two traders in Kake. This started the Kake War. The United States Navy destroyed the three Kake villages. For many years, the Kake people did not rebuild their villages. Around 1890, the Kake people rebuilt their village where Kake is today. Kake has the largest totem in the world. It is 128 feet high. It was carved in Haines and shipped to Osaka, Japan, for the World Exposition. It was shipped back to Kake and was raised in 1971.



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Sitka is on Baranof Island. Today it has a population of _____ 9,000 people. Sitka was first settled by Tlingit people. The name Sitka comes from the Tlingit word Sheet'ká. This means, the people on the outside of Baranof Island.

Russian Sitka was built in 1799. The Russian governor, Alexandr Baranov, built Sitka. This was called Old Sitka. In 1802, the Tlingits destroyed Old Sitka because the Russians were using Tlingit natural resources without their permission. In 1804, Baranov returned with a warship. He came with many Russians and Aleuts. The warship bombarded the Tlingit fort. That did not work. So, the Russians attacked the Tlingit fort. The Tlingits fought very hard. However, they had only a small amount of gun powder. They were forced to leave the fort. In 1808, Sitka became the first Russian capital of Alaska.

Angoon is a city on Admiralty Island. The name comes from the Tlingit name, Aangóon, which means _____ town. Admiralty Island has long been the home of the Tlingit. When the Russians governed Alaska,

fur trading was important in the Angoon area.

In 1878, the Northwest Trading Company built a trading post and whaling station. These were built on nearby Killisnoo Island. Many people from Angoon worked there. They helped to hunt whales. Many Tlingits moved to Killisnoo Island.

In 1882, there was an explosion on a whaling boat. The explosion killed a whaler. The whaler was a Tlingit shaman named Til' Tlein. The Tlingits wanted 200 blankets as payment for the loss of the life of Til' Tlein. The Tlingits held the whaling boat so it would not make noise. It had to be quiet during the funeral. That was the Tlingit way. The company refused to give blankets. The company asked the United States Navy in Sitka for help. On October 26, 1882, the navy destroyed Angoon and a summer camp. The sailors raided the town and stole many valuable clan treasures. In 1928, Killisnoo was destroyed by fire. Many Tlingits moved back to Angoon.

Today, _____ 600 people live in Angoon.

Hoonah is a Tlingit village on Chichagof

Island. Hoonah comes from the Tlingit name Xunaa, meaning where the north wind doesn't blow. It is believed that originally people lived in Huna. Huna was in Glacier Bay. It was destroyed by a glacier. The people then moved to where Hoonah is today.

In 1880, The Northwest Trading Company built a store in Hoonah. In 1912 a large fish cannery was built north of Hoonah. This fish cannery is now the site of Icy Strait Point, a tourist stop for the cruise ships. In 1944, a fire destroyed most of Hoonah. The U.S. government helped to rebuild Hoonah. They built single family homes. These homes replaced the clan houses that had burned.

For thousands of years, the Tlingits fished in the Gastineau Channel. These were the Auke and the Taku tribes. Today the city of Juneau is on the Gastineau Channel.

Juneau has been the capital of Alaska since 1906. At that time, the government moved to Juneau from Sitka. Juneau is named after a gold prospector, Joe Juneau. For awhile, the town was called Rockwell and then Harrisburg. The Tlingit name for the town is Dzántik'i Héeni.



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This means river where the flounders gather.

Auke Bay, twelve miles north of Juneau, is called Áak'w in Tlingit. This means little lake. Taku Inlet and the Taku River are south of Juneau. This area is named after the Canadian Geese that migrate regularly through the inlet. The Tlingit name for the Canada Goose is t'aawák. Taku is the name given to the inlet, river, glacier, and the fierce wind that blows from there.

The Mendenhall and Lemon Creek Glaciers can be seen from the road. For many years, Juneau was the largest city in the U.S. by area. It is the only state capital that is on a foreign border. It is bordered on the east by Canada.

_____ 31,000 people live in Juneau.

The area around Haines was called Deishú by the Chilkat Tlingits. This means end of the trail. It was called this because people could carry their canoes from the trail that they used to trade with the Interior Indians. They could carry their canoes to Deishú and save twenty miles of rowing around the Chilkat Peninsula.

In 1880, George Dickinson worked for the

North West Trading Company in Deishú. He was the first European there. In 1881, a church and school were built in Deishú. In 1884, the church was named Haines. This was done to honor Mrs. F.E. Haines. Mrs. Haines got the money to build the church.

Between 1898 and 1899, the gold rush brought many people to the Haines area. There were _____ 30,000 miners in the area. During this time, the name Haines was used to name the town, not just the church. Fishing and logging are no longer the main industries of Haines. Today, tourism brings money into the community.

_____ 1,900 people live in the Haines area.

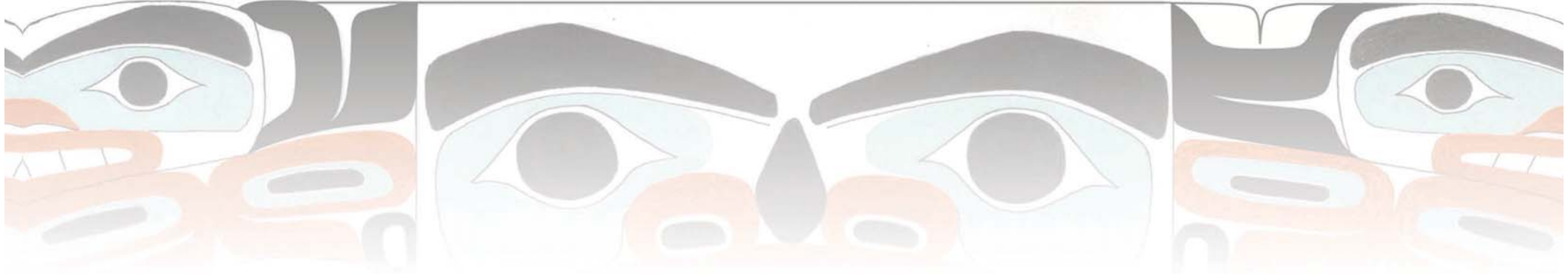
In Tlingit, Klukwan is called, Tlákwaan. This means “forever village” and it was named this because of its old age. Elder Joe Hotch says, “Klukwan was there since the beginning of time, that is how it was told to me by my elders and they heard it from their elders.”

The area around Klukwan is known as Jilkaat. Over time, the Tlingit word Jilkaat got Anglicized to Chilkat. The Tlingits from the

Chilkat area hunted wild game. There was lots of wild game in the area. In the summer they fished and made dry fish which was stored in small shelters called chal, high above the ground. Animals could not get into the storage sheds.

The area has always had lots of salmon, called xáat. The Tlingits fished all summer and into the early winter months. The Chilkat river flows through the valley and the Klukwan village is situated on the eastern side of the river.

In the early spring, the first fish to be harvested by the Chilkats are the hooligans. From the hooligans the Chilkats made hooligan grease. This was the main product that made the village a strong and rich community, prior to contact. The grease was prized by many other Native groups. This enabled the Chilkats to trade with their neighbors for things they needed to survive through the long winter months. They developed a trading route that they used for centuries. Later, one of the trade routes became known as the Dalton Trail. The newly named Dalton Trail led to the gold fields



Reading and Writing: Sentence Completion

of the Yukon. It was a good trail for wagons and animals. The Chilkat owned and controlled the Dalton Trail and all trails from their area to the Interior.

Before 1900, there were five Chilkat villages. Today, Klukwan is the only village left. It is on the Chilkat River, about twenty-two miles north of Haines. Today the tribal lands of the Chilkat are much smaller than they used to be. Many outsiders have _____ Chilkat land as their own. Once the Chilkats had 2.6 million acres of tribal land. Elder Joe Hotch teaches Chilkat youth that the tops of the mountains northward and southward, down to Berners bay, is Chilkat territory. Today, they have 1,898.6 acres of tribal land. _____ 145 people live in Klukwan. Klukwan is one of three tribes in Alaska that owns tribal lands.

The name Skagway is from the Tlingit word Shgagwei, meaning a windy place with white caps on the water. The Tlingit people in this area came from Dyea. Dyea is a few miles from Skagway.

The Tlingits used to control the pass over

the mountains. The pass led to the Interior of Alaska. In 1879, the Tlingits made an agreement with the U.S. government. This allowed other people to use the pass.

Today, Skagway has a population of _____ 862 people. However, in the summer, this number doubles. In the summer, it takes many people to help with the 900,000 tourists who visit Skagway.

For thousands of years, the Tlingit lived in the area around Skagway. They fished and hunted in the area. They traded with other Native groups along the coast and in the Interior.

In 1887, William Moore, a steamboat captain, and his son Ben _____ land in Skagway. They _____ land at the mouth of the Skagway River. They built a log cabin, a sawmill, and a wharf. Moore believed that gold would be found. In 1896, gold was found in the Yukon. The Gold Rush was on. Thousands of people came through Skagway on their way to the gold fields. It was a 500-mile journey to the gold fields, from Skagway.

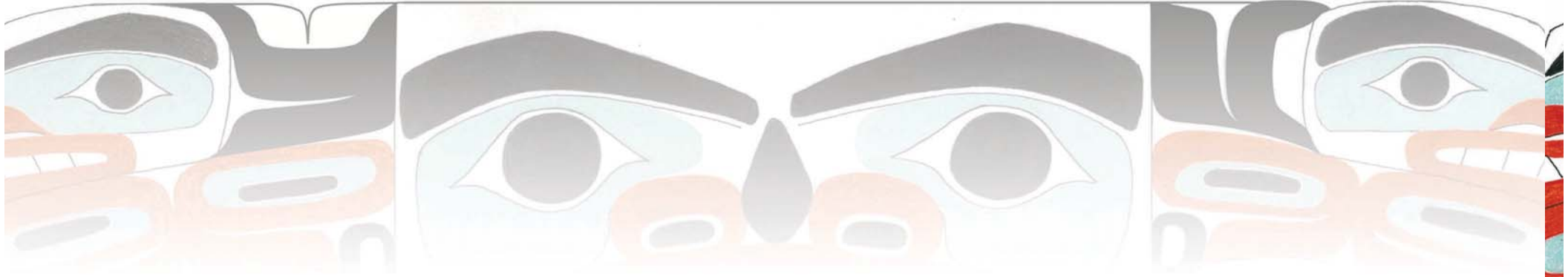
Yakutat is the largest city in the United States by area. The name comes from the Tlingit word Yaakwdáat, meaning the place where canoes rest.

The original settlers in the Yakutat area were probably Eyak people from the Copper River area. Tlingits migrated into the area. They mixed with the Eyaks. At one time, there were many Tlingit/Eyak villages in the area.

In 1805, the Russians built a fort in Yakutat. The Russians wanted the sea otter pelts. The Russians cut off the Tlingits from fishing nearby. A Tlingit war party attacked and destroyed the Russian fort.

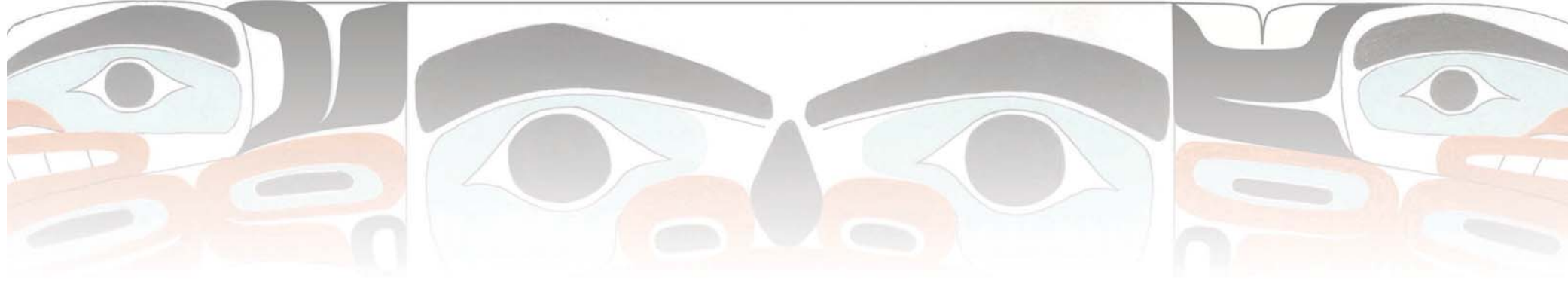
Today, fishing is the biggest _____ in Yakutat. Yakutat has become the water surfing capital of Alaska. Warm Pacific currents keep the water mild. Some surfers live in Yakutat all year. Others come from other areas of the U.S.

Today, there are _____ 810 people living in Yakutat.

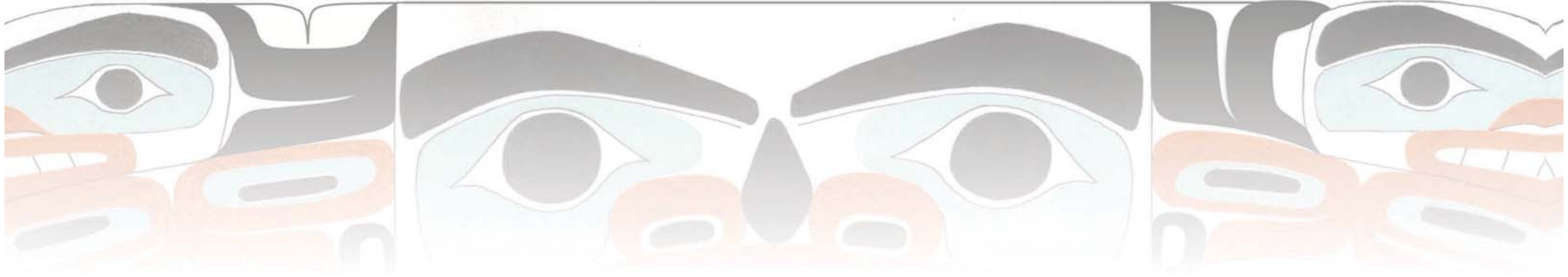




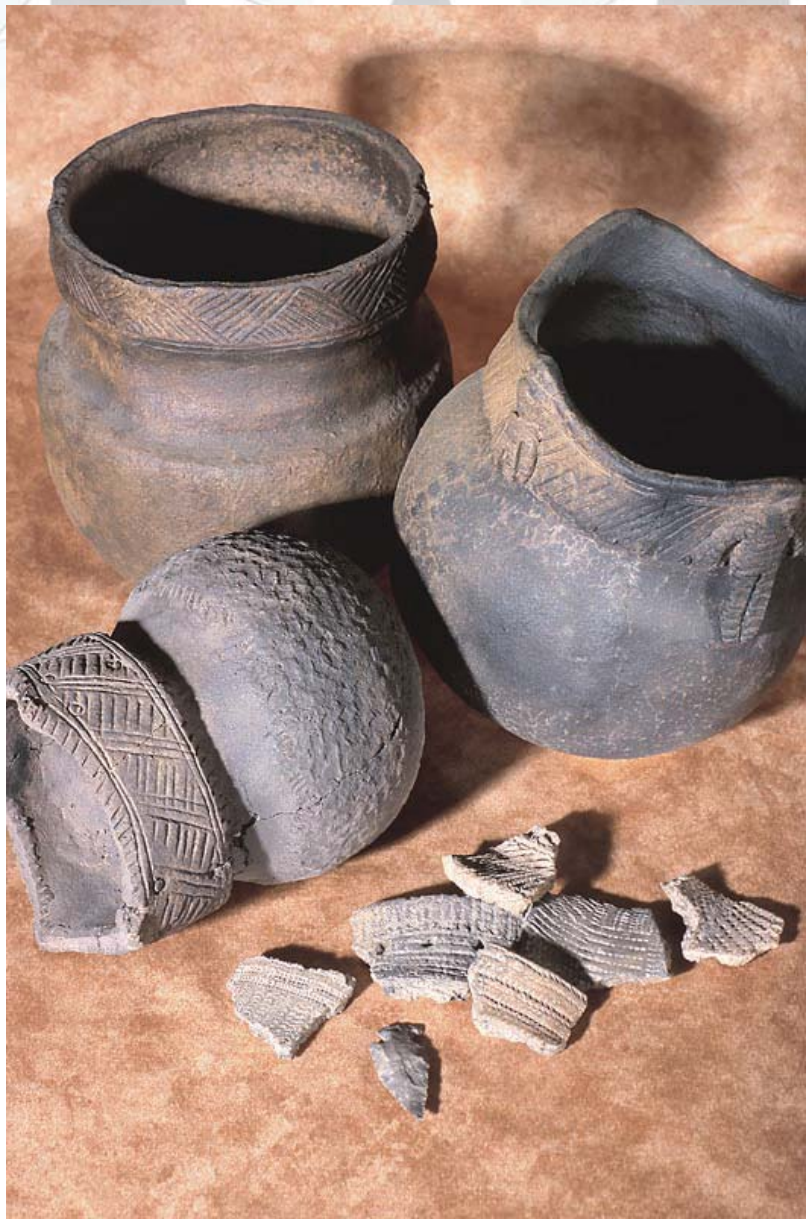
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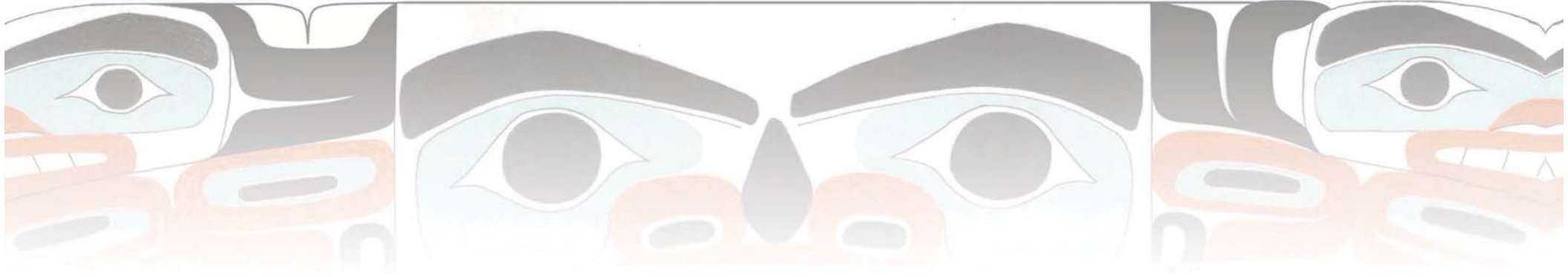


Anchorage Museum of History & Art. Library & Archives.

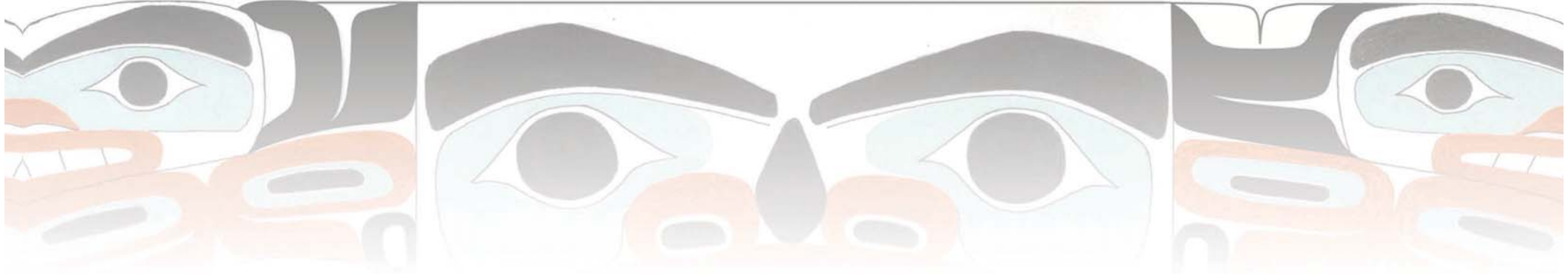


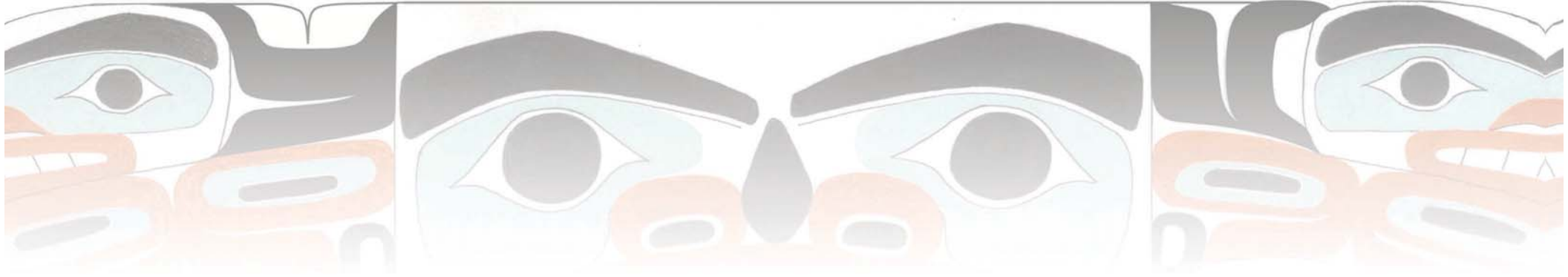
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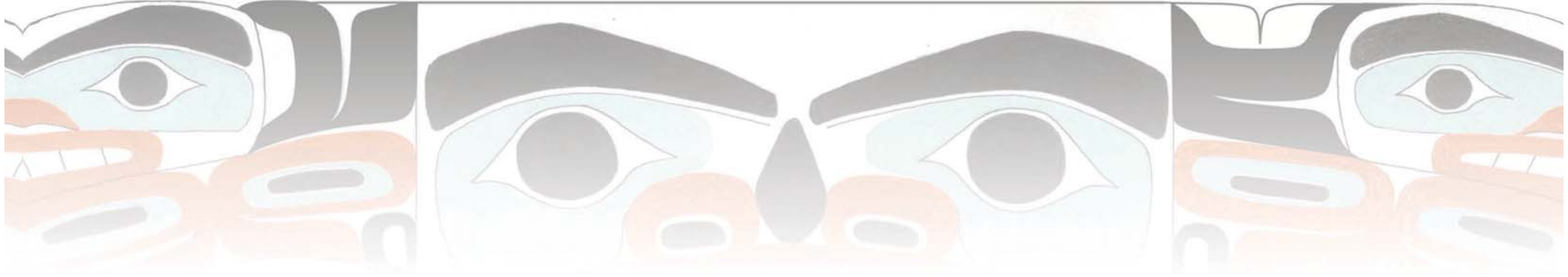


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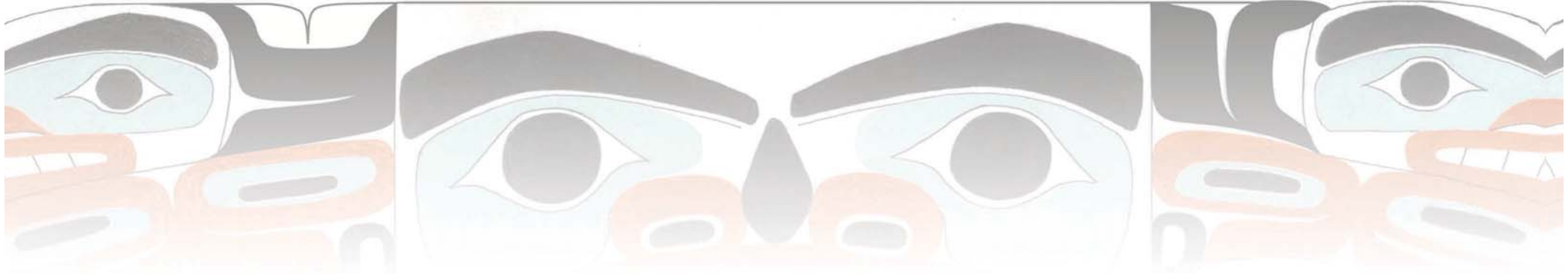




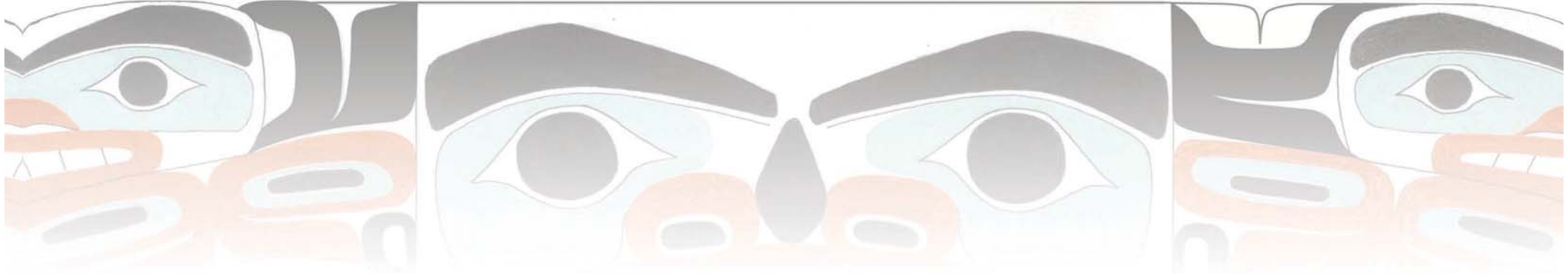
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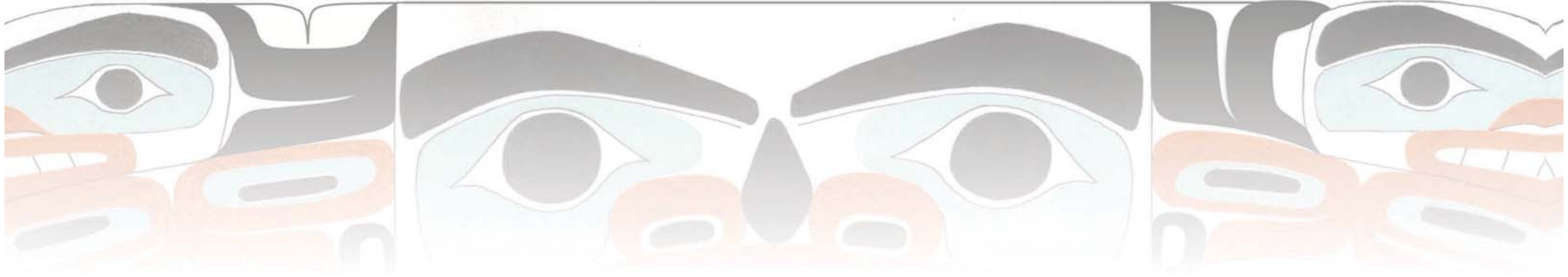


Archives, University of Alaska, Fairbanks

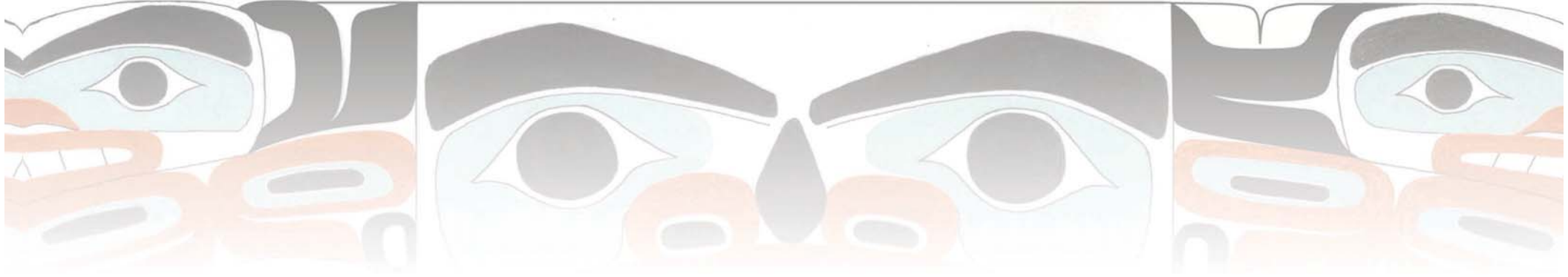


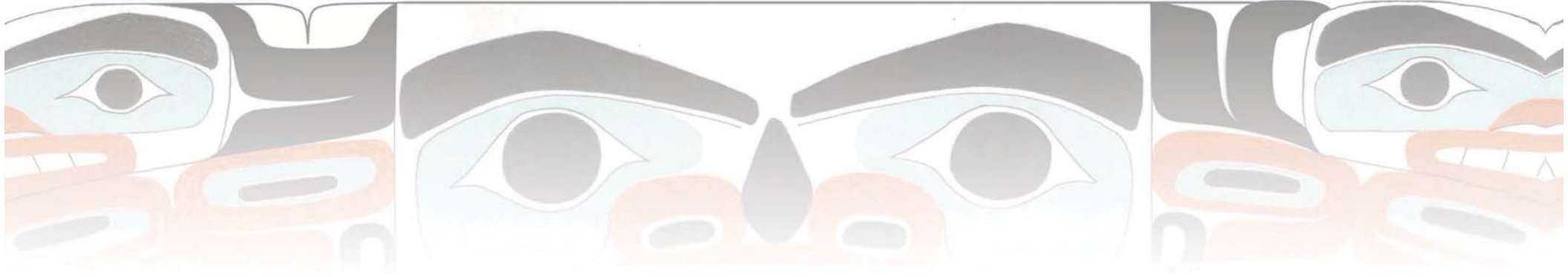
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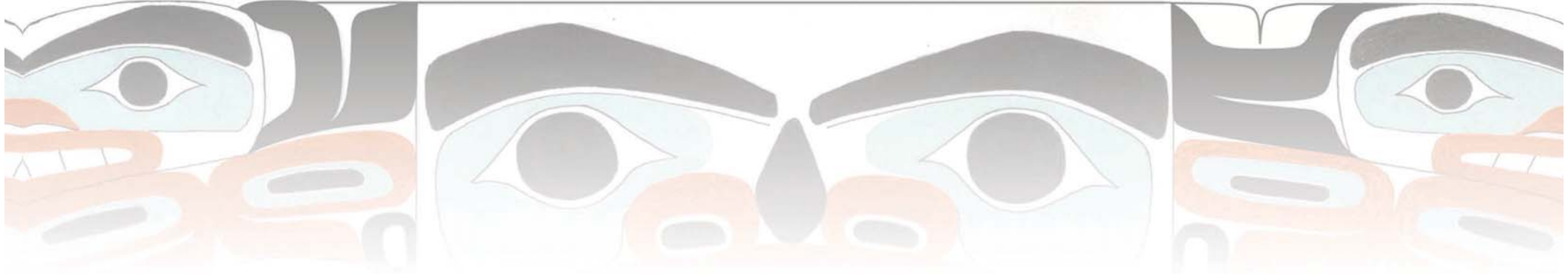


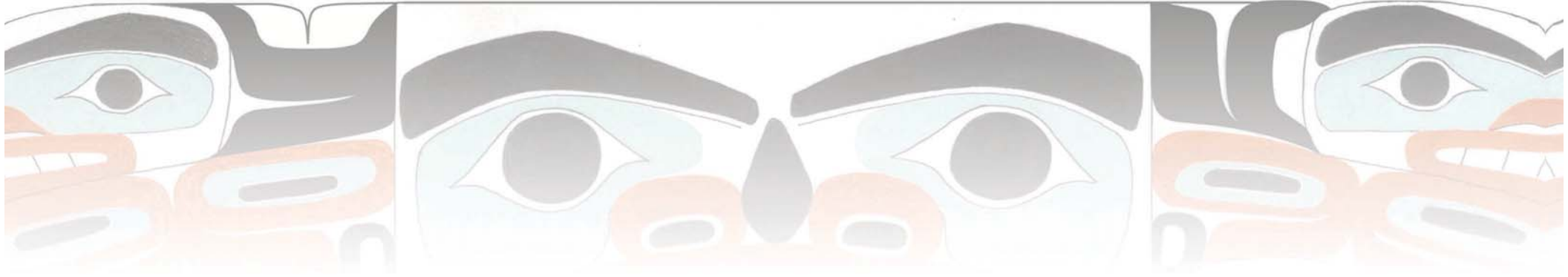
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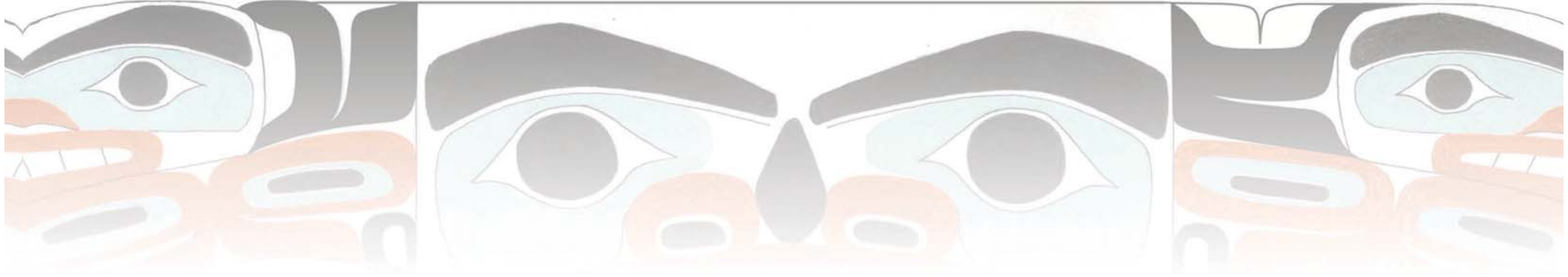


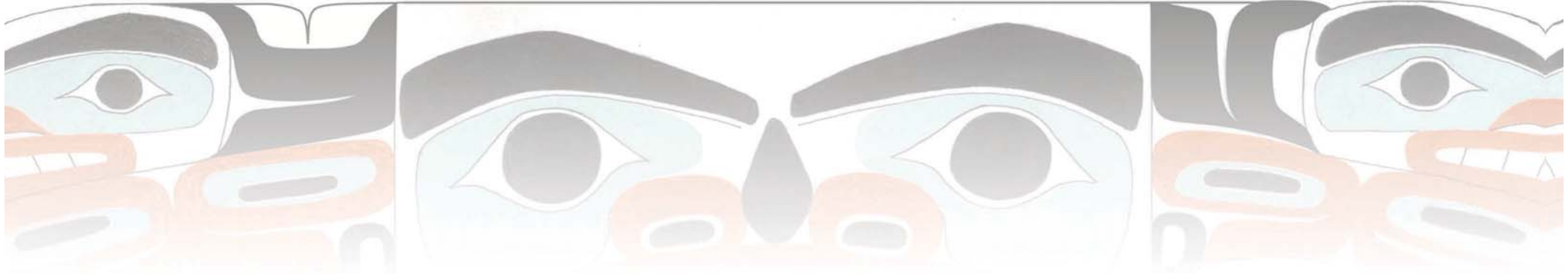
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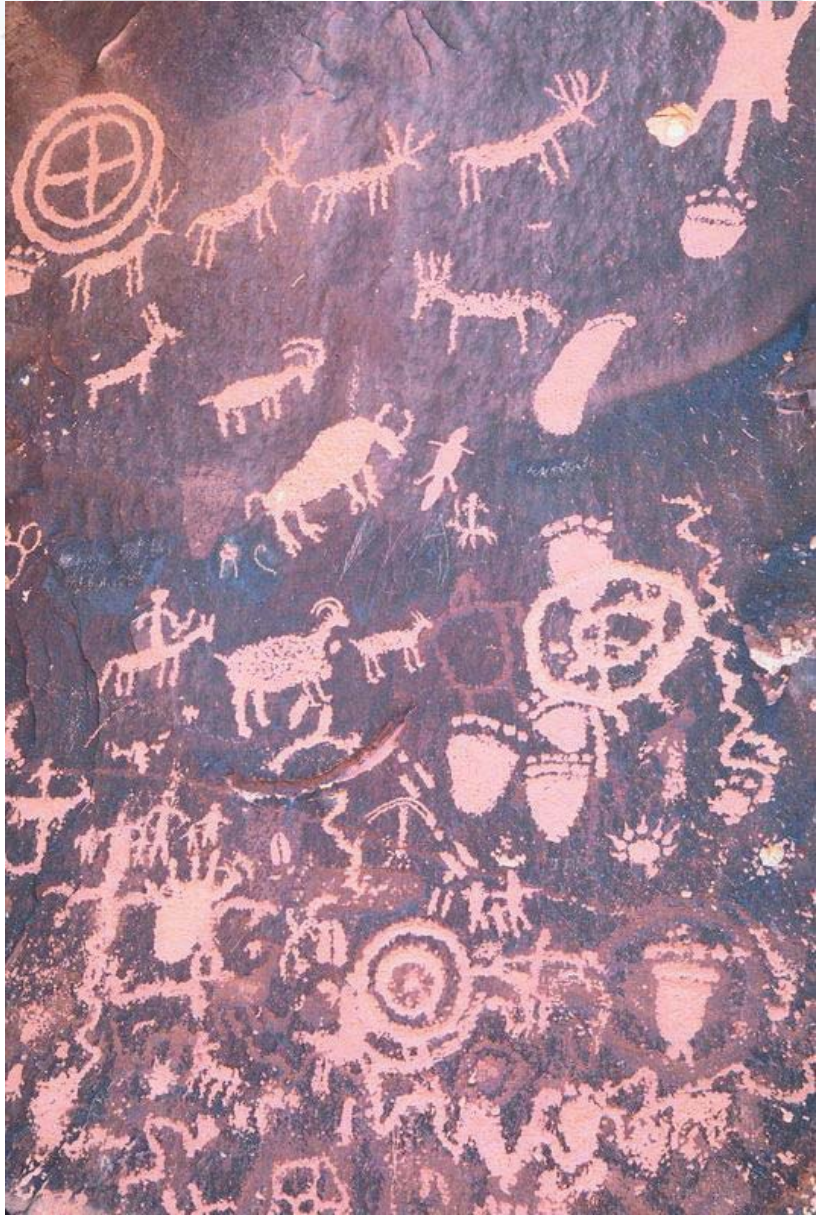


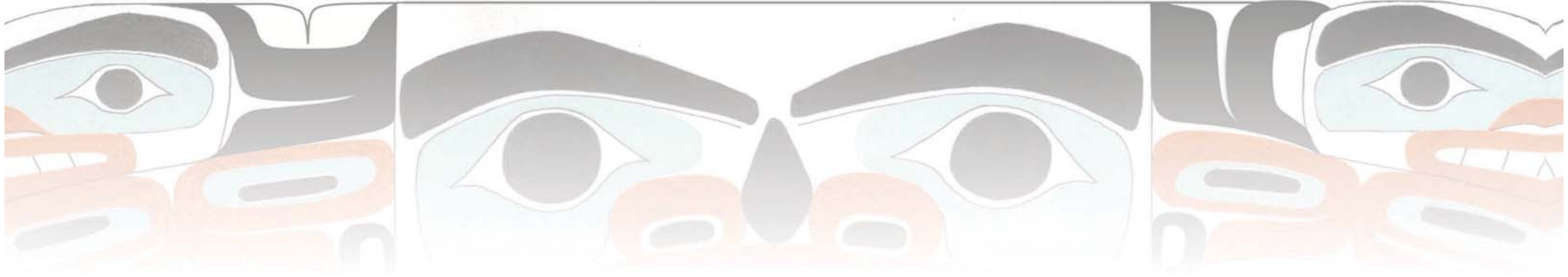
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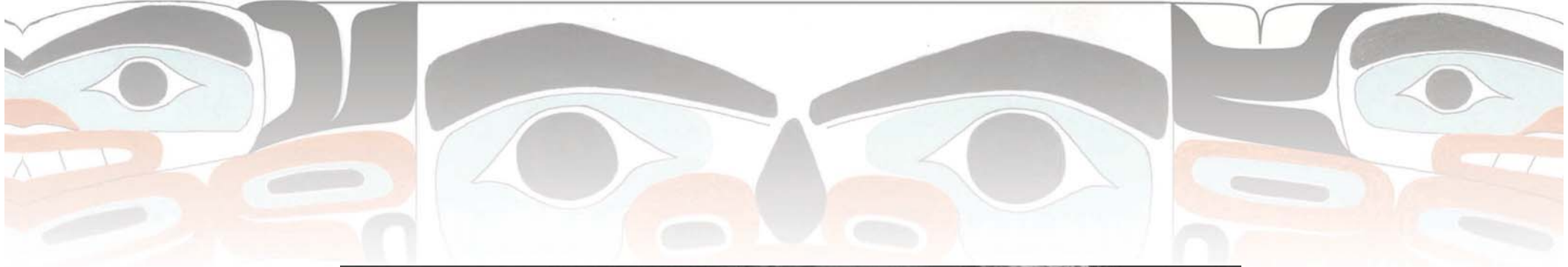


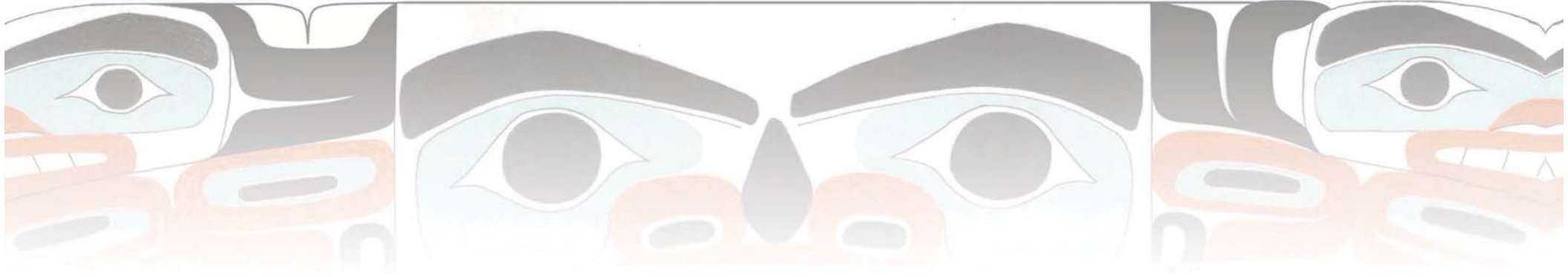
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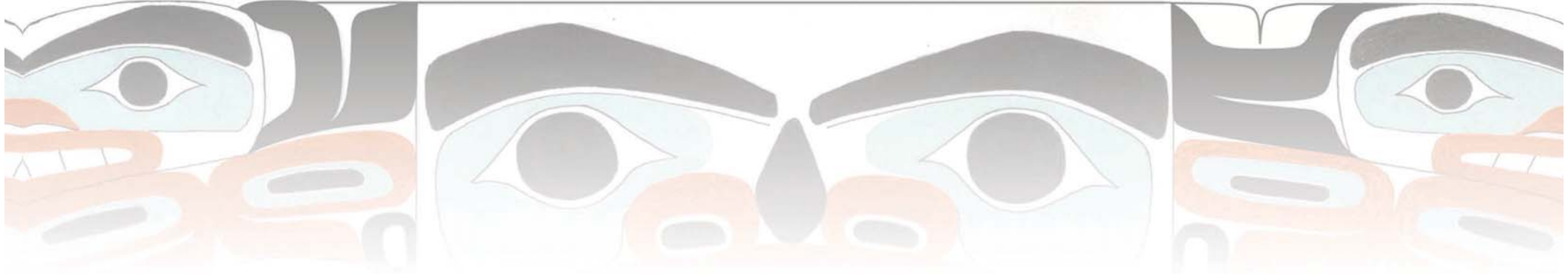


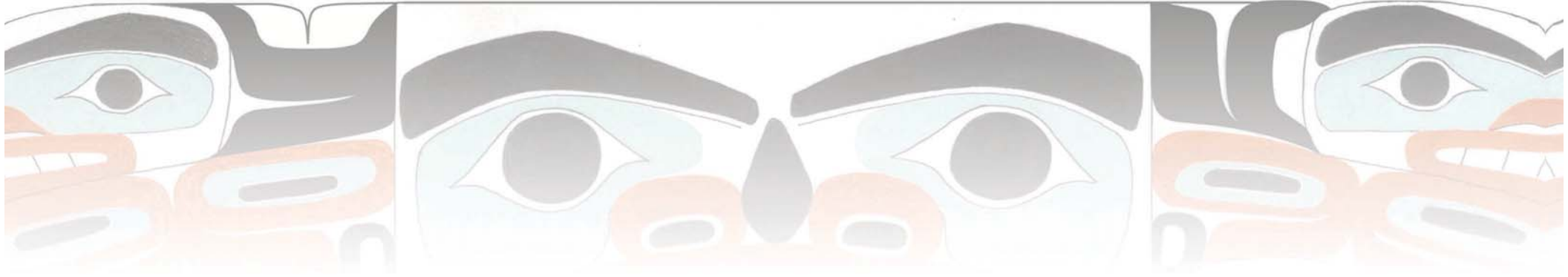
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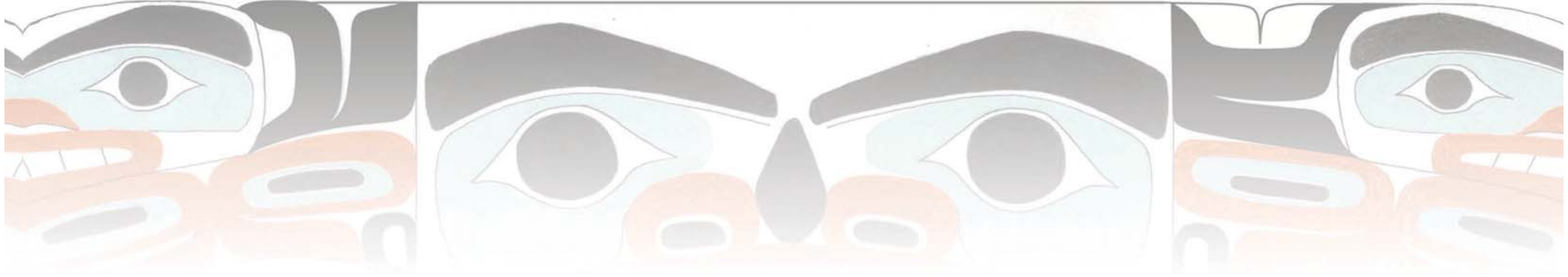


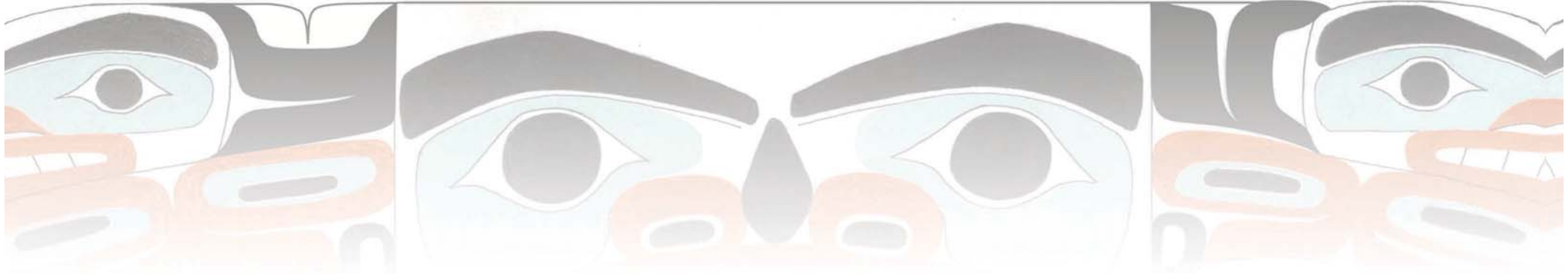
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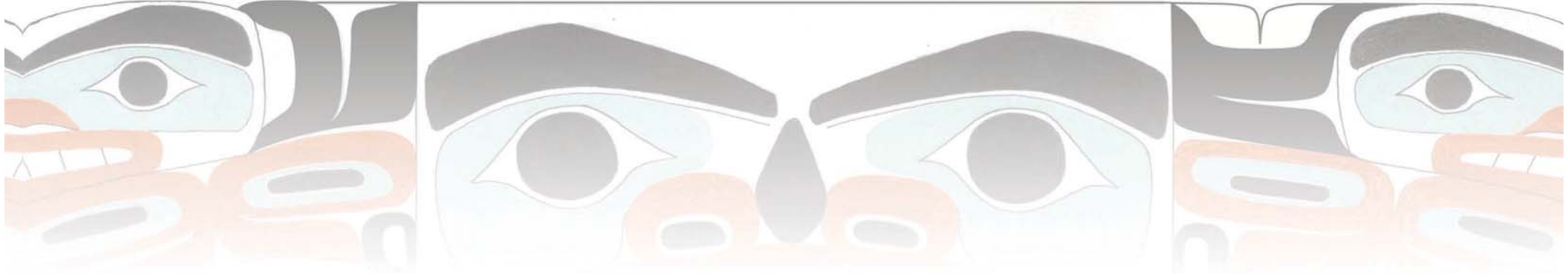


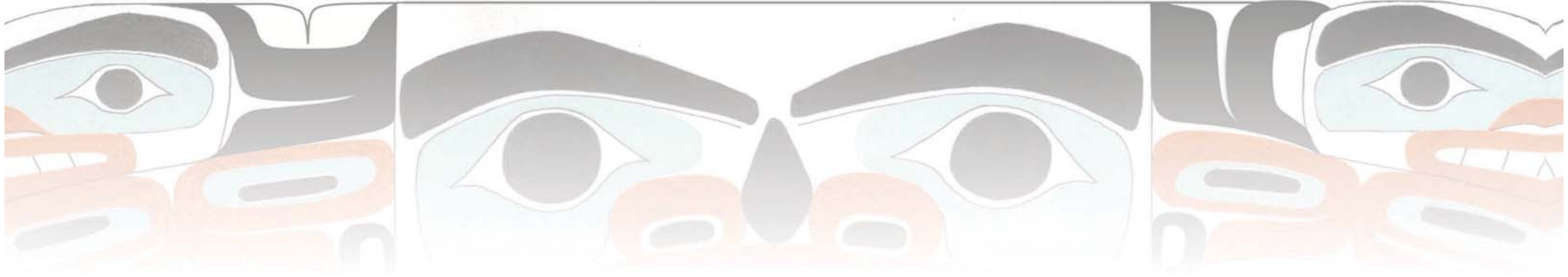
BOMBARDMENT OF ANGOON





REMNANTS OF A CLAIM





MINERS WORKING A CLAIM

