

# Tlingit

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



Tlingit people live all along the southeastern Alaska panhandle and nearby islands, from Yakutat south to Ketchikan, and across the border into Canada. They are linked through marriage, clan relationships and oral histories.

Course	Topic
Social Studies	<b>Organization of Society</b> <b>Curricular Competencies:</b> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) <b>Curricular Competencies:</b> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)
Art	<b>Comic Strip of Raven / Eagle Interaction</b> <b>Curricular Competency: Exploring and Creating</b> - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
English Writing	<b>Tlingit Society – Creative Responses</b> <b>Curricular Competency: Create and Communicate:</b> Transform ideas and information to create original texts
Science	<b>Salmon</b> <b>Curricular Competencies</b> Communicating: Express and reflect on personal, shared, or others' experiences of place
English Reading	<b>Raven and the Fog Woman</b> <b>Curricular Competencies:</b> Comprehend and Connect: Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
Art	<b>Drawing of Raven and the Fog Woman</b> <b>Curricular Competency: Exploring and Creating</b> - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Math	<b>Tallest Mountains – Bar Graphs</b> <b>Curricular Competencies:</b> Reasoning and Analyzing: Model mathematics in contextualized experiences.
ADST	<b>Culinary Studies – Tlingit Menu</b>
Core Competencies	<b>Creative Thinking – Design a blanket / robe</b>

## Social Studies - Tlingit Organization of Society

"Tlingit society is divided into two matrilineal groups called moieties. About half of our people are Yeit' (**Raven**), sometimes called Crow. The rest belong to the opposite group, known as Ch'aak' (**Eagle** or Wolf). Traditionally, a Raven must marry an Eagle and vice versa, though this rule is not always followed today. Members of each Tlingit clan inherit the right to display certain images called crests: symbolic pictures of animals, plants, celestial bodies, supernatural beings, or natural landmarks. A clan member on the Raven side, for example, may wear a hat with a Raven crest. If you are a Raven, and your grandfather is Raven, you have every right to use his crest, but only with permission."<sup>1</sup>

The Tlingit are Indigenous people who live in Southeast Alaska, in the United States. Some Tlingit also live in parts of Canada, including northwest British Columbia and the southern Yukon Territory. In Tlingit society, there are two big family groups called **moieties** (MOY-uh-tees) (the French word for 'half' is 'moitié' - so these two big families each represent HALF of their whole society). A moiety is a large group of people who are all related in some way. Each moiety is divided into smaller groups called **clans**, and each clan can be divided even further into **houses**. Each clan has its own special **stories, songs, and totems**. These things help tell the clan's history and show what makes them unique. A clan is like a big extended family that works together and makes decisions as a group. Once a person is born into a clan, he/she is always a member of that clan, but people can be adopted by other clans. Among the Tlingit, **Eagle** moiety used the names of animals such as Wolf, Killer Whale, and Bear. Tlingit clans within the **Raven** moiety were named after animals, such as Frog, Beaver, and Salmon.

The Tlingit follow a **matrilineal** (mat-ri-LIN-ee-ul) system. This means children belong to their **mother's clan**, not their father's. A child's social position and identity come from their mother's side of the family. Some clans that existed long ago are no longer around today. A few joined other clans, some ended because there were no more daughters to continue them, and some disappeared from history over time.

In Tlingit life, it is important to have a balance between the **Eagle** and **Raven**. Even in play and sports, teams are often divided between Eagles and Ravens. When speeches are given, the opposite side is given time to respond. Clans own names for people. These names are handed down through the generations. These names cannot be used by opposite clans. Some clan names can be shared within the moiety. The names are from the ancestors of the clan. The name is given when a baby is born or at a ceremony. Taking a person's clan name away was a serious punishment. One time, a Tlingit helped the Russians during a conflict. For this, his clan name was taken away. His clan agreed that his name would never be used again.

There were laws that all clan members had to obey. For example, if a person in a clan were killed by a member of another clan, someone of the same rank in that clan had to be killed. This was how the Tlingit kept a balance in life. Traditional Tlingit justice for murder often involved a system of **retaliation or "blood law"** where the victim's clan would seek to kill a member of the murderer's clan to restore balance and honor. This was a formal process based on a strict principle of equivalence and balance between clans. All members of a clan shared. How were the Tlingits able to develop such a sophisticated and complex society? land ownership in areas in which they lived. Each clan owned land for hunting, fishing, and harvesting food. They used markers to show ownership of their land and waterways. If a clan member wanted to visit another clan, he/she would have to get permission from that clan. If they wanted to hunt or fish in another clan's area, they would also have to get permission from that clan.

When a clan member dies, the opposite clan provides comfort. They make speeches to show their love and support. They bring food for the family and clan. Each clan chooses an Elder, traditionally the oldest, called 'Naa shaade hani', as its speaker and support. Clans are divided into house groups called **hit**. Sometimes there would be more than one clan house for large clans. The clan houses were large timber structures. Up to five families could live in one clan house. Clan houses had crests. The crest names were different from the clan names. Sometimes the crests told where the people came from. When a house had to be built, the clan would hire the opposite clan to build or rebuild the house. When the house was finished, the clan would pay the opposite clan during a ceremony. Different goods were used as currency. Sealaska Heritage Institute during the ceremony. Many clan houses had house posts and totem poles. A totem pole was made from a large red cedar tree. Some totem poles were also made from yellow cedar. Many generations lived in one house. Boys lived in the houses until they were ten years old. At that time, the boys moved in with their maternal uncles. They became members of their uncle's household. The uncles were very strict. The maternal uncles taught the nephews the history of their clan. They also trained their nephews to be strong warriors for the clan. Girls stayed in the houses. They were raised by their grandmothers, aunts, and mother. Slaves also lived in the houses. The number of slaves owned showed the wealth of a clan. During formal introductions, Tlingits identify themselves by their clans, **kwáans**, and houses.



<sup>1</sup> Directly quoted from a Tlingit elder

## UNDERSTANDING / COMPREHENSION QUESTIONS

What are the two Tlingit moieties, and how do people know which one they belong to?

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What does "matrilineal" mean in Tlingit society?

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Why are crests important to Tlingit clans?

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## THINKING / INQUIRY QUESTIONS

Why do you think the Tlingit believed it was important to have balance between the Raven and Eagle groups?

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How does the rule about Ravens marrying Eagles help keep the society balanced?

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Why might it be important that clans protect their crests and names from being misused?

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What can the clan house system tell us about cooperation and teamwork in Tlingit society?

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## MAKING CONNECTIONS

How is the Tlingit clan system similar to or different from how your own family or community is organized?

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Why do you think ceremonies and speeches between opposite moieties were important?

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How is the Tlingit idea of shared land within a clan different from how land is owned today?

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Do you think living in a large house with several families would change how you learn and behave? How?

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What does the Tlingit justice system tell us about their beliefs about fairness and responsibility?

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## OPINION / REFLECTION QUESTIONS

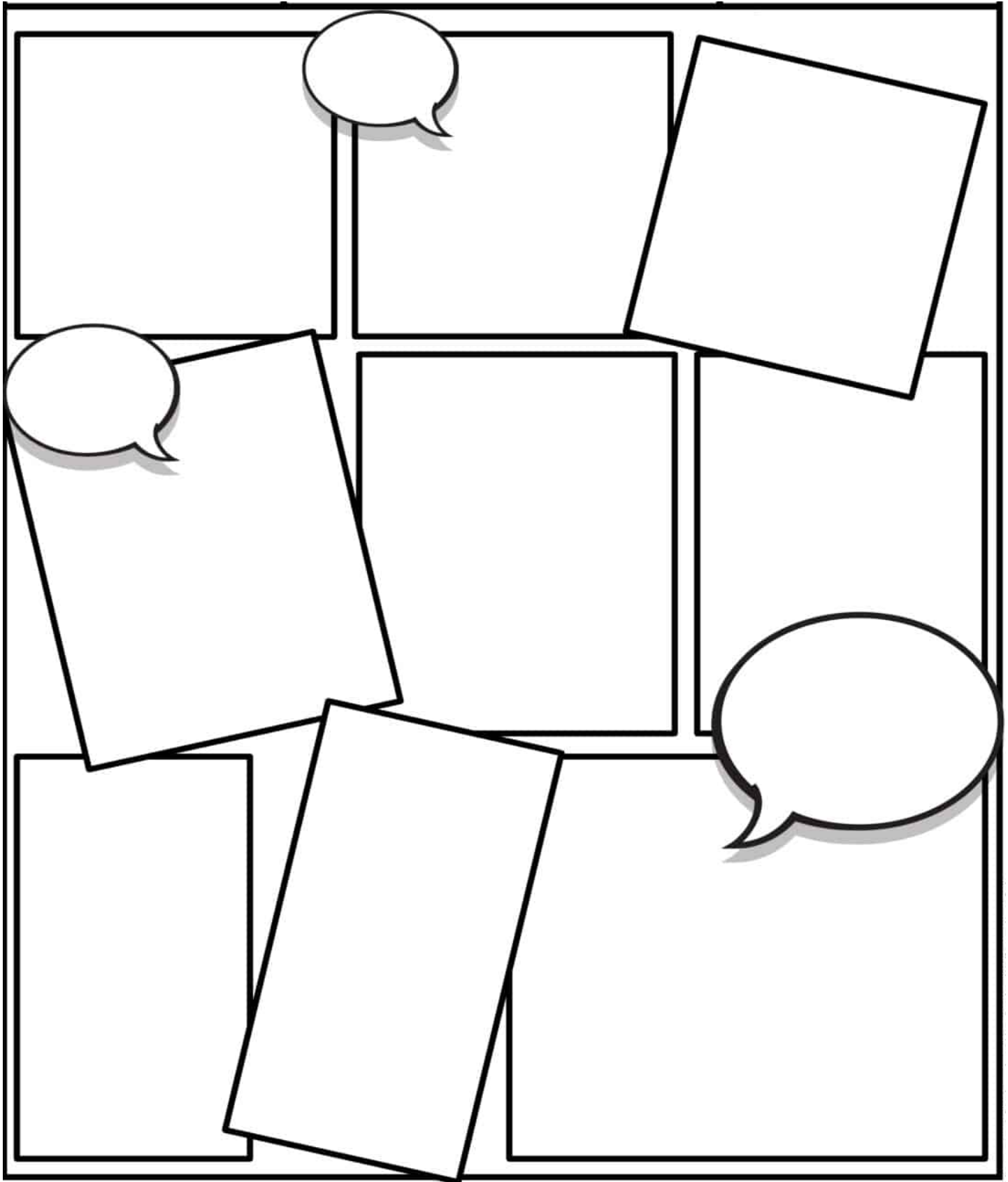
Do you think taking away someone's clan name is a fair punishment? Explain your thinking.

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## Art - Raven / Eagle Interaction

Your job is to create a comic strip that depicts one part of Tlingit society. Perhaps you want to depict an interaction between a Raven member and an Eagle member... perhaps there is another element that you would like to depict. Use the space below to create your ideas.



## English - Writing

Choose one of the writing prompts below, and write out your response:

- Imagine you are a Tlingit child who has just turned ten and is moving into your uncle's house. Write a story about what your first day is like and what you learn about your clan.
- Tell a story about a Raven moiety child and an Eagle moiety child working together to solve a problem. Show how the two sides bring balance.
- Write a poem that represents the relationship between the Raven and Eagle groups.
- Tell a story about a naming ceremony where a baby receives a clan name and how everyone reacts.
- Tell a story about a child who accidentally breaks a clan rule and must find a way to make things right.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Science - Salmon

Where the Tlingit live, salmon is an important food source. The main types of salmon found near Juneau are King (Chinook), Sockeye (Red), Coho (Silver), Pink (Humpy), and Chum (Keta). These five species migrate to Alaskan waters throughout the year, with peak seasons for each type occurring at different times, such as the King salmon run from spring through mid-summer and the Coho run later in the summer and fall.

### Types of salmon near Juneau

- **King (Chinook):** The largest species, with runs typically starting in the spring.
- **Sockeye (Red):** Also known as red salmon, these are very popular and have runs from June through August.
- **Coho (Silver):** These salmon are also called silver salmon and run in the late summer and fall.
- **Pink (Humpy):** Also known as humpies, these are the most abundant Pacific salmon and are typically found in July and August.
- **Chum (Keta):** Also known as keta or dog salmon, they arrive in the marine waters of Juneau in July and are abundant through mid-August.

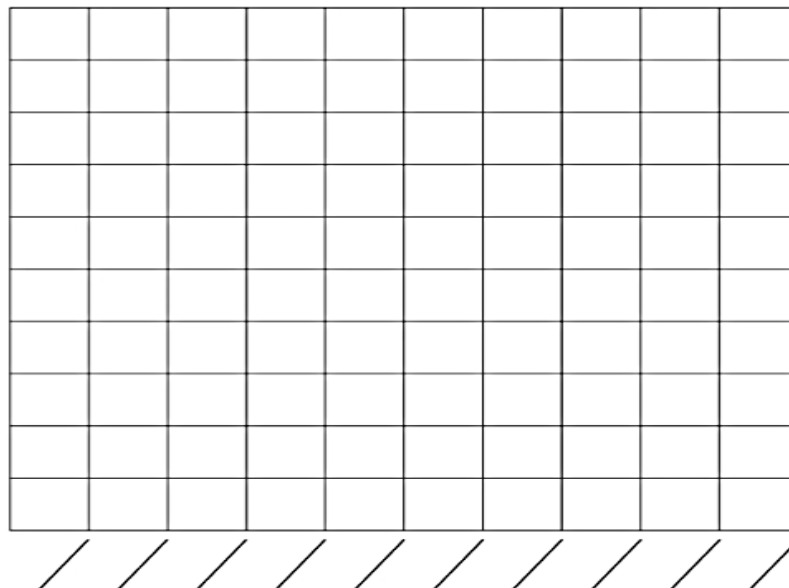


### Salmon Types and Notable Harvest Numbers

The following are the types of salmon and some recent total harvest/forecast numbers for the entire state of Alaska, which demonstrate the relative abundance

- **Pink Salmon (Humpy):** The most abundant species. Harvests are typically higher in odd-numbered years due to their two-year life cycle.
  - **2024 Southeast Alaska Harvest:** Approximately 164 million fish.
  - **2025 Statewide Forecast:** A large increase is expected, with a forecast of over 138 million fish statewide.
- **Sockeye Salmon (Red):** Highly valued commercially. Bristol Bay is the largest sockeye producer, not Juneau's region.
  - **2024 Statewide Harvest:** Approximately 422 million fish.
  - **2025 Statewide Forecast:** Anticipated harvest of nearly 53 million fish.
- **Chum Salmon (Keta):**
  - **2024 Statewide Harvest:** Approximately 193 million fish.
  - **2025 Statewide Forecast:** Projected catch of over 208 million fish.
- **Coho Salmon (Silver):**
  - **2024 Statewide Harvest:** Approximately 18 million fish.
  - **2025 Statewide Forecast:** Projected catch of over 235 million fish.
- **Chinook Salmon (King):** The least abundant, but largest in size. The harvest of Chinook has been low in recent years.
  - **2024 Statewide Harvest:** Estimated at 244,000 fish.
  - **2025 Statewide Forecast:** Projected harvest is expected to decline to around 144,000 fish.

Create a double bar graph, that shows the 2024 levels of salmon, compared to the projected 2025 levels. Be sure to label everything:



How does the amount of salmon in an area affect the whole ecosystem?

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What might happen to forests and rivers if salmon numbers dropped very low?

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What might happen if people harvested too many salmon before they could reach their spawning grounds?

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How could warming ocean temperatures affect salmon runs near Juneau?

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Why do you think Chinook (King) salmon are becoming less abundant? How might the environment be involved?

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What questions do you have about why some salmon species are increasing while others are decreasing?

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If the King salmon is available sooner in the year, how might that affect its numbers / survivability?

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## English - Raven and the Fog Woman

Raven wanted to get married. He went to the chief called Fog-Over-The-Salmon, who had a young daughter of marriageable age. The chief was glad that Raven wanted to marry his daughter, but he said, "You must promise to treat my daughter well. You must have respect for her, and look after her. If you behave badly, she will leave you and you won't get her back." Raven agreed to what the chief demanded, and the couple were soon married. They lived contentedly in the village near the water all summer and fall. Then winter came, and they were without food.

One, bleak rainy day, after they had been hungry for some time, Raven's wife started making a basket. "What are you making a basket for?" asked Raven testily. "We have nothing to put in it." His wife did not answer him, but continued making the basket, until it was very big. That night they went to sleep hungry again, and the next morning when Raven woke up, he saw his wife sitting on the floor washing her hands in the basket. He got up to look at what she was doing, and when she had finished, there were salmon in the basket! These were the first salmon ever created.

Raven and his wife were very glad, and they cooked and ate the salmon. Every day, she did the same thing: she washed her hands in the basket, and when she had finished, there were salmon in it. Soon, their house was full of drying salmon, and they had plenty to eat. After a while, however, Raven forgot that he owed his good fortune to his wife. He quarreled with her. Every day they would exchange bad words with one another, and in the end Raven got so angry that he hit his wife on the shoulder with a piece of dried salmon! He had forgotten the words of his father-in-law, the chief.

Raven's wife ran away from him. He chased her, but when he tried to catch hold of her, his hands passed right through her body as if through mist. She ran on, and every time Raven clutched her body, there was nothing to hold on to. He closed his hands on emptiness. Then she ran into the water, and all the salmon she had dried followed her. Her figure became dim and she slowly disappeared into the mist. Raven, could not catch her, because she was the fog.

Raven went to his father-in-law, Chief Fog-Over-The-Salmon, and begged to have his wife returned. But his father-in-law looked at him sternly, and said, "You promised me that you would have respect for my daughter and take care of her. You did not keep your promise. Therefore, you cannot have her back."

Why did Raven go to Chief Fog-Over-The-Salmon at the beginning of the story?

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What promise did the chief make Raven agree to before the marriage?

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What did Raven do that caused his wife to leave him?

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What happened when Raven tried to catch his wife after she ran away?

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Why do you think the salmon followed Raven's wife into the water at the end?

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Why do you think Raven forgot to be grateful for the salmon?

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Why did the chief refuse to return Raven's wife? What does this tell you about Tlingit values?

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What lesson or message do you think this story is trying to teach?

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## Art - Raven and the Fog Woman

Think of a scene from the story that you just read. Sketch your ideas here, to create a rough copy. Once you finish your rough copy, get a new separate piece of paper, to create your good copy:

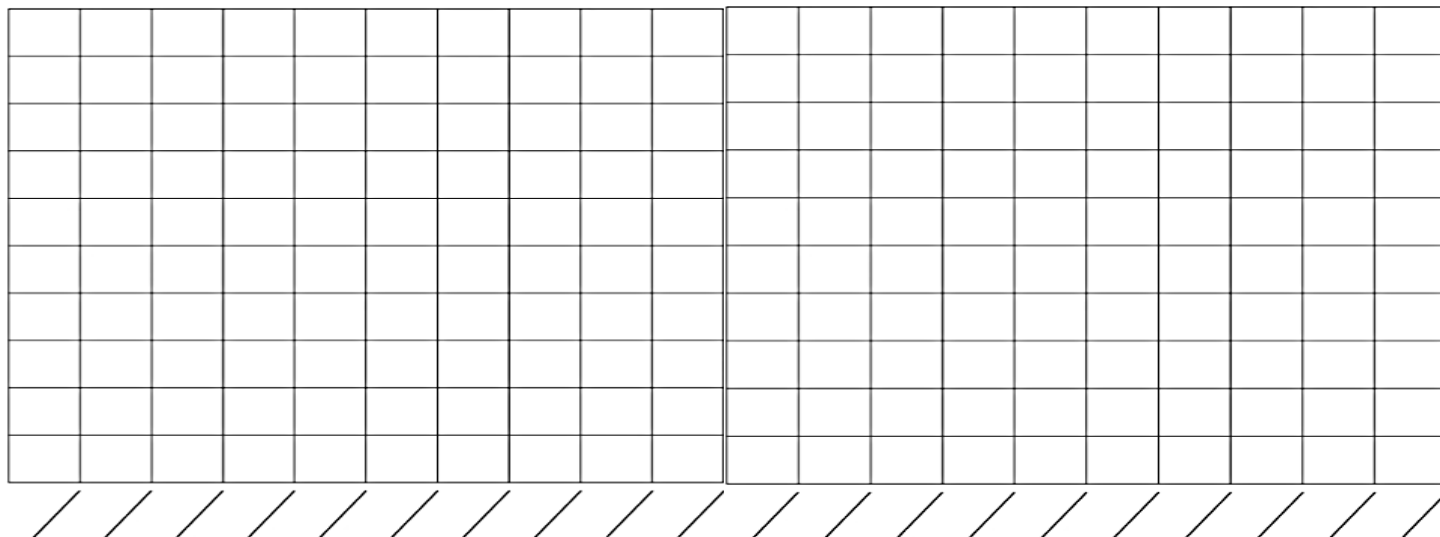
## Math - Tallest Mountains

The Tlingit occupy territory that is very rugged and mountainous. The following are prominent, ultra-high mountains found within the broader region of Tlingit traditional territory:

Mountain	Height / Elevation
Mount Logan (Canada's highest peak)	5,959 m
Mount Saint Elias (second highest in the US and Canada's second highest peak)	5,489 m
Mount Fairweather	4,671 meters
Mount Hubbard	4,557 m
Mount Slaggard	4,742 m
Mount Cook	3,724 m
Mount Vancouver	4,812 meters
Mount Alverstone	4,420 meters
Mount Blaney	1,675 meters
Mount Walsh	4,507 meters
Mount Steele	5,073 meters
King Peak	5,173 meters
Mount Lucania	5,240 m
Table Top	970 m



Create a bar graph that shows how tall the mountains are. Choose a scale that best fits the numbers:



## ADST - Culinary Studies – Tlingit Menu

The Tlingit diet is very healthy and nutritious, with ingredients taken directly from nature. Look at the following lists, to see which are some of the most-consumed ingredients:

<b>TOP 10 – Seafood (including fish &amp; ocean animals)</b> Seafood is the <i>main</i> part of the traditional Tlingit diet. 1. <b>Salmon</b> (King, Sockeye, Coho, Pink, Chum) 2. <b>Halibut</b> 3. <b>Black cod (sablefish)</b> 4. <b>Herring</b> 5. <b>Herring eggs</b> (harvested on hemlock branches) 6. <b>Rockfish</b> 7. <b>Eulachon (oolichan)</b> – important for food and oil 8. <b>Crab</b> (Dungeness, tanner) 9. <b>Shrimp</b> 10. <b>Seal</b> (including seal oil)	<b>TOP 10 – Meat (land animals)</b> 1. <b>Deer</b> (Sitka black-tailed) 2. <b>Moose</b> (more common inland) 3. <b>Mountain goat</b> 4. <b>Black bear</b> 5. <b>Brown bear</b> 6. <b>Porcupine</b> 7. <b>Beaver</b> 8. <b>Hare / rabbit</b> 9. <b>Groundhog / marmot</b> 10. <b>Duck and geese</b> (waterfowl)	<b>TOP 10 – Berries</b> Berries were eaten fresh, dried, or mixed with fish grease/oil. 1. <b>Salmonberries</b> 2. <b>Blueberries</b> 3. <b>Huckleberries</b> 4. <b>Highbush cranberries</b> 5. <b>Lowbush cranberries</b> 6. <b>Nagoonberries</b> 7. <b>Raspberries</b> 8. <b>Strawberries</b> 9. <b>Soapberries</b> (often whipped into a foam) 10. <b>Currants</b>
<b>TOP 10 – Herbs, Plants &amp; Edible Greens</b> 1. <b>Fireweed shoots</b> 2. <b>Beach asparagus (sea asparagus)</b> 3. <b>Sourdock (dock plant)</b> 4. <b>Fiddlehead ferns</b> 5. <b>Labrador tea leaves</b> 6. <b>Devil's club (inner bark &amp; medicinal uses)</b> 7. <b>Nettle shoots</b> 8. <b>Wild celery</b> 9. <b>Wild rhubarb</b> 10. <b>Spruce tips</b>	<b>TOP 10 – Mushrooms</b> Mushrooms were not as central as fish or berries, but some were used traditionally. 1. <b>Hedgehog mushroom</b> 2. <b>Chanterelles</b> 3. <b>Morels</b> 4. <b>Oyster mushrooms</b> 5. <b>King boletes (porcini)</b> 6. <b>Bear's tooth (lion's mane)</b> 7. <b>Shaggy mane</b> 8. <b>Chicken of the woods</b> 9. <b>Puffballs</b> 10. <b>Angel wings</b>	<b>TOP 10 – "Other" Foods (important staples &amp; prepared items)</b> 1. <b>Eulachon grease (oolichan oil)</b> – a major trading item 2. <b>Kelp</b> (dried or eaten fresh) 3. <b>Seaweed sheets</b> (dried red laver) 4. <b>Roots (such as fern roots)</b> 5. <b>Bark &amp; cambium from trees</b> (spruce, hemlock – eaten in small amounts) 6. <b>Berries mixed with oil</b> (like "Indian ice cream" with soapberries) 7. <b>Smoked salmon strips</b> 8. <b>Dried fish cakes</b> 9. <b>Fish eggs / roe</b> (salmon roe) 10. <b>Seal oil mixed with dried fish or berries</b>

Your job is to design a menu, that uses as many traditional Tlingit ingredients as possible. Even if your menu is not 100% Tlingit- ingredient based, it can be MOSTLY made of traditional Tlingit ingredients. You will create 3 menus – budget menu, family menu, and fancy menu.

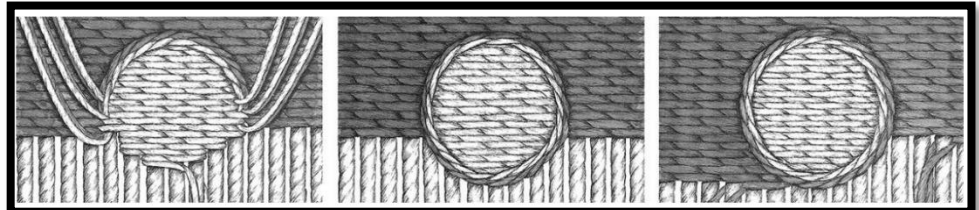
Budget Menu	Family Menu	Fancy Menu
Budget breakfast:	Family breakfast:	Fancy breakfast:
Budget lunch:	Family lunch:	Fancy lunch:
Budget dinner:	Family dinner:	Fancy dinner:

## Core Competency - Creative Thinking

**Chilkat weaving** is a traditional form of weaving practiced by Tlingit, Haida, Tsimshian, and other Northwest Coast peoples of Alaska and British Columbia. **Chilkat robes** are worn by high-ranking tribal members on civic or ceremonial occasions, including dances. The blankets are almost always black, white, yellow and blue. Chilkat weaving was developed by women on the Northwest Coast. Weavers traditionally worked from patterns of rounded shapes painted on wood by a male relative. Working one section at a time, with patience and clarity, they build a design that demonstrates balance, a guiding principle in Tlingit thought.



Chilkat weaving can be applied to blankets, robes, dance tunics, aprons, leggings, shirts, vests, bags, hats, and wall-hangings. Chilkat clothing features long wool fringe that sways when the wearer dances. Traditionally chiefs would wear Chilkat robes



during potlatch ceremonies. Chilkat weaving is one of the most complex weaving techniques in the world. It is unique in that the artist can create curvilinear and circular forms within the weave itself. A Chilkat robe can take a year to weave. Traditionally mountain goat wool, dog fur, and yellow cedar bark are used in Chilkat weaving

If you were to design a blanket or robe, that were going to be given as a gift, to a very important person in your life, what would it look like? What symbols would it have in it? Design your blanket / robe here: