



Goldbelt Heritage  
Foundation

*Kaskw doha*

# Yaa at Wooneé-Lingít Aani

*Respect for Tlingit Land*

Kindergarten - Grade 12

## Lesson Plans

by David Katzeek



## Introduction

For thousands of years, the Tlingit people had an educational system that taught them how to survive in an environment that was not too friendly. They had to learn how to live in harmony with the earth and all that was created. In order to accomplish this they had to develop an educational system that would help them succeed and they did. Anthropologists estimate that Tlingit people have lived in Southeast Alaska for 10,000 years or more. Their educational system was built on four primary pillars/corner posts based on the foundation of respect:

• **Lingít áwé wa.x'edéi kakgees.áax.**

*You are a human being. You are to listen.*

The first corner post is that Tlingit people and all human beings have a very unique ability to learn to listen for a purpose. This was taught before birth by the Tlingit people and after birth until the person learned this discipline. The reason listening is so important, note the present tense, is because it is still important to this very day. Also, there were no written books on language, science, math, literature, geology, history, geography, biology, physiology, botany, hydrology, etc. However, the Tlingit educational system had knowledge of these disciplines as shown in their use of natural resources.

• **Lingít áwé wa.é yaakoodzigéi.**

*You are a human being. You are Intelligent.*

The second corner post is that all human beings are intelligent. Acceptance is important. Human beings can learn how to learn. Learning how to learn is a vital part of learning. The Tlingit phrase is Shtoo.atgagiltoow (you have the ability to learn) The realization of intelligence comes from learning how to listen, to pay attention, to be quiet and to be still in mind, body soul and spirit. Acceptance is very important. The students must accept this and acknowledge their gift of intelligence

• **Lingít áwé wa.é. Yaa at yakgeenéi.**

*You are a human being.*

*You will respect all things.*

Respect is the corner stone of the educational tribal house. To listen, pay attention, and to be quiet in mind, body, soul and spirit is the important step of respecting ones self. To acknowledge and accept ones intelligence is also self-respect. Respecting the family, the community and the environment is woven through all the stories, traditions, and customs of the Lingít people and is still practiced to this very day!

• **Lingít áwé wa.é. Wochéen yei jigaxyinéi.**

*You are a human being.*

*You are to work together.*

To work together is the primary purpose to gain knowledge and to help one another. This is true respect, honor and integrity.

All of the above is woven in the language, traditions, customs and practices of the Tlingit people which helped them settle Southeast Alaska when there were no stores, no phones, no internet etc. The corner posts and the foundation of the Tlingit Education System is documented and evidenced in their stories and legends.

Fred White



## Lesson 1 Objectives - Values: Respect For Our Communities

### Kindergarten - Grade 3

*During this unit, the students will:*

1. demonstrate an understanding of the unit's Tlingit values;
2. recognize the key values words when they hear them - with and without the unit's sentences;
3. say the key values words and the unit's sentences.

### Grade 4 - Grade 12

*During this unit, the students will:*

1. demonstrate an understanding of the unit's Tlingit values;
2. recognize the key values words when they hear them - with and without the unit's sentences;
3. say the key value words and the unit's sentence.
4. Read and write the Unit's key values words.

## Key Values Vocabulary

### Kindergarten

**Nouns:**

1. Juneau  
**Dzank'ihéeni**
2. Douglas  
**X'aat'dikaa**

**Verb:**

1. Say name of \_\_\_\_\_  
\_\_\_\_\_áwé

### Grades 1 - 3

**Nouns:**

1. Juneau  
**Dzank'ihéeni**
2. Douglas  
**X'aat'dikaa**
3. Auke Bay  
**Áak'w**
4. Yakutat  
**Yaakwdaat**

**Verbs:**

1. Say name of \_\_\_\_\_,  
\_\_\_\_\_áwé.
2. Where do you live?  
**Goox'sa yei iyatee?**

### Grades 4 - 6

**Nouns:**

1. Juneau  
**Dzank'ihéeni**
2. Douglas  
**X'aat'dikaa**
3. Auke Bay  
**Áak'w**
4. Yakutat  
**Yaakwdaat**
5. Klukwan  
**Tlak áan**

**Verbs:**

1. Say name of \_\_\_\_\_,  
\_\_\_\_\_áwé.
2. Where do you live?  
**Goox'sa yei iyatee?**
4. I live at \_\_\_\_\_
5. \_\_\_\_\_yei xat yatee.

### Grades 7 - 12

**Nouns:**

1. Juneau  
**Dzank'ihéeni**
2. Douglas  
**X'aat'dikaa**
3. Auke Bay  
**Áak'w**
4. Yakutat  
**Yaakwdaat**
5. Klukwan  
**Tlakw áan**
6. Angoon  
**Áangoon**
7. Kake  
**Keix'**
8. Sitka  
**Sheet'ka**

**Verbs**

*Use verbs from 4-6*

### Unit's Dialog

- a. What is the name of \_\_\_\_\_?  
**Wásá duwasaakw \_\_\_\_\_?**
- b. \_\_\_\_\_ is the name of \_\_\_\_\_  
\_\_\_\_\_yoo duwasaakw.
- a. Aa a (yes) **Tlaayk'no.**

### Unit's Sentence

**Wasa duwasaakw \_\_\_\_\_?**  
**\_\_\_\_\_yoo duwasaakw.**  
What is the name of \_\_\_\_\_?  
\_\_\_\_\_ is the name of \_\_\_\_\_.

# Background Information for the Communities of Southeast Alaska





**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 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 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 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.

**Kake** is a town with a population of approximately 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 Kakevillages. 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.

**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.

**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 Angoo worked there. They helped to hunt whales.

**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 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.



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 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. 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

**Yakutat** is the largest city in the United States by area. The name comes from the Tlingit word Yaakwd áat, 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.

# Concrete Materials for Introducing the Key Values Vocabulary

## Kindergarten

**Juneau**



Show the students a picture of Juneau. Introduce the Tlingit name for the community.

**Douglas**



Show the students a picture of Douglas. Introduce the Tlingit name for the community.

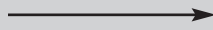


Alaska State Library - Historical Collections

# Concrete Materials for Intruducing the Key Values Vocabulary

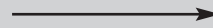
**Gd. 1 - Gd. 3**

**Juneau**



Show the students a picture of Juneau. Introduce the Tlingit name for the community.

**Douglas**



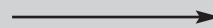
Show the students a picture of Douglas. Introduce the Tlingit name for the community.

**Auke Bay**



Show the students a picture of Auke Bay. Introduce the Tlingit name for the community.

**Yakutat**

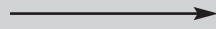


Show the students a picture of Yakutat. Introduce the Tlingit name for the community.

## Concrete Materials for Intruducing the Key Values Vocabulary

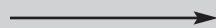
**Gd. 4 - Gd. 6**

**Juneau**



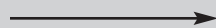
Show the students a picture of Juneau. Introduce the Tlingit name for the community.

**Douglas**



Show the students a picture of Douglas. Introduce the Tlingit name for the community.

**Auke Bay**



Show the students a picture of Auke Bay. Introduce the Tlingit name for the community.

**Yakutat**



Show the students a picture of Yakutat. Introduce the Tlingit name for the community.

**Klukwan**



Show the students a picture of Klukwan. Introduce the Tlingit name for the community.

## Concrete Materials for Intruding the Key Values Vocabulary

**Gd. 7 - Gd. 12**

**Juneau**



Show the students a picture of Juneau. Introduce the Tlingit name for the community.

**Douglas**



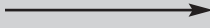
Show the students a picture of Douglas. Introduce the Tlingit name for the community.

**Auke Bay**



Show the students a picture of Auke Bay. Introduce the Tlingit name for the community.

**Yakutat**



Show the students a picture of Yakutat. Introduce the Tlingit name for the community.

**Klukwan**



Show the students a picture of Klukwan. Introduce the Tlingit name for the community.

**Angoon**



Show the students a picture of Angoon. Introduce the Tlingit name for the community.

**Kake**



Show the students a picture of Kake. Introduce the Tlingit name for the community.

**Sitka**



Show the students a picture of Sitka. Introduce the Tlingit name for the community.



## Cultural Background

### *Respecting Tlingit Lands*

The Tlingit people respect the land because the remains of their ancestors are in the land. Each location was settled based on the resources available in those areas.

Because the Tlingits are a seafaring people, all communities were established on the coastal waters of Southeast Alaska.

In addition, locations were chosen based on *ishkahéeni* - the availability of fresh spring water that attracts salmon and other ocean wild life. Also, the community locations provided for resources from the land and forest. Food, building materials, tools, and clothing were all fashioned from the land resources.

Each community has a traditional historical legend that documents its location.

To demonstrate Tlingit respect for the communities and their locations, visitors were not allowed to step ashore without being invited by the host community, after identifying themselves and the purpose for their visit.

### *Communities Today*

Today, communities are significantly different from their traditional counterparts. The respect once held by the Tlingits for the land is not overtly practiced today. In many cases land development has proceeded without consideration or respect for the earth and its resources.

The traditional totem poles in a community were icons for the history of that community and its people. Today, only a few communities have totems as icons for their histories. This is also true of tribal houses.

When the Tlingits moved from a land and water-based economy to a monetary system, many of the traditional values related to the environment were not observed. This is particularly true in the cases of the fishing, fur, timber and mining industries.

Today, all communities in Southeast Alaska are attempting to embrace the traditional values of their ancestors. This is particularly important as it relates to the respect for the the ancient communities of Southeast Alaska

## Value: Education & Knowledge

### Lesson 1

#### Kindergarten

##### Activities to Reinforce Tlingit Values

1. Use masking tape to create a *shoreline* at one end of the room. Use the masking tape to make an outline of a canoe, approaching the shoreline. Then, have a group of students stand in the canoe; another group should stand at the *shoreline*. Select individuals in the *canoe* to identify themselves and the purpose of their visit. Practice this with the students so that each student has an opportunity to participate. Also, the students in the community should practice calling out to the visitors in the canoe. Continue until all students have spoken - you can switch the groups and repeat the activity.

2. Make numerous copies of the community pictures. Mix all of the pictures together; have the students sort and classify the pictures according to the names of the communities.

3. Show an *old* picture of a community and one that shows the community today. Have the students tell how the community is different today.

#### Grade 1 - Grade 3

##### Activities to Reinforce Tlingit Values

1. Use masking tape to create a *shoreline* at one end of the room. Use the masking tape to make an outline of a canoe, approaching the shoreline. Then, have a group of students stand in the canoe; another group should stand at the *shoreline*. Select individuals in the *canoe* to identify themselves and the purpose of their visit. Practice this with the students so that each student has an opportunity to participate. Also, the students in the community should practice calling out to the visitors in the canoe. Continue until all students have spoken - you can switch the groups and repeat the activity.

2. Make numerous copies of the community pictures. Mix all of the pictures together; have the students sort and classify the pictures according to the names of the communities.

3. Show an *old* picture of a community and one that shows the community today. Have the students tell how the community is different today.

## Value: Education & Knowledge

### Lesson 1

#### Grade 4 - Grade 6

##### Activities to Reinforce Tlingit Values

1. Show the students a picture of a community taken a long time ago. Show them a picture of the same community today. Have the students identify the changes that have occurred in the community. Lead the students to identify changes that are for the good and others that might not be so positive (e.g., traffic, pollution, etc.). Have the students reflect on “*is change always good?*”
2. Invite a resource person to make a presentation to the students about the arrival of visitors in a traditional Tlingit community. Have the resource person practice the type of dialog that would have occurred between the visitors and the head of the community, with the students.
3. Use masking tape to create a large map of Southeast Alaska on the floor or bulletin board. Have the students identify the locations of the communities on the map. Mark each community with its picture. Then, remove the pictures and mix them together. Have the students take turns matching with pictures with the community locations on the map. Time each student to determine the *fastest* time.

#### Grade 7 - Grade 12

##### Activities to Reinforce Tlingit Values

1. Show the students a picture of a community taken a long time ago. Show them a picture of the same community today. Have the students identify the changes that have occurred in the community. Lead the students to identify changes that are for the good and others that might not be so positive (e.g., traffic, pollution, etc.). Have the students reflect on “*is change always good?*”
2. Invite a resource person to make a presentation to the students about the arrival of visitors in a traditional Tlingit community. Have the resource person practice the type of dialog that would have occurred between the visitors and the head of the community, with the students.
3. Have the students locate pictures on-line of Southeast communities, taken years ago (e.g., from the Alaska State Archives). The students should print-off the pictures. Each student should present his/her pictures to the class; the students should try to identify each community. Continue until all of the students have presented their pictures.

# Value: Education & Knowledge

## Lesson 2

### Kindergarten

#### Tlingit Language Activities

##### Listening - Nouns

###### Mini-Illustration Hold-Up

Prepare a page of small graphics. Give each student a copy of the mini-illustrations. The students should cut-out the illustrations. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

###### Whisper

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

###### Funnel Vision

Before the activity begins, collect a large funnel. Have a student stand at the front of the classroom, with his/her back to the other students. Give the student the funnel. Give the graphics to the other students in the class. The students should hold their illustrations up, facing the front of the classroom. Say a vocabulary word. When you say "Go," the student with the funnel should place the funnel over his/her eyes and turn to face the other students. The student must then look through the funnel to find the illustration for the vocabulary word you said. This activity may be conducted with two players (each player having a funnel). The winner of each round is the student who locates the correct illustration first. Have the students in the class exchange illustrations for each new round of the activity. Repeat with other pairs of players until all students have participated.

### Grade 1 - Grade 3

#### Tlingit Language Activities

##### Listening - Nouns

###### Mini-Illustration Hold-Up

Prepare a page of small graphics. Give each student a copy of the mini-illustrations. The students should cut-out the illustrations. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

###### Whisper

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

###### Funnel Vision

Before the activity begins, collect a large funnel. Have a student stand at the front of the classroom, with his/her back to the other students. Give the student the funnel. Give the graphics to the other students in the class. The students should hold their illustrations up, facing the front of the classroom. Say a vocabulary word. When you say "Go," the student with the funnel should place the funnel over his/her eyes and turn to face the other students. The student must then look through the funnel to find the illustration for the vocabulary word you said. This activity may be conducted with two players (each player having a funnel). The winner of each round is the student who locates the correct illustration first. Have the students in the class exchange illustrations for each new round of the activity. Repeat with other pairs of players until all students have participated.

# Value: Education & Knowledge

## Lesson 2

### Grade 4 - Grade 6

#### Tlingit Language Activities

##### Listening - Nouns

###### Mini-Illustration Hold-Up

Prepare a page of small graphics. Give each student a copy of the mini-illustrations. The students should cut-out the illustrations. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

##### Speaking - Nouns

###### Illustration Bingo

Give the students their mini-illustrations, from above. Each student should lay his/her illustrations on the desk, face down. Then, each student should turn one illustration face-up. Say a vocabulary word. Any student or students who have the vocabulary illustration for that word face-up on their desks, should call "BINGO." Then, each student must orally identify the illustration. A student who does this successfully should then place that illustration to the side and turn over another illustration on his/her desk. The student or students who have no illustrations left on their desks are the winners. This activity may be repeated more than once by collecting, mixing and redistributing the illustrations to the students.

###### Stick of Chance

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

### Grade 7 - Grade 12

#### Tlingit Language Activities

##### Listening - Nouns

###### Mini-Illustration Hold-Up

Prepare a page of small graphics. Give each student a copy of the mini-illustrations. The students should cut-out the illustrations. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

##### Speaking - Nouns

###### Illustration Bingo

Give the students their mini-illustrations, from above. Each student should lay his/her illustrations on the desk, face down. Then, each student should turn one illustration face-up. Say a vocabulary word. Any student or students who have the vocabulary illustration for that word face-up on their desks, should call "BINGO." Then, each student must orally identify the illustration. A student who does this successfully should then place that illustration to the side and turn over another illustration on his/her desk. The student or students who have no illustrations left on their desks are the winners. This activity may be repeated more than once by collecting, mixing and redistributing the illustrations to the students.

###### Stick of Chance

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.



# Value: Education & Knowledge

## Lesson 3

### Kindergarten

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word, using the unit's sentence. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first pair of players to do this successfully, wins the round. Repeat until all players have participated.

###### One to Five

Give each student numeral cards from 1 to 5. Mount the graphics on the board. Point to one of the illustrations. Then, say the unit's sentence, using different key words - one sentence should be correct for the illustration you pointed to. The students should listen carefully to the sentences that you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat using other illustrations and the unit's sentence in this way.

##### Speaking - Unit Sentence

###### Number What?

Mount the graphics on the board. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the unit's sentence. Continue in this way until all of the graphics have

### Grade 1 - Grade 3

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word, using the unit's sentence. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first pair of players to do this successfully, wins the round. Repeat until all players have participated.

###### One to Five

Give each student numeral cards from 1 to 5. Mount the graphics on the board. Point to one of the illustrations. Then, say the unit's sentence, using different key words - one sentence should be correct for the illustration you pointed to. The students should listen carefully to the sentences that you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat using other illustrations and the unit's sentence in this way.

##### Speaking - Unit Sentence

###### Number What?

Mount the graphics on the board. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the unit's sentence. Continue in this way until all of the graphics have

###### What's The Date?

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a graphic you show using the unit's sentence. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

# Value: Education & Knowledge

## Lesson 3

### Grade 4 - Grade 6

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word, using the unit's sentence. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first pair of players to do this successfully, wins the round. Repeat until all players have participated.

##### Speaking Unit Sentence

###### Visual Memory

Mount the graphics on the board. The students should look carefully at the illustrations. Then, have the students close their eyes. Remove one of the illustrations from the board and place it to the side. The students should then open their eyes and identify the "missing illustration" by saying the unit's sentence and the key word. Continue in this way until all of the illustrations have been removed. Another way to conduct this activity is to do the reverse. In this case, prepare two or three extra sets of graphics. Mount a number of illustrations on the board. The students should look carefully at the illustrations. Then, have the students close their eyes. Add another illustration to the board. The students should open their eyes and identify the "new illustration" using the unit's sentence. This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing illustration wins the round.

##### Reading - Nouns

**Introduce the printed forms of the key words. Match the words with their illustrations.**

###### Right or Wrong?

Mount the sight words on the board. Point to one of the sight words and name it. The students should repeat the sight word. However, when you point to a sight word and say the wrong word for it, the students should remain silent. Repeat this process until the students have responded accurately to all of the sight words a number of times.

### Grade 7 - Grade 12

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word, using the unit's sentence. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first pair of players to do this successfully, wins the round. Repeat until all players have participated.

##### Speaking Unit Sentence

###### Visual Memory

Mount the graphics on the board. The students should look carefully at the illustrations. Then, have the students close their eyes. Remove one of the illustrations from the board and place it to the side. The students should then open their eyes and identify the "missing illustration" by saying the unit's sentence and the key word. Continue in this way until all of the illustrations have been removed. Another way to conduct this activity is to do the reverse. In this case, prepare two or three extra sets of graphics. Mount a number of illustrations on the board. The students should look carefully at the illustrations. Then, have the students close their eyes. Add another illustration to the board. The students should open their eyes and identify the "new illustration" using the unit's sentence. This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing illustration wins the round.

##### Reading - Nouns

**Introduce the printed forms of the key words. Match the words with their illustrations.**

###### Right or Wrong?

Mount the sight words on the board. Point to one of the sight words and name it. The students should repeat the sight word. However, when you point to a sight word and say the wrong word for it, the students should remain silent. Repeat this process until the students have responded accurately to all of the sight words a number of times.

# Value: Education & Knowledge

## Lesson 4

### Kindergarten

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Whisper

Mount the graphics on the board. Group the students into two teams. Whisper the unit's sentence, using a community name, to the first player in each team. When you say, "Go," the first player in each team must then whisper the same sentence to the next player in his/her team. The players should continue whispering the sentence in this way until the last player in a team hears it. When the last player in a team hears the sentence, he/she must rush to the board and point to the graphic for the sentence/community. The first player to do this correctly wins the round. Repeat.

##### Speaking - Unit Sentence

###### Numbered Boxes

Before the activity begins, prepare a stencil which contains a form that has 10 boxes. Number each box. Provide each student with a copy of the stencil. Each student should then shade in ten of the boxes in the form (any ten boxes). Call a student's name and then a number between one and ten. The student should look on his/her form for the box which contains the number you called. If that box is shaded in, the student must then identify a vocabulary illustration you show him/her, using the unit's sentence. However, if the box is not shaded in, he/she may "pass" to the next player. You may wish to have the students exchange forms periodically during the activity.

###### Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the graphics on the board. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a community picture you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the community picture you point to. Repeat this process a number of times.

### Grade 1 - Grade Three

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### Whisper

Mount the graphics on the board. Group the students into two teams. Whisper the unit's sentence, using a community name, to the first player in each team. When you say, "Go," the first player in each team must then whisper the same sentence to the next player in his/her team. The players should continue whispering the sentence in this way until the last player in a team hears it. When the last player in a team hears the sentence, he/she must rush to the board and point to the graphic for the sentence/community. The first player to do this correctly wins the round. Repeat.

##### Speaking - Unit Sentence

###### Numbered Boxes

Before the activity begins, prepare a stencil which contains a form that has 10 boxes. Number each box. Provide each student with a copy of the stencil. Each student should then shade in ten of the boxes in the form (any ten boxes). Call a student's name and then a number between one and ten. The student should look on his/her form for the box which contains the number you called. If that box is shaded in, the student must then identify a vocabulary illustration you show him/her, using the unit's sentence. However, if the box is not shaded in, he/she may "pass" to the next player. You may wish to have the students exchange forms periodically during the activity.

###### Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the graphics on the board. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a community picture you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the community picture you point to. Repeat this process a number of times.

## Value: Education & Knowledge

### Lesson 4

#### Grade 4 - Grade 6

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### One to Five

Give each student numeral cards from 1 to 5. Mount the graphics on the board. Point to one of the illustrations. Then, say the unit's sentence, using different key words - one sentence should be correct for the illustration you pointed to. The students should listen carefully to the sentences that you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat using other illustrations and the unit's sentence in this way.

##### Speaking - Unit Sentence

###### Number What?

Mount the graphics on the board. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the unit's sentence. Continue in this way until all of the graphics have

##### Reading - Nouns

###### 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 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.

##### Writing- Nouns

###### Watch Your Half - Page 223

Prepare a photocopy of each of the graphics. Cut the photocopied illustrations in half. Keep the illustration halves in separate piles. Group the students into two teams. Give all of the illustration halves from one pile to the players in Team One. Give the illustration halves from the other pile to the players in Team Two. Say a vocabulary word. When you say "Go," the student from each team who has the illustration half for the vocabulary word you said, should rush to the board and write the word on the board. The first player to do this correctly wins the round. Repeat.

#### Grade 7 - Grade 12

#### Tlingit Language Activities

##### Listening - Unit Sentence

###### One to Five

Give each student numeral cards from 1 to 5. Mount the graphics on the board. Point to one of the illustrations. Then, say the unit's sentence, using different key words - one sentence should be correct for the illustration you pointed to. The students should listen carefully to the sentences that you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat using other illustrations and the unit's sentence in this way.

##### Speaking - Unit Sentence

###### Number What?

Mount the graphics on the board. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the unit's sentence. Continue in this way until all of the graphics have

##### Reading - Nouns

###### 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 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.

##### Writing- Nouns

###### Watch Your Half - Page 223

Prepare a photocopy of each of the graphics. Cut the photocopied illustrations in half. Keep the illustration halves in separate piles. Group the students into two teams. Give all of the illustration halves from one pile to the players in Team One. Give the illustration halves from the other pile to the players in Team Two. Say a vocabulary word. When you say "Go," the student from each team who has the illustration half for the vocabulary word you said, should rush to the board and write the word on the board. The first player to do this correctly wins the round. Repeat.

## Value: Respect for Our Communities

### Lesson 5

#### Kindergarten

##### Reinforcement Activities

\* Before the lesson begins, place a number of *pollution items* in a tray of soil. Place the tray on the floor and group the students around it. Have the students take turns, *cleaning up the environment* by removing the pollution items from the soil.

\* Lay a length of mural paper on the floor and group the students around it. Provide the students with construction paper, scissors and glue. Draw a general outline of the students' community on the mural paper. Then, the students should use their art supplies to cut out homes, stores, etc. and place them in their correct locations on the map. When the mural is finished, display it in the classroom or hallway. To enhance the mural, you may wish to have the students add pressed plants, leaves, etc. to the mural's contents.

\* Before the lesson begins, create five or six illustrations that show a town growing from a few houses to many. Mix the pictures together. Have the students take turns sequencing the pictures from the *beginning* of the town, to the *most* buildings. You may wish to time the students to determine the *fastest* time. Continue until all students have participated.

#### Grade 1 - Grade 3

##### Reinforcement Activities

\* **(Gds. 2 & 3) - Introduce and practice the unit's dialog with the students. Be sure they understand the meanings of all the sentences. The dialog can be used in whole group, group, and individual formats.**

\* Lay a length of mural paper on the floor and group the students around it. Provide the students with construction paper, scissors and glue. Draw a general outline of the students' community on the mural paper. Then, the students should use their art supplies to cut out homes, stores, etc. and place them in their correct locations on the map. When the mural is finished, display it in the classroom or hallway. To enhance the mural, you may wish to have the students add pressed plants, leaves, etc. to the mural's contents.

\* Before the lesson begins, create ten illustrations that show a town growing from a few houses to many. Mix the pictures together. Have the students take turns sequencing the pictures from the *beginning* of the town, to the *most* buildings. You may wish to time the students to determine the *fastest* time. Continue until all students have participated.



## Value: Respect for Our Communities

### Lesson 5

#### Grade 4 - Grade 6

##### Reinforcement Activities

**Introduce and practice the unit's dialog with the students. Be sure they understand the meanings of all the sentences. The dialog can be used in whole group, group, and individual formats.**

\* Each student should select one community from this unit for a research project. Have each student go on-line to find details of a community - more than one student may report on the same community. When the students have their information, each student should present his/her findings to the others.

\* Provide the students with art paper and supplies. Each student should then create a map of Southeast Alaska, showing the communities and other details. The maps should be colored and labeled. When completed, display the maps in the classroom or hallway.

#### Grade 7 - Grade 12

##### Reinforcement Activities

**Introduce and practice the unit's dialog with the students. Be sure they understand the meanings of all the sentences. The dialog can be used in whole group, group, and individual formats.**

\* Each student should select one community from this unit for a research project. Have each student go on-line to find details of a community - more than one student may report on the same community. When the students have their information, each student should present his/her findings to the others.

\* Provide the students with art paper and supplies. Each student should then create a map of Southeast Alaska, showing the communities and other details. The maps should be colored and labeled. When completed, display the maps in the classroom or hallway.

\* Have the students go on-line to locate pictures of the communities *before* and *today*. Each student may select one community; he/she should create a booklet that shows the community before and as it is today, adding text to highlight the changes in the community over the years.