

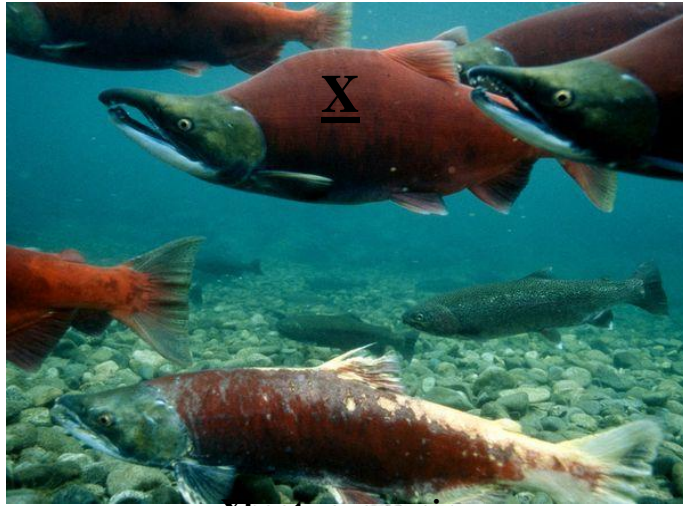


## ASGHEIWÚ NAXHTOOKÓOXH

### LET'S GO FISHING

"Drink from the vessel of Traditional Knowledge."

Intermediate Level



Xhaat yayana.ein

- 1) Has asgeiwú
- 2) Awdzigeiwú
- 3) Has awdzigeiwú
- 4) Asgeiwú





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#### Nouns

(Images are provided at the end of the unit.)

<b>Yaakw</b>	Boat
<b>Xáat</b>	Salmon
<b>L'ook</b>	Coho
<b>Téel'</b>	Dog salmon
<b>Cháas'</b>	Humpy
<b>T'á</b>	King Salmon
<b>Gaat</b>	Sockeye
<b>X'áakw</b>	Red Sockeye/Coho
<b>Kadayek Geiwú</b>	Seine Gillnet
<b>kanaadaayi heen</b>	river

#### Sentences

<b>AsGeiwú naxtookoox.</b>	Let us go seining.
<b>Aatlein xáat áwé wutoodzigeiwú.</b>	We caught lots of salmon with a net.
<b>Át uwakúx asGeiwú yís.</b>	He went there for seining.
<b>Has asGeiwú.</b>	They are seining.
<b>AtoosGeiwú.</b>	We are seining.
<b>Xáat asgeiwú yaa has nakúx.</b>	Traveling to seine for salmon.
<b>Wéi xáat a s'agéé heen yík déi kadulxéis'</b>	The salmon bones are poured into the river.
<b>Yáa at wooné</b>	Respect
<b>Daa sáyá?</b>	What is this?
<b>L'ook áwé.</b>	That is a Coho.
<b>Gaat tsú wtuwasháat.</b>	We also caught sockeyes.
<b>Yagéi áwé wé Gaat.</b>	There are a lot of sockeyes.
<b>Wáa sá keeyanóok?</b>	What are you doing?
<b>Xáat áwé xaxáash.</b>	I am cutting fish.
<b>Daat yís sáwé?</b>	What is that for?
<b>Táakw yís xáawé.</b>	For winter you know.
<b>(Xáat) áwé toosGeiwú.</b>	We are seining for (salmon)
<b>Aatlein (Cháas') áwé wtuwasháat.</b>	We caught a lot of (pinks)



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<b>Akat kawdiyek.</b>	gilled in the net.
<b>AsGeiwú yaa ntóokúx.</b>	We are going seining.
<b>T'á áwé wtuwasháat ku.aa.</b>	We caught a king salmon instead.
<b>X'oon sá yeesháat?</b>	How many did you catch?
<b>Gaat asGeiwú has wookoox.</b>	They went seining for sockeyes.
<b>(Dax'oon) (t'á) áwé xwaasháat.</b>	I caught (four) (king salmon).
<b>Daa sá yeesháat?</b>	What did you catch?
<b>Cháas' áwé xwaasháat.</b>	I caught a humpy.
<b>Tléil daa sá.atú wé Geiwú.</b>	The net is empty.
<b>Shaawahík wé Geiwú.</b>	The net is full.
<b>Yadál gé wé xáat?</b>	Is the salmon heavy?
<b>Tléil udál wé Geiwú.</b>	The net is not heavy.
<b>Tléil gé udál wé Geiwú?</b>	Is the net not heavy?
<b>AsGeiwú gaxtookóox.</b>	We're going seining.
<b>Has wookoox.</b>	They left already./They are on their way.
<b>Tléil daa sá a tú</b>	Nothing in there.
<b>yándeí Geiwú</b>	beach seine



#### **Materials:**

Print out a set of pictures for each student.



# ASGHEIWÚ NAXHTOOKÓOXH

## LET'S GO FISHING

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### Lesson One

#### Motivation:

#### How the **Téel'** got its stripes

**Téel'** is going upriver to a small lake, thinking to itself, "Where is everybody? Nobody around, I'm all by myself."

**Xóots** was nearby and he heard him; he said, "What's the matter?"

"Oh, I'm all by myself here; nobody to talk to; nobody to do anything with."

"Oh there's lots of you on the other side. I'll carry you over there."

So **xóots** picks him up by his sides. **Téel'** was flipping around to breathe so **xóots** carried him tightly. In his struggle he got scratches on his sides from **xóots**'s claws and that's how the **téel'** got red on his sides.

Examine the story, you'll find something in there that will help you.

[Told by Daanawaakh Austin Hammond; retold by Kinkaduneeek Paul Marks.]

#### Cultural Activities

Use a picture of people cleaning fish to stress respect for the fish, introduce respect by letting the students know how to dispose of the fish bones. Ask where or what should we do with the fish bones.

**Xáat s'aaGí héen yaxakanasxa (dei kanasxa).** The bones of the salmon are put into the river.

Cultural significance is that respect is given to all living things.

**Yáa at wooné** (respect)

#### Language Activities

#### Introduction

Show pictures of each fish say it in Tlingit. Then use the fish name with the verb.

<b>Daa sáyá?</b>	What is this?
<b>L'ook áwé.</b>	That is a Coho.
<b>Gaat tsú wtuwasháat.</b>	We also caught sockeyes.
<b>Yagéi áwé wé Gaat.</b>	There are a lot of sockeyes.



**ASGHEIWÚ NAXHTOOKÓOXH**

**LET'S GO FISHING**

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### **Listening Activities**

Put pictures of fish on the wall around the room. Say the fish names and verbs in Tlingit, students should face correct picture.





# ASGHEIWÚ NAXHTOOKÓOXH

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### Lesson Two

#### Review

Show fish pictures again. Teacher says Tlingit names of fish. Students repeat. Teacher says sentences in Tlingit. Students repeat.

Say nouns with a verb in the (present tense).

#### Example

<b>Wáa sá keeyanóok?</b>	What are you doing?
<b>Xáat áwé xaxáash.</b>	I am cutting fish.
<b>Daat yís sáwé?</b>	What is that for?
<b>Táakw yís xáawé.</b>	For winter you know.
At xaan yis.	For smoking.

#### Listening Activities

1. Put pictures up on the wall again. Say the present tense in Tlingit.

<b>**<u>(Xáat) awe tusgeiwu.</u></b>	I am seining for ( <u>salmon</u> )
<b><u>Yagéi awé (cháas') wutuwasháat.</u></b>	We caught a lot of ( <u>humpies</u> )
<b><u>Atlein cháas' wutuwasháat.</u></b>	We caught a lot of humpies.

2. Put a picture of a fish on the wall for students to see. Give students a flash light. Say the sentences to the students in Tlingit, student will shine flash light on the picture of fish that is being named.

3. Students are in teams. Put the pictures of fish on the floor. Say the sentence. Lead student on each team race to touch the fish the sentence is referring to.

#### Speaking Activity

Teacher will show pictures of the salmon and students will say the sentences of the picture the teacher points to.

<b>**<u>Xaat asgeiwu yan xakúx.</u></b>	I am going seining.
<b><u>AsGeiwú yaa ntookúx.</u></b>	We are going seining.



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### Lesson Three

#### Review

Once again show the fish pictures. Then instruct the students to say the sentences in Tlingit of the names of the fish.

#### Listening Activities

Group activity:

Develop physical actions for each fish. This will be written in Tlingit before hand. Students will be instructed to say the sentences of the actions of the fish in Tlingit.

<b>**<u>Gaat asgeiwu yanakux.</u></b>	H/she went fishing with seine for sockeyes.
<b>T'á áwé wutuwasháat <u>ku.aa.</u></b>	H/she caught a king salmon instead.
<b>X'oon sá yeesháat?</b>	How many did you catch?
<b>(Dax'oon) (t'á) áwé <u>xwaasháat.</u></b>	I caught (four) (king salmon).

#### Speaking Activities

- 1) Having the whole class in this group activity. Putting the pictures on the wall, teacher will point to a picture and say sentence in Tlingit. Students will repeat the sentences it is correct for picture. Students will stay silent if the sentence does not match the action of the picture pointed to.
- 2) Students tag their classmates with the flash light. Then the tagged student says the sentence for the picture that is being pointed to.



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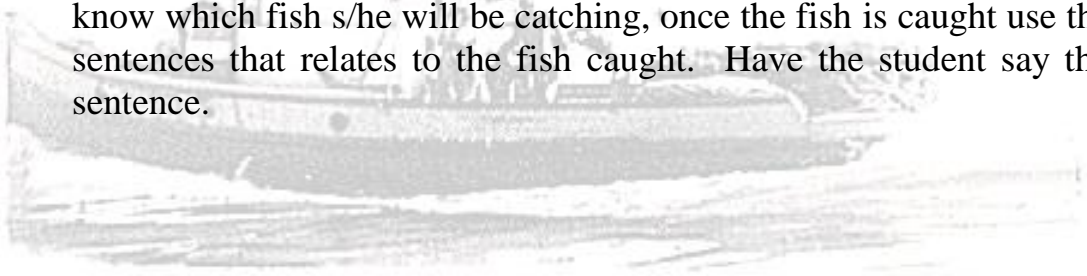
### Lesson four

#### Review

Show once again the picture of the fish. Students will say the sentences that have been taught in Tlingit and English.

#### Speaking Activities

- 1) Group activity, teacher will show the actions of fish that was used before, students say sentences in Tlingit.
- 2) This activity will allow two students to throw a dice and the one with the highest throw, will say sentence used previously for the picture of action fish in Tlingit.
- 3) Putting a paper clip on each fish then placing them on the floor once this is done. Then put a magnet onto a string then tying it onto a stick or use an old rod and reel. Once this is done have a blanket for the water line to go over. Let two students hold each end of the blanket to represent the water. Once this is set up let the student go to the blanket. Throw the line over the blanket then move the magnet on the end of the line over the fish to catch a fish. Student will not know which fish s/he will be catching, once the fish is caught use the sentences that relates to the fish caught. Have the student say the sentence.





# ASGHEIWÚ NAXHTOOKÓOXH

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### Lesson Five

#### Review

Once again have the students say the sentences used previously. This should be the action fish phrases in Tlingit.

#### Dialog

<b>Daa sá yeesháat?</b>	What did you catch?
<b>Cháas' áwé xwaasháat.</b>	I caught a humpy.

Introduce these phrases and practice this dialog with students.

<b>**We geiwú tléil dasa atoo.</b>	The net is empty.
<b>Wé Geiwú shaawahík.</b>	The net is full.
<b>Yadál gé wé xáat?</b>	Is the salmon heavy?
<b>Wé Geiwú tlél udál.</b>	The net is not heavy.
<b>Tlél Gé udál wé Geiwú.</b>	Is the net not heavy?

Read gaff hook story. Students will listen for Tlingit words and figure out what they are from the context. At the end of the story students say what they think the words mean.

#### Two Young Men and their Gaff Hooks

One of the most important things in Tlingit education is to listen, listening to the history of one's clan history and as well as the history of other clans when it is presented. This is a time that the character of the youth is developed for both women and men.

Young men or boys are taken in by their uncles, their mother's brothers. They taught them what is needed to know and skills it takes to be successful fisherman and providers. And of course there are many other things that are taught to the young men and boys other than fishing. Here is a story to guide behavior.

Once an individual learns the techniques for being a successful provider he is given the responsibility to practice his skills.



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As this story goes, there were these two young boys/men that were taught and trained by their uncles how to make **k'éx'aa**. Each community and each clan had the responsibility of taking care of river **kanaadaayi héen**. So they did not have to go far to fish and work on **xáat**. The river we want to go to today is called **"Jilkoot Héeni"**. This River and Land base belongs to the **Lukaax.ádi** Clan, Raven, fresh water Red Sockeye Crest.

These two young boys or men started of with equal opportunity. The time has come for them to exercise their skills. They get ready to harvest what they want. To do this work first they get their **k'éx'aa**, each is making sure that everything is secure on the **k'éx'aa**; each examines their **k'éx'aa** to make sure that everything is ready for use, making sure that all that is needed is ready for the work to be done.

Each are fishing very well catching what they want to supply the family or clan for the winter months. They would also be thinking of the times when there may be a need for salmon to help another family or clan in time of need.

**Kanaadaayi héen át has uwa.át.** They go to the river, with boots on and begin fishing. **Éitsk' ho ho**, the fish is plentiful. So they are out there fishing the day is full of excitement. Each catches their catch. They both get ready for the next faze for the fish to be taken care of. Each cleans the fish and soaks them in fresh water. Now to the next faze.

One of the brothers takes his **k'éx'aa** and takes it to the waters edge with a brush. He begins to brush and clean his **k'éx'aa**. Takes it to his storage area and finds a nice place to hang his **k'éx'aa**. And all the other tools that they used to prepare the fish were cleaned. Now they are ready for the next time they have to go fishing. His clan brother is just a little behind. He dose what he can to take care of his fish. He is still running a little behind. So when it comes to his **k'éx'aa** he rushes. He looks at his **k'éx'aa** then really doesn't think too much and just throws his **k'éx'aa** into the grass next to his storage area.

They both go back to where they will clean their fish and begin to clean the remains of the fish and put the remain into it the river



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As each one lives, as always, preparing and gathering foods for the winter, the year passes and as every year it's time to go fishing once again. So they both get prepared and gather their tools. The young man or boy who took great care and cleaned his tools was ready for the next season, he gets his tools, looks them over making sure everything is in order and goes fishing. The young man or boy that threw his **k'éx'aa** in the grass has some trouble; he can't find his **k'éx'aa**. He remembers that he in his own mind he put the **k'éx'aa** where he could find it. So he begins looking for it. "I know that I left it here somewhere." He feels through the grass and finally finds it. **Aha**, feeling somewhat satisfied that he found his **k'éx'aa**, he looks at his tools haphazard and sees that they are not to clean but uses them anyway.

His clan brother by this time has gotten most of his fish that he wants to prepare. And for some reason the other young man or boy is having a harder time catching his fish. Well last year if you remember he didn't clean his **k'éx'aa** so the fish are swimming away from him (**Aha**), why he may think, but if you remember that he did not clean his **k'éx'aa** the previous year so the fish can smell the old slime and blood that he did not wash off the previous year. So he has to work harder to catch fish.

His clan brother is already finished fishing and cleans up all his tools as how his uncle taught him. And places the bones and whatever was removed from fish into the river.

His clan brother finally gets what he can and is working very hard to catch his wants. It takes him longer and he's working harder. Also because he has to work harder he can't catch as many because time is running out. So again it came to his **k'éx'aa** and he does what he did last year just throws his **k'éx'aa** to the ground, once again, in the grass near his tool shed.

**Aha**, (get ready) oh this **eesháan k'éx'aa** is feeling so bad thinking to himself, "Oh, my owner doesn't even care about me." Through the winter he's so cold and wet, and bugs and worms are crawling on him and under him and mud is getting on him.

The year passes again. The one that keeps his tool ready and clean is ready as soon as the season begins. His clan brother is looking again for his **k'éx'aa**, finally finds it, and begins his work.



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By the time the young men or boys are fishing, the one that had his tools clean and ready finishes early again. The other brother is even having a harder time. The fish are swimming away from his hook. He has to go out further for his fish and is expending a lot of energy. Having to go out further it is more dangerous for him catch his fish. As he is fishing he catches a large fish, which takes his hook from his **kaas' (??)**. So he ends up not catching the fish he needs for the winter. **Yéi áwé.**



Xáat yawa.aa



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### Noun Graphics

Xáat

Salmon



T'á

King Salmon





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Gaat

Sockeye



Téel'

Dog salmon



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Award# 90NL0460/02 from Administration for Native Americans

"Tlingit Flowing Through Generations: A Region- Wide Approach to Language Revitalization"



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**cháas'**

Humpy salmon (pink)



**L'ook**

Coho



**X'áakw (gaat)**

Red (Sockeye salmon)

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X'áakw

Freshwater sockeye and Coho



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Geiwú

seine



Asgeiwú Yaakw

Seiner

