

Da.áak
Weaving
Grade Levels: 3-12

Tlingit Cultural Significance:

This unit is based on the old tradition of weaving baskets.

Basket making was one of the oldest and most important arts in the Tlingit economy. Woven basketry was fairly prominent in all coastal Native groups from the Aleutian Chain to the Columbia River. Many baskets, mats, bags, etc. were sewn, coiled, twined or plaited from a variety of materials. Twining (the same type of weave as used in the Chilkat Blanket) was reserved for the spruce root baskets of the Tlingit. These water-tight vessels augmented the Tlingit's selection of wooden cooking utensils common among the Northwest Coast Indians. Baskets were made to be used and their shape was dictated by the use for which they were intended. Some were cook kettles, water jars, drinking cups and food dishes. Some of the largest baskets were used for collecting and storing berries, a food staple. This twining weave turned spruce roots into work hats, headdresses for a shaman, work baskets, rattles, spoon bags, fish traps, net bags for eulachon fishing, huge mats for canoe sails, floor mats, a baby's cradle swing or a winding sheet for an old shaman when his body was taken to the lonely burial house.

An old Tlingit story explains the origins of weaving:

"It happened when the Raven still walked among men. A woman who lived in a cloud village had a beautiful daughter of marriageable age. The Sun saw her and after his day's travel across the sky, he took the form of a man and sought her for his wife. Many years they lived together in the Sky-Land and had many children, but the children were of the earth world like their mother. One day as the mother was watching the children play, worrying about their future, she plucked some roots and began idly to plait them together in the shape of a basket. Her husband, the Sun, knowing her fears, increased the size of the basket until it would hold her and the children, then he lowered them to Earth. They set down near Yakutat on the Alsek River and that is the reason the first baskets were made by Yakutat women."

Thunderbird story: Shangukeidí clan.

Explanation and story from book resources (optional):

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Gunther, Erna. Design Units on Tlingit Baskets. Sheldon Jackson Museum, 1984.

Paul, Frances. Spruce Root Basketry of the Alaska Tlingit. 1944. Reprint by Sheldon Jackson College.

Elder/Culture Bearer Role:

An elder could stress the importance of the sounds and tones in the words. An elder could encourage the use of the language and promote the extension of the nouns or verb forms if the students are eager to ask questions and learn more language. An elder could also elaborate on the brief story about the creation of weaving told at the beginning of the unit (above), or any other relevant story regarding patience, endurance etc. as the weaving art form is not easy for all.

Overview:

In this unit lessons 1-3 introduce the materials that are necessary for weaving a basket, whether it is out of cedar, spruce or yarn. The students will begin to use these terms along with the verbs necessary to and ask for materials, help and to talk about the act of weaving.

In order to teach this lesson the instructor must have prior knowledge of how to weave a Tlingit style. The instruction in this unit helps the teacher to include the Tlingit language in their lessons and does not teach the art of weaving itself.

Lesson one introduces the materials that the students will use to weave and their first verb, "to need help". The students begin using their materials and must ask for help using the verb form and the materials nouns as they can.

Lesson two is a re-introduction to the materials and the verb, "to need" is generalized so that they can ask for materials using the verb and the materials together. At this point they may be needing more materials as their baskets get bigger so these sentences will become more useful.

Lesson three introduces the verb, "to weave" in future tense. The students will practice using the verb form, "to weave" while weaving. They will also continue to use the verb, "to need" while making sentences with the materials.

Lesson four introduces a game that promotes speaking Tlingit to each other. The students should be nearing the end of their projects and may begin to assist one another. There will be a few prizes (whatever the teacher prefers, a pass, food, etc.) floating around the room as students

speaking Tlingit. When one person speaks to the other the prize must be passed to the speaking partner. At the end of the class session those who have the prize win it.

Lesson five is an evaluation of what the students learned as they present their baskets to the class in pairs and practice using the language vocabulary that has been taught throughout the unit.

In order to teach this unit the teacher must understand how to weave or have a teacher's aid that can teach the weaving while the lead teacher focuses on the Tlingit language.

The students do not need to know how to weave for this unit, provided that the teacher is capable of teaching them the art. It would be helpful if the students were familiar with the sounds of Tlingit but they could also be taught the sounds as verbs and nouns are introduced.

IMPORTANT cultural component: When teaching the verb "to need help", it is culturally inappropriate to tell someone that they need help. This was as a respect to the person in question. There is no way to say, "you need help" in the Tlingit language. For this reason it is posed as a question, "do you need help?" and "do they need help?".

Lesson Titles:

Lesson # 1: Weaving art form, materials and the verb "to need help" introduction.

Lesson # 2: Introduction of the verb "to need".

Lesson # 3: Introduction of the verb "going to weave".

Lesson # 4: Student helpers, gift game.

Lesson # 5: Showcase projects & partner conversations.

All Vocabulary for Entire Unit -

Target Vocabulary Noun and Verb Forms

Nouns and Noun Forms

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i héen	Yarn	Kakéin
Weft		Bowl	S'ix' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	Kaashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	JiGwéinaa

Verbs and Verb Forms

Person	Verb	Person	Verb	Person	Verb
I need help.	Ax éet idashí.	I need _____.	_____ eetéénáx xat yatee.	I am weaving.	Xada.áak.
Can I help you?	I éet kwashe Kadashee?	You need _____.	_____ eetéénáx iyatee.	You are weaving.	Ida.áak.
S/he needs help.	Dashee eetéénáx yatee.	s/he needs _____.	_____ eetéénáx yatee.	s/he is weaving.	Da.áak.
Help us	Haa eet idishí	We need _____.	_____ eetéénáx haa yatee.	We are weaving.	Tuda.áak.
Do they need help?	Dashee eetéénáx gé has yatee?	They need _____.	_____ eetéénáx has yatee.	They are weaving.	Has da.áak.

Other helpful verbs:

Person	Verb	Person	Verb	Person	Verb
To twist a root	Kanaltool	Get it wet	Latl'ák'	It's too dry	kútχ uwaxúk

Other helpful verbs: "to weave" future, optional

Person	Verb
I am going to weave	kkwada.áak
You are going to weave	gagida.áak
S/he is going to weave	guxda.áak
We are going to weave	gaxtuda.áak
They are going to weave	Has Guxda.áak

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Target Sentence Patterns:

What is that?	Daa sáwé?
What is this?	Daa sáyá?
_____ need(s) help Ie. <u>Gunaak'w</u> needs help	_____ eet idishí <u>Gunaak'w</u> eet idishí
_____ need(s) _____ Ie. <u>Gunaak'w</u> needs <u>scissors</u>	_____ eetináx yatee _____ <u>Kaashaxáshaa</u> eetináx yatee <u>Gunaak'w</u>
_____ is weaving. Ie. <u>Gunaak'w</u> is weaving.	_____ da.áak. <u>Gunaak'w</u> da.áak

All Materials for Entire Unit

For small red and yellow cedar baskets:

Dental floss for forms,

Small spray bottles, 1 for every 2 students,

Pairing knives, 1 for every 2 or 3 students,

Long rectangle Ziploc Tupperware 1 for each student,

Sharpie markers

Small hand towel, 1 for each student

Baby oil,

8 pieces of red cedar (warps) the size of desired basket for each student,

Enough yellow cedar for each student to twine up the basket, amount varies,

For mock cedar woven baskets:

Scissors, 1 for every 2 or 3 students.

White or yellow yarn,

Black foam,

Assessments-

Ongoing Assessment: As verbs and nouns are memorized less English will be required.

Post-assessment: Students will be asked to present their art project while speaking as much Tlingit as possible with a partner in the front of the class.

Alaska Cultural Standards for Students:

See the attached cultural standards for students. B1, D1, D2, D3, E7.

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Lesson 1 ~ Weaving art form, materials and the verb "to need

help" introduction

Objectives:

- Students will learn nouns for weaving materials.
- Students will learn verb, "to need help".

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Materials:

For small red and yellow cedar baskets:

Dental floss for forms,

Small spray bottles, 1 for every 2 students,

Pairing knives, 1 for every 2 or 3 students,

Long rectangle Ziploc Tupperware 1 for each student,

Sharpie markers

Small hand towel, 1 for each student

Baby oil,

8 pieces of red cedar (warps) the size of desired basket for each student,

Enough yellow cedar for each student to twine up the basket, amount varies,

For mock cedar woven baskets:

Scissors, 1 for every 2 or 3 students.

White or yellow yarn,

Black foam,

Ziploc containers,

Sharpie markers

Tlingit Vocabulary:

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Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i héen	Yarn	Kakéin
Weft		Bowl	S'íx' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	<u>K</u> aashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	Ji <u>G</u> wéinaa

Verbs

Person	Verb
Help me.	A <u>x</u> éet idashí.
Can I help you?	I éet kwashe <u>k</u> adashee?
S/he needs help.	Dashee eetéená <u>x</u> yatee.
Help us.	Haa eet idishí.
Do they need help?	Dashee eetéená <u>x</u> gé has yatee?

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Lesson 1 ~ Weaving art form, materials and the verb "to need help" introduction

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Activities:

Activity 1-

Introduce vocabulary (15 minutes)

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students will listen to all of the names of the items as they are repeated by the teacher at least 5 times.

Teacher asks: What is this? Daa sáyá?

Students reply: That is a _____. _____ áwé.

Teacher will introduce the verb, "to need help". The verb in all of its forms will be written on the board in Tlingit only, and the differences between the verb forms will be taught. i.e. "the ax in the sentence ax éet idashí. is the part that says 'I'" and so on.

Teacher will explain that help will need to be asked for in Tlingit only. If they struggle with them, they should ask a friend until they figure out how to say the sentence in Tlingit. Limited prompts will need to be provided from the teacher.

Activity 2-

Introduce the art of weaving (25 minutes - 60 minutes)

Teachers will hand out all the materials needed for weaving, asking the students to name off the materials in Tlingit before they are handed them (prompts of the Tlingit nouns will probably be necessary). Each student will fill their Ziploc with water if using cedar or spruce.

Instruction of the art of weaving will begin.

**Help will be asked for strictly in the form, "ax éet idashí", "I need help".

When students are finished with their projects for the day they will need to dump out the water (if they are using cedar or spruce) and thoroughly dry out their Ziploc containers, they need to write their name on their containers, put away their materials provided and be extra careful not to close the Ziplocs (if they are using cedar or spruce) so that they can properly dry and do not mold.

If you have more than one activity during the 30 minute lesson, description of what the teacher and students will do. More activities for this one day? Keep adding them here in the same format as activity 1 and 2 above.

Assessment:

The students are building their vocabulary. They will be mastering it as the weaving projects progress. By the end of their projects they should be able to speak about needing help and items freely. The assessment will be made by teachers' observations and daily review sessions will be based on those observations.

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Lesson 2 ~ Introduction of the verb "to need" materials

Objectives:

- Students will learn how to ask for materials needed by saying i.e., "I need scissors".
- Students will continue working on their art projects while using the Tlingit words for all as many of the materials as they can.

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Materials:

For small red and yellow cedar baskets:

Dental floss for forms,
Small spray bottles, 1 for every 2 students,
Pairing knives, 1 for every 2 or 3 students,
Long rectangle Ziploc Tupperware 1 for each student,
Sharpie markers
Small hand towel, 1 for each student
Baby oil,
8 pieces of red cedar (warps) the size of desired basket for each student,
Enough yellow cedar for each student to twine up the basket, amount varies,

For mock cedar woven baskets:

Scissors, 1 for every 2 or 3 students.
White or yellow yarn,
Black foam,
Ziploc containers,
Sharpie markers

Tlingit Vocabulary:

Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i héen	Yarn	Kakéin
Weft		Bowl	S'íx' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	<u>K</u> aashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	Ji <u>G</u> wéinaa

Verbs

Person	Verb	Person	Verb
Help me.	A <u>x</u> éet idashí.	I need ____.	____ Eetééná <u>x</u> <u>x</u> at yatee.
Can I help you?	I éet kwashe <u>k</u> adashee?	You need ____	____ Eetééná <u>x</u> iyatee.
S/he needs help	Dashee eetééná <u>x</u> yatee.	s/he needs	____ Eetééná <u>x</u> yatee.
Help us	Haa eet idishí.	We need	____ Eetééná <u>x</u> haa yatee.
Do they need help?	Dashee eetééná <u>x</u> gé has yatee?	They need ____.	____ Eetééná <u>x</u> has yatee.

Other helpful verbs:

Person	Verb	Person	Verb	Person	Verb
To twist a root	kanaltool	Get it wet	Latl'ák'	It's too dry	<u>k</u> út <u>x</u> uwaxúk

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Lesson 2 ~ Introduction of the verb "to need" materials

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Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Activities:

Activity 1-

Review and introduce "to need" (15 minutes)

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students will listen to all of the names of the items as they are repeated by the teacher at least 5 times.

Teacher asks: What is this? Daa sáyá?

Students reply: That is a _____. _____ áwé.

Teacher will introduce the verb, "to need". The verb in all of its forms will be written on the board in Tlingit only, and the differences between the verb forms will be taught. i.e. "the ax in the sentence ax eet idishí is the part that says 'I'" and so on.

Teacher will explain that all materials will need to be asked for in Tlingit only. If they struggle with them, they should ask a friend until they figure out how to say the sentence in Tlingit. Limited prompts will need to be provided from the teacher.

Activity 2-

The art of weaving (25 minutes to 60 minutes)

Each student will fill their Ziploc with water if using cedar or spruce.

Instruction of the art of weaving will begin.

**Help will be asked for strictly in the form, "ax éet idashí", "I need help".

When students are finished with their projects for the day they will need to dump out the water (if they are using cedar or spruce) and thoroughly dry out their Ziploc containers, they need to write their name on their containers, put away their materials provided and be extra careful not to close the Ziplocs (if they are using cedar or spruce) so that they can properly dry and do not mold.

Assessment:

The students are building their vocabulary. They will be mastering it as the weaving projects progress. They should be able to identify several of the items needed to weave on their projects and ask for them in a simple

sentence using the verb "to need". The assessment will be made by teachers' observations and daily review sessions will be based on those observations.

Additional Optional Activities:

If there is an elder present they could tell stories of the importance of weaving in the Tlingit society and other societies; tell of the many uses of weaving and tell a culturally significant story regarding weaving, creating responsibility, taking care in what you do etc.

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Lesson 3 ~ Introduction of the verb "going to weave"

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Objectives:

- Students will learn the verb, "going to weave" in the present tense.
- Students will continue to master the nouns and verbs already introduced.
- Students will continue to be required to speak in Tlingit to ask for help and materials.

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Materials:

For small red and yellow cedar baskets:

- Dental floss for forms,
- Small spray bottles, 1 for every 2 students,
- Pairing knives, 1 for every 2 or 3 students,
- Long rectangle Ziploc Tupperware 1 for each student,
- Sharpie markers
- Small hand towel, 1 for each student
- Baby oil,
- 8 pieces of red cedar (warps) the size of desired basket for each student,
- Enough yellow cedar for each student to twine up the basket, amount varies,

For mock cedar woven baskets:

- Scissors, 1 for every 2 or 3 students.
- White or yellow yarn,
- Black foam,
- Ziploc containers,
- Sharpie markers

Tlingit Vocabulary:

Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i	Yarn	Kakéin

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			héen		
Weft		Bowl	S'íx' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	Kaashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	JiGwéinaa

Verbs

Person	Verb	Person	Verb	Person	Verb
Help me.	A _x éet idashí.	I need _____.	_____ Eetéénáx xat yatee.	I am weaving.	Xada.áak.
Can I help you?	I éet kwashe kadashee?	You need _____.	_____ Eetéénáx iyatee.	You are weaving.	Ida.áak.
S/he needs help.	Dashee eetéénáx yatee.	s/he needs _____.	_____ Eetéénáx yatee.	s/she is weaving.	Da.áak.
Help us.	Haa eet idishí.	We need _____.	_____ Eetéénáx haa yatee.	We are weaving.	Tuda.áak.
Do they need help?	Dashee eetéénáx gé has yatee?	They need _____.	_____ Eetéénáx has yatee.	They are weaving.	Has da.áak.

Other helpful verbs: optional

Person	Verb	Person	Verb	Person	Verb
To twist a root	kanaltool	Get it wet	Latl'ák'	It's too dry	kút _x uwaxúk

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Lesson 3 ~ Introduction of the verb "going to weave"

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Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Activities:

Activity 1-

Review and introduce "to weave" (15 minutes)

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students will listen to all of the names of the items as they are repeated by the teacher at least 5 times.

Teacher asks: What is this? Daa sáyá?

Students reply: That is a _____. _____ áwé.

Teacher will introduce the verb, "to weave". The verb in all of its forms will be written on the board in Tlingit only, and the differences between the verb forms will be taught. i.e. "the xa in the sentence xada.áak is the part that says 'I'" and so on.

Teacher will explain that all materials will need to be asked for in Tlingit only. If they struggle with them, they should ask a friend until they figure out how to say the sentence in Tlingit. Limited prompts may need to be provided from the teacher.

Activity 2-

The art of weaving (25 minutes to 60 minutes)

Each student will fill their Ziploc with water if using cedar or spruce.

Instruction of the art of weaving will begin.

**Help will be asked for strictly in the form, "ax éet idashí", "I need help".

When students are finished with their projects for the day they will need to dump out the water (if they are using cedar or spruce) and thoroughly dry out their Ziploc containers, they need to write their name on their containers, put away their materials provided and be extra careful not to close the Ziplocs (if they are using cedar or spruce) so that they can properly dry and do not mold.

Assessment:

The students are building their vocabulary. They will be mastering it as the weaving projects progress. They should be able to identify several of the items needed to weave on their projects and ask for them in a simple

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sentence using the verb "to need". The assessment will be made by teachers' observations and daily review sessions will be based on those observations.

Additional Optional Activities:

If there is an elder present they could tell stories of the importance of weaving in the Tlingit society and other societies; tell of the many uses of weaving and tell a culturally significant story regarding weaving, creating responsibility, taking care in what you do etc.

The students should begin to have a respect for the art form of weaving. This would be a good time to bring in other pieces of weaving from personal collections, if folks do not have any or feel uncomfortable with that there are also books to reference a youtube videos to show the students.

http://www.youtube.com/watch?v=rN9F_zzesy4 ,

<http://www.sheldonmuseum.org/tlingitbaskets.htm>

Gunther, Erna. *Design Units on Tlingit Baskets*. Sheldon Jackson Museum, 1984.

Paul, Frances. *Spruce Root Basketry of the Alaska Tlingit*. 1944. Reprint by Sheldon Jackson College.

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Lesson 4 ~ Student helpers, gift game

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Objectives:

- Students will begin to help each other as they finish their projects.
- Students will continue to speak in Tlingit with all of the nouns and verbs that have been introduced.
- Students will play a game that inspires them to speak to each other in Tlingit, while rewarding each other for speaking in Tlingit.

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Materials:

Small prizes: i.e. hall pass, bracelets, gift certificate, food. At least two depending on class size.

For small red and yellow cedar baskets:

- Dental floss for forms,
- Small spray bottles, 1 for every 2 students,
- Pairing knives, 1 for every 2 or 3 students,
- Long rectangle Ziploc Tupperware 1 for each student,
- Sharpie markers
- Small hand towel, 1 for each student
- Baby oil,
- 8 pieces of red cedar (warps) the size of desired basket for each student,
- Enough yellow cedar for each student to twine up the basket, amount varies,

For mock cedar woven baskets:

- Scissors, 1 for every 2 or 3 students.
- White or yellow yarn,
- Black foam,
- Ziploc containers,
- Sharpie markers

Tlingit Vocabulary:

Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i	Yarn	Kakéin

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			héen		
Weft		Bowl	S'ix' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	Kaashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	JiGwéinaa

Verbs

Person	Verb	Person	Verb	Person	Verb
Help me.	A _x éet idashí.	I need _____.	_____ Eetéénáx <u>x</u> at yatee.	I am weaving.	<u>X</u> ada.áak.
Can I help you?	I éet gé <u>k</u> adashee?	You need _____.	_____ Eetéénáx <u>i</u> yatee.	You are weaving.	Ida.áak.
S/he needs help.	Dashee eetéénáx <u>y</u> atee.	s/he needs _____.	_____ Eetéénáx <u>y</u> atee.	s/she is weaving.	Da.áak.
Help us.	Haa eet idishí.	We need _____.	_____ Eetéénáx <u>h</u> aa yatee.	We are weaving.	Tuda.áak.
Do they need help?	Dashee eetéénáx <u>g</u> é has yatee?	They need _____.	_____ Eetéénáx <u>h</u> as yatee.	They are weaving.	Has da.áak.

Other helpful verbs: optional

Person	Verb	Person	Verb	Person	Verb
To twist a root	Kanaltool	Get it wet	Latl'ák'	It's too dry	<u>k</u> út <u>x</u> uwaxúk

Other helpful verbs: "to weave" future, optional

Person	Verb
I am going to weave	k <u>k</u> wada.áak
You are going to weave	gag <u>i</u> da.áak
S/he is going to weave	gux <u>d</u> a.áak
We are going to weave	gax <u>t</u> uda.áak
They are going to weave	Has Gux <u>d</u> a.áak

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Lesson 4 ~ Student helpers, gift game

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Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Activities:

Activity 1-

Introduce the game (15 minutes)

Teacher will introduce the game for the day.

RULES: Prizes will be given to volunteers who speak a Tlingit word or phrase from the introduced verbs and nouns for weaving. The person who received the prize will have to pass on the prize when someone speaks to them in Tlingit. The prizes will continue to be passed on throughout the class. The person who holds the prize at the end of the class gets to keep it. *Remind the class that finishing the weaving projects is also a major goal of the day.

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students will listen to all of the names of the items as they are repeated by the teacher at least 5 times.

Teacher asks: What is this? Daa sáyá?

Students reply: That is a _____. _____ áwé.

Teacher will introduce the verb, "to weave". The verb in all of its forms will be written on the board in Tlingit only, and the differences between the verb forms will be taught. i.e. "the xa in the sentence xada.áak is the part that says 'I' and so on.

Teacher will explain that all materials will need to be asked for in Tlingit only. If they struggle with them, they should ask a friend until they figure out how to say the sentence in Tlingit. Limited prompts may need to be provided from the teacher.

Activity 2-

Student helping and playing the game (25 minutes to 60 minutes)

Each student will fill their Ziploc with water if using cedar or spruce.

Instruction of the art of weaving will begin.

**Help will be asked for strictly in the form, "ax éet idashí", "I need help".

When students are finished with their projects for the day they will need to dump out the water (if they are using cedar or spruce) and thoroughly dry out their Ziploc containers, they need to write their name on their containers, put away their materials provided and be extra careful not to

close the Ziplocs (if they are using cedar or spruce) so that they can properly dry and do not mold.

Assessment: (time in minutes)

The students are building their vocabulary. They will be mastering it as the weaving projects progress. They should be able to identify several of the items needed to weave on their projects and ask for them in a simple sentence using the verb "to need". The assessment will be made by teachers' observations and daily review sessions will be based on those observations.

Additional Optional Activities:

If there is an elder present they could tell stories of the importance of weaving in the Tlingit society and other societies; tell of the many uses of weaving and tell a culturally significant story regarding weaving, creating responsibility, taking care in what you do etc.

The students should begin to have a respect for the art form of weaving. This would be a good time to bring in other pieces of weaving from personal collections, if folks do not have any or feel uncomfortable with that there are also books to reference a youtube videos to show the students.

http://www.youtube.com/watch?v=rN9F_zzesy4 ,

<http://www.sheldonmuseum.org/tingitbaskets.htm>

Gunther, Erna. *Design Units on Tlingit Baskets*. Sheldon Jackson Museum, 1984.

Paul, Frances. *Spruce Root Basketry of the Alaska Tlingit*. 1944. Reprint by Sheldon Jackson College.

Da. áak

Lesson 5 ~ Showcase projects & partner conversations

Goldbelt Heritage Foundation

Funded through Administration for Native Americans 2009-2012

Objectives:

- Students will partner up.
- Students will take turns going to the front of the class in pairs or groups of three showing their projects to the class.
- While the students are showing their projects they must speak as much Tlingit as possible.

Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Materials:

Students completed or in progress weaving projects.

Tlingit Vocabulary:

Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i héen	Yarn	Kakéin
Weft		Bowl	S'íx' k'wát'	Baby oil	T'ukanéiyi daaneis'í
Scissors	<u>K</u> aashaxáshaa	How many?	X'oon sá?	Knife	Lítaa
Hot water	Yat'aayi héen			Towel	Ji <u>G</u> wéinaa

Verbs

Person	Verb	Person	Verb	Person	Verb
Help me.	A <u>x</u> éet idashí.	I need _____.	_____ Eetééná <u>x</u> xat yatee.	I am weaving.	<u>X</u> ada.áak.
Can I help you?	I éet gé <u>k</u> adashee?	You need _____	_____ Eetééná <u>x</u> iyatee.	You are weaving.	Ida.áak.
S/he needs help.	Dashee eetééná <u>x</u> yatee.	s/he needs _____.	_____ Eetééná <u>x</u> yatee.	s/she is weaving.	Da.áak.
Help us.	Haa eet idishí.	We need _____.	_____ Eetééná <u>x</u> haa yatee.	We are weaving.	Tuda.áak.
Do they need help?	Dashee eetééná <u>x</u> gé has yatee?	They need _____.	_____ Eetééná <u>x</u> has yatee.	They are weaving.	Has da.áak.

Other helpful verbs: optional

Person	Verb	Person	Verb	Person	Verb
To twist a root	kanaltool	Get it wet	Latl'ák'	It's too dry	kútχ uwaxúk

Other helpful verbs: "to weave" future, optional

Person	Verb
I am going to weave	kkwada.ák
You are going to weave	gagida.ák
S/he is going to weave	guxda.ák
We are going to weave	gaxtuda.ák
They are going to weave	Has Guxda.ák

Da.ák

Lesson 5 ~ Showcase projects & partner conversations

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Time: 30 -40 minutes (can be extended to as many as 90 minutes)

Activities:

Activity 1-

Pair up or group up (10 minutes)

Teacher will ask students to put themselves in pairs or groups of three or put them in pairs or groups of three.

Activity 2-

Student presentations (25 minutes to 60 minutes)

While the students are showing their projects they must speak as much Tlingit as possible. Practicing saying, "Da sáwé?" "____ áwé". As well as practicing asking for help and for materials in Tlingit, "I need help", "we need help", "I need____" while the other student passes them the materials they asked for etc. Emphasis should be placed on understanding what they are saying while acting out the request.

It might help with assessment if the teacher puts requirements on the conversation. I.e. conversations must be equal in taking turns speaking. The language and must address all of the verbs introduced in at least two forms. Must identify all of the nouns introduced.

Assessment:

Students should be fairly versed in the verbs and nouns introduced. While they are speaking to the class teachers may take notes on speaking ability. If a student seems particularly nervous the teacher may want to take that student aside and assess their learned vocabulary individually.

Additional Optional Activities:

If there is an elder present they could tell stories of the importance of weaving in the Tlingit society and other societies; tell of the many uses of weaving and tell a culturally significant story regarding weaving, creating responsibility, taking care in what you do etc.

Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. 1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. 2. recount their own genealogy and family history;
3. 3. acquire and pass on the traditions of their community through oral and written history;
4. 4. practice their traditional responsibilities to the surrounding environment;
5. 5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. 6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. 7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. 1. acquire insights from other cultures without diminishing the integrity of their own;
2. 2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. 3. make appropriate choices regarding the long-term consequences of their actions;
4. 4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;

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3. 3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. 4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. 5. recognize how and why cultures change over time;
6. 6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. 7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. 8. identify and appreciate who they are and their place in the world.



SOUTHEAST TRADITIONAL TRIBAL VALUES

“OUR WAY OF LIFE”

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our Creator
- Live in Peace and Harmony
- Be Strong and Have Courage

Developed, Adapted, and Approved at the 2004 Elders Forum on Traditional Values
Sponsored by Central Council Tlingit and Haida Indian Tribes of Alaska, Circles of Care, SAMHSA Substance Abuse Planning Project, Elderly Nutrition Program, Johnson O'Malley Program and Alaska Rural Systemic Initiative, Alaska Association of School Boards

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