



Sewing DaKéis'

"Drink from the vessel of Traditional Knowledge."

Overview

The lesson is made up so you can do a sewing activity, in this lesson it is set up for either a vest or moccasins. Each day the presence of an elder would be a great asset, either to have them helping with the class or to be telling a story while the students are working.

Each day the lessons would be started with an elder coming in and showing their regalia and explaining the different patterns and stories that go along with the regalia. The first day would be learning the vocabulary, after the elder talked about their regalia. Another good thing to talk about to the class would be of the treating of regalia, both theirs and others.

Lesson Titles:

- Lesson # 1: Are you Sewing
- Lesson # 2: Sewed
- Lesson # 3: Things to Sew
- Lesson # 4: Sewing terms
- Lesson # 5 We Sewed (Review)

All Vocabulary for Entire Unit

Target Vocabulary and Verb Forms

Nouns

| Noun | Translation |
|----------------|-------------------|
| tás | Thread/sinew |
| táax'ál' | needle |
| kaashaxáshaa | scissors |
| S'ísaa | cloth |
| L.uljini | w/out arms = vest |
| at xáshti téel | moccasins |
| Kooxéedaa | Pencil |
| X'ux' | Paper |
| Shadaa.át | Head Band |
| Yooka,óot' | Button |
| Kawóot | Bead |
| Téey | Patch |
| Gwéil | Bag |

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



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| | |
|-----------------------|---------------------|
| A t'einyaa Kawoowu | Lining, it's lining |
| At x'axéedli | Trim, it's trimming |
| Kéech'al' | Seam |
| Yooka,óot' x'óow | Blanket (button) |
| L'axkeit | Dance apron |

Verbs and Verb Forms

(noun)-da--keis to sew

| | |
|-------------------|-------------------|
| Xadakéis' | I am Sewing |
| Idakéis' | You are Sewing |
| Tlél udakéis' ___ | ___ is Not Sewing |
| Xwaaqáa | I sewed |
| wtudikáa | We sewed |
| Aawaqáa | S/he sewed |
| Yidikaa gé? | Did you sew? |
| Guxdakáa | S/he will sew |

Target Sentence Patterns:

| | |
|------------------------------|--------------------------------------|
| Daa sá (wé) yéi adaa.né? | What is s/he doing? |
| Daa sá (wé) yéi daa.eené? | What are you doing? |
| Daa sá (wé) adaax' yéi jiné? | What is s/he doing with their hands? |
| Daa sá (wé) ikéis'? | What are you sewing? |

All Materials for Entire Unit

List all materials here, one per line with bullet

Example

- *needles
- *thread
- *Material (felt-leather)
- *scissors
- *designs

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- *pencils
- *vocabulary pictures (laminated works best)
- *sentences and verbs (wrote out in big font, also laminated)

Assessments-List what assessments you will be using

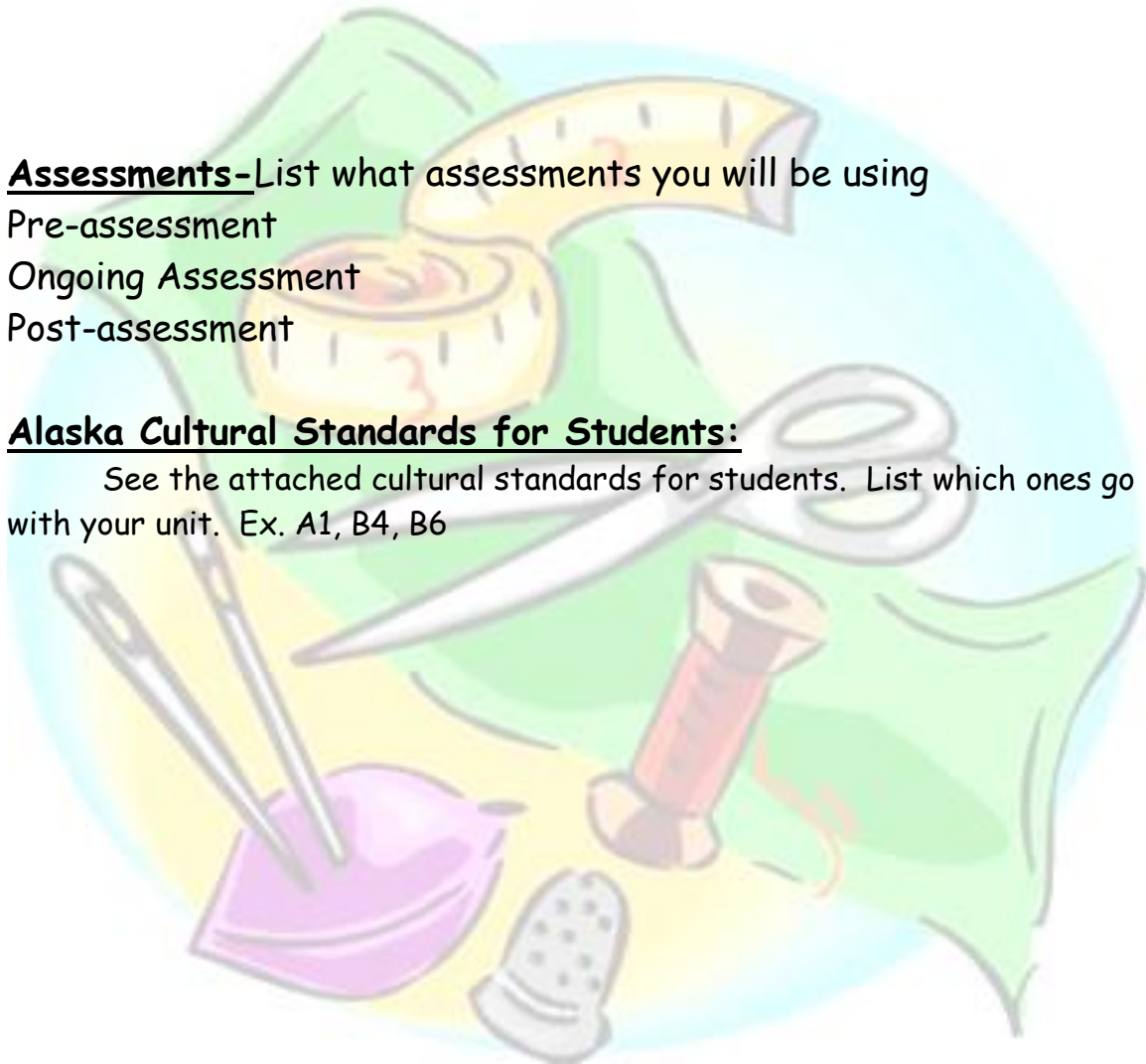
Pre-assessment

Ongoing Assessment

Post-assessment

Alaska Cultural Standards for Students:

See the attached cultural standards for students. List which ones go with your unit. Ex. A1, B4, B6





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Sewing

Lesson 1 ~ Are you sewing

Objectives: The students will be introduced to the Verbs, nouns and sentences of this lesson.

- Example: Students will....

Time: 30 -40 minutes

Materials:

Needle, Thread, Paper, Pencils, Vocabulary Pictures

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Nouns

| | |
|--------------|----------|
| táax'ál' | Needle |
| Tás | Thread |
| X'ux' | Paper |
| Kooxéedaa | Pencil |
| Kaashaxáshaa | scissors |

Verbs

| | |
|----------------|-----------|
| I am Sewing | XadaKéis' |
| You are Sewing | IdaKéis' |

Target Sentence:

| | |
|--------------------------|---------------------|
| Daa sá (wé) yéi adaa.né? | What is s/he doing? |
|--------------------------|---------------------|



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Sewing

Lesson 1 ~ Are you sewing

Time: 30 -40 minutes

Activities:

Activity 1-

Introduction of unit (5 minutes)

The first part of this unit should include bringing in some regalia and showing it to the class and explaining the significance of the regalia (talking about the history and what the piece is traditionally used for) just to give the students some background to what they are about to make.

Activity 2-

Word and picture association (10 minutes)

The teacher will be in the front of the classroom and show the vocabulary pictures to the students and ask first what the pictures are in English after going through the pictures the teacher will go back through and introduce the Tlingit words. Also while having the students identify the pictures, give each picture a hand gesture also.

Activity 3-

Find the words (10 minutes)

Divide the students into two teams, have the teams get into two lines. Scatter the pictures on the floor, and call the first two students up and say a word and repeat until every student has one or two turns. (if the Tlingit words are too hard give the students hints to help them figure out the word)

Activity 4-

Sewing circle (5 minutes)

The Students will sit in a circle; the teacher will have a needle and thread, and a piece of material. The teacher will start off by saying I am Sewing,

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and then pass of the materials to a student and the student says I am Sewing and passes the materials off until all the students get a chance. During the time the material is being passed around the circle, the teacher can ask the person with the material or anyone in the circle, Are you sewing?

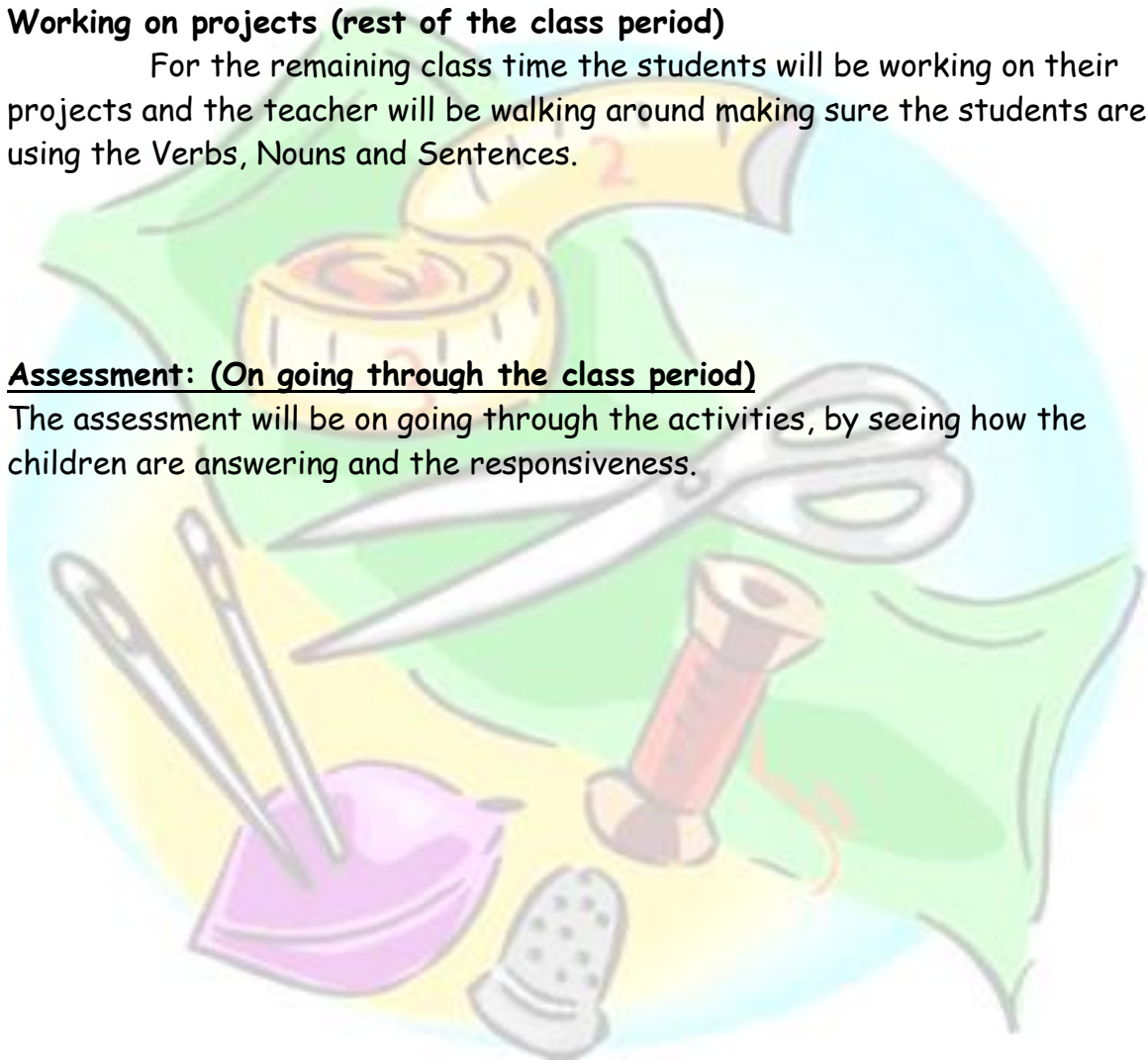
Activity 5-

Working on projects (rest of the class period)

For the remaining class time the students will be working on their projects and the teacher will be walking around making sure the students are using the Verbs, Nouns and Sentences.

Assessment: (On going through the class period)

The assessment will be on going through the activities, by seeing how the children are answering and the responsiveness.





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Lesson 2 ~ Sewed

Objectives: What are the students going to learn in this lesson? List them in bullets. A bullet should appear automatically when you press "return."

- Example: Students will....

Time: 30 -40 minutes

Materials:

Needle, Thread, Paper, Pencils, Vocabulary Pictures

Tlingit Vocabulary:

Nouns

| | |
|-----------|-----------|
| S'ísaa | Cloth |
| Kawoot | Bead |
| Yaka.óot' | Button |
| L.uljini | Vest |
| Shadaa.át | Head Band |

Verbs

| | |
|----------|----------|
| Xwaakáa | I sewed |
| Wtudikáa | We sewed |

Target Setence

| | |
|---------------------------|---------------------|
| Daa sá (wé) yéi daa.eené? | What are you doing? |
|---------------------------|---------------------|



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Lesson 2 ~ Sewed

Time: 30 -40 minutes

Activities:

Activity 1-

Introduction of Elder and Elders' Regalia (First 5 minutes and ongoing through the class)

The elder would bring in their regalia and show it to the class and explain the significance of the regalia (talking about the history and what the piece is traditionally used for) just to give the students some background to what they are about to make. And the elder can help the students throughout the class with the sewing or keep talking while the students work on their projects

Activity 2-

Word and picture association (10 minutes)

The teacher will be in the front of the classroom and show the vocabulary pictures to the students and ask first what the pictures are in English after going through the pictures the teacher will go back through and introduce the Tlingit words. Also while having the students identify the pictures, give each picture a hand gesture also. Also going through the words from lesson 1, once the students have gone through the list of vocabulary words from this lesson.

Activity 3-

Turn and Face (10 minutes)

Mount the Vocabulary Pictures on the walls and chalkboard. Group the students in the middle of the classroom. Say one of the vocabulary words and the students should turn to face the word you said. Can also be done in a team format, have one student come from each team and rotate through until each student has gone.

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Activity 4-

Working on projects (rest of the class period)

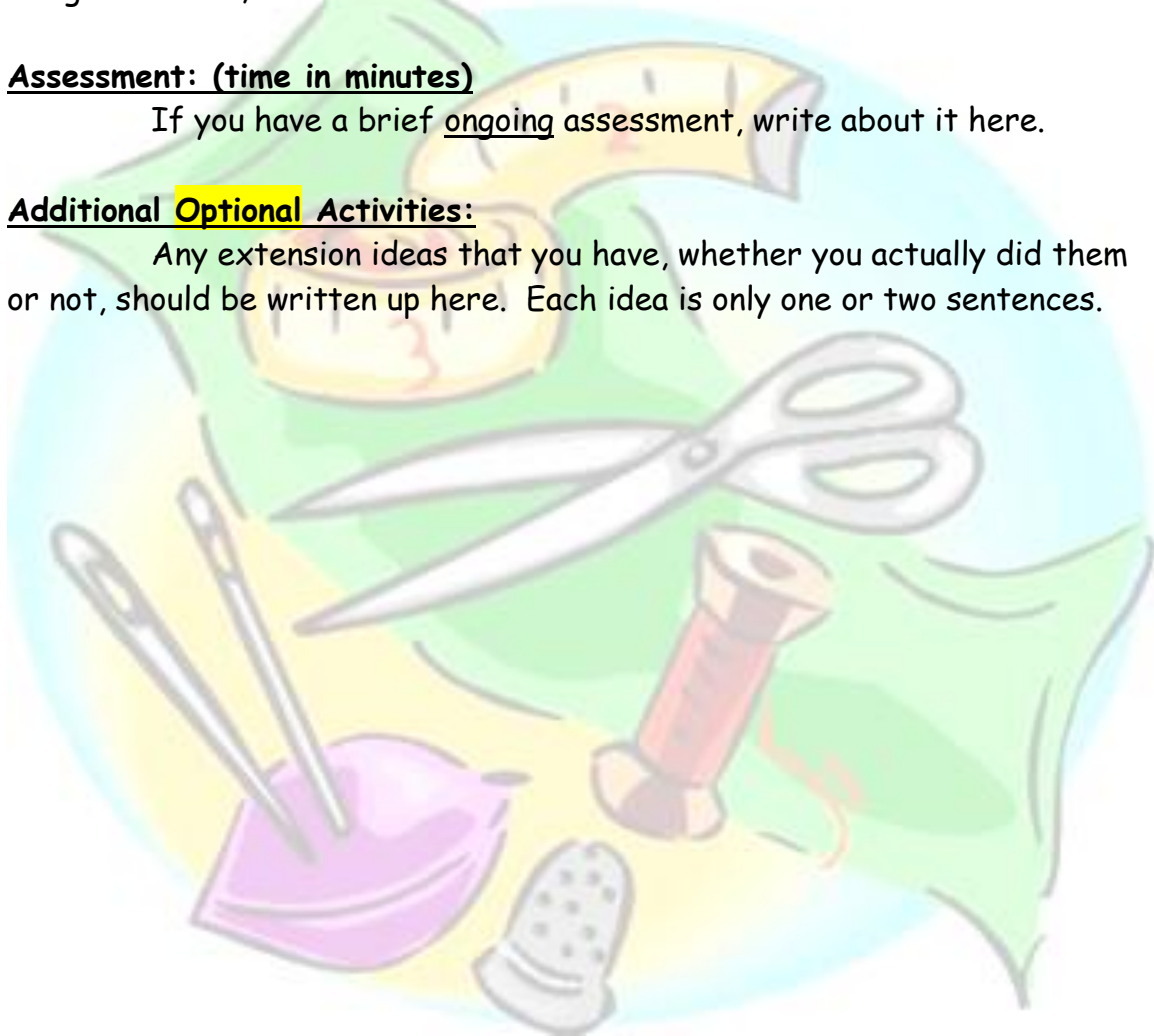
For the remaining class time the students will be working on their projects and the teacher will be walking around making sure the students are using the Verbs, Nouns and Sentences.

Assessment: (time in minutes)

If you have a brief ongoing assessment, write about it here.

Additional **Optional** Activities:

Any extension ideas that you have, whether you actually did them or not, should be written up here. Each idea is only one or two sentences.





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Lesson 3 ~ Things to Sew

Objectives: What are the students going to learn in this lesson? List them in bullets. A bullet should appear automatically when you press "return."

- Example: Students will....

Time: 30 -40 minutes

Materials:

Needle, Thread, Vocabulary Pictures, some pieces of regalia

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Nouns

| | |
|-----------------|----------------|
| At xáshti téel | Moccasins |
| Gwéil | Bag |
| Yaka.óot' x'óow | Button Blanket |
| L'axkeit | Dance apron |

Verbs

| | |
|--------------------|---------------|
| Aawa <u>k</u> áa | S/he sewed |
| Gux <u>d</u> aakáa | S/he will sew |

Target Sentence

| | |
|---------------------|----------------------|
| Daa sá (wé) ikéis'? | What are you sewing? |
|---------------------|----------------------|



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Lesson 3 ~ Things to Sew

Time: 30 -40 minutes

Activities:

Activity 1-

Introduction of Elder and Elders' Regalia (First 5 minutes and ongoing through the class)

The elder would bring in their regalia and show it to the class and explain the significance of the regalia (talking about the history and what the piece is traditionally used for) just to give the students some background to what they are about to make. And the elder can help the students throughout the class with the sewing or keep talking while the students work on their projects

Activity 2-

Word and picture association (10 minutes)

The teacher will be in the front of the classroom and show the vocabulary pictures to the students and ask first what the pictures are in English after going through the pictures the teacher will go back through and introduce the Tlingit words. Also while having the students identify the pictures, give each picture a hand gesture also. Also going through the words from lesson 1 & 2, once the students have gone through the list of vocabulary words from this lesson.

Activity 3-

The Disappearing Illustrations (10 minutes)

Mount five or six illustrations on the chalkboard. Point to the illustrations and have the students identify them. Call up two students and have them turn around, then remove two illustrations from the board and have the students identify which illustrations you removed from the board.



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Activity 4-

Working on projects (rest of the class period)

For the remaining class time the students will be working on their projects and the teacher will be walking around making sure the students are using the Verbs, Nouns and Sentences.

Assessment:

You will be able to judge the students progressions through the activities.





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Lesson 4 ~ Sewing terms

Objectives: What are the students going to learn in this lesson? List them in bullets. A bullet should appear automatically when you press "return."

- Example: Students will....

Time: 30 -40 minutes

Materials:

This is a listing of all the materials required for this lesson.

Tlingit Vocabulary:

Nouns

| | |
|----------------------|---------------------|
| Téey | Patch |
| A Teinyaa Kawoowu | Lining, It's lining |
| Trim | At x'axéedli |
| Kéech'al' | Seam |

Verbs

| | |
|--------------------|------------------------|
| yideekáa gé? | Did you sew? |
| Tlél udakéis ____. | ____ is not Sewing. |

Target Sentence

| | |
|------------------------------|--------------------------------------|
| Daa sá (wé) adáax' yéi jiné? | What is s/he doing with their hands? |
|------------------------------|--------------------------------------|



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Lesson 4 ~ Sewing Terms

Time: 30 -40 minutes

Activities:

Activity 1-

Introduction of Elder and Elders' Regalia (First 5 minutes and ongoing through the class)

The elder would bring in their regalia and show it to the class and explain the significance of the regalia (talking about the history and what the piece is traditionally used for) just to give the students some background to what they are about to make. And the elder can help the students throughout the class with the sewing or keep talking while the students work on their projects

Activity 2-

Word and picture association (10 minutes)

The teacher will be in the front of the classroom and show the vocabulary pictures to the students and ask first what the pictures are in English after going through the pictures the teacher will go back through and introduce the Tlingit words. Also while having the students identify the pictures, give each picture a hand gesture also. Also going through the words from lesson 1,2 and 3, once the students have gone through the list of vocabulary words from this lesson.

Activity 3-

Find the words (10 minutes)

Divide the students into two teams, have the teams get into two lines. Scatter the pictures on the floor, and call the first two students up and say a word and repeat until every student has one or two turns. (if the Tlingit words are too hard give the students hints to help them figure out the word)



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Activity 4- Funnel Words (10 minutes)

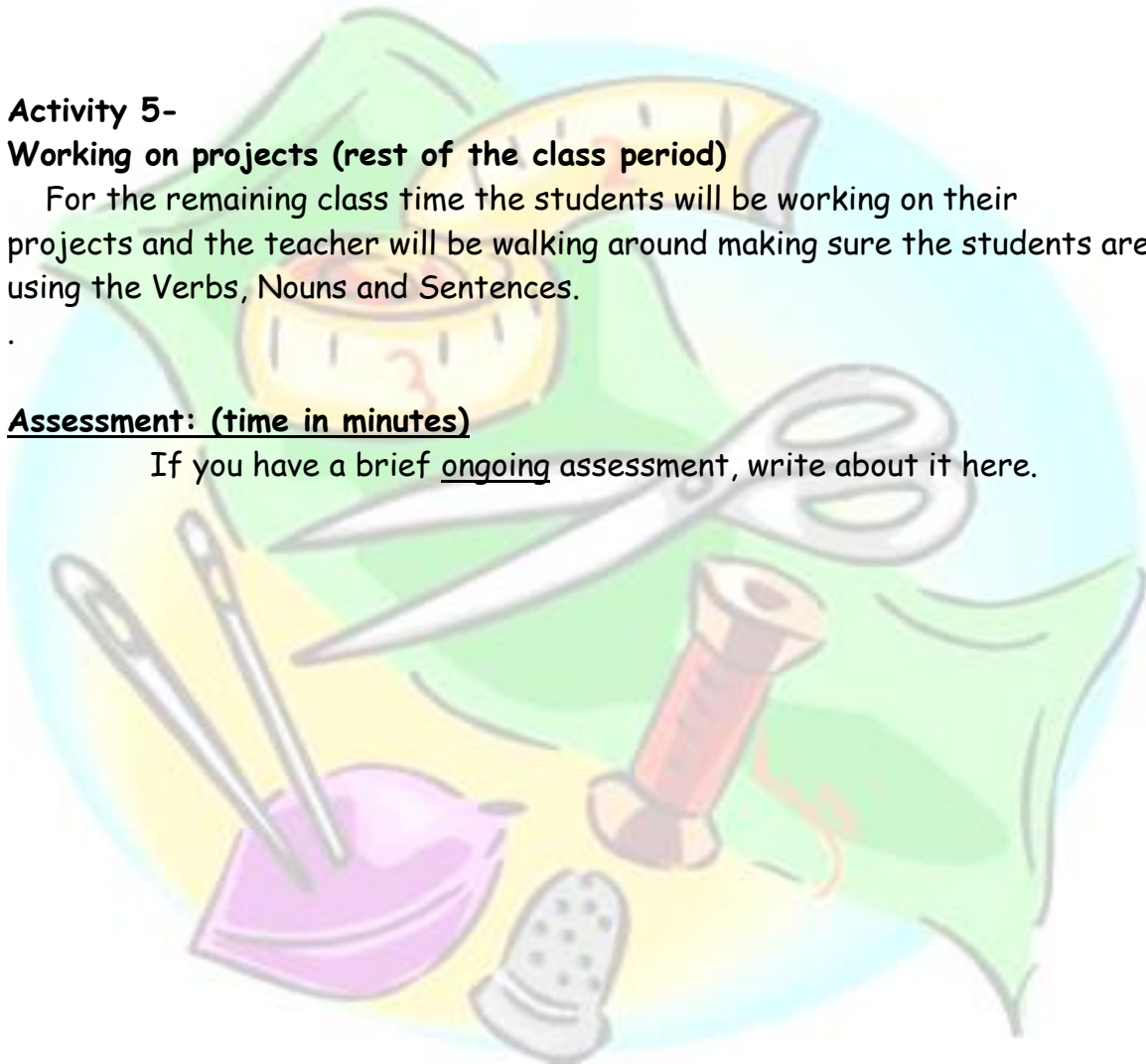
Split the students into two teams. Call two students into the middle of the classroom. Lay the Vocabulary pictures in a circle on the floor. Say a vocabulary word and have the students find each word.

Activity 5- Working on projects (rest of the class period)

For the remaining class time the students will be working on their projects and the teacher will be walking around making sure the students are using the Verbs, Nouns and Sentences.

Assessment: (time in minutes)

If you have a brief ongoing assessment, write about it here.





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Lesson 5 ~ We Sewed (Review)

Time: 30 -40 minutes

Materials:

All materials used throughout the week.

Tlingit Vocabulary:

Nouns

| Noun | Translation |
|------------------|---------------------|
| tás | Thread/sinew |
| táax'ál' | needle |
| kaashaxáshaa | scissors |
| S'ísaa | cloth |
| L.uljini | w/out arms = vest |
| at xáshti téel | moccasins |
| Kooxéedaa | Pencil |
| X'ux' | Paper |
| Shadaa.át | Head Band |
| Yooka,óot' | Button |
| Kawóot | Bead |
| Téey | Patch |
| Gwéil | Bag |
| A t'einyaa | Lining, it's lining |
| Kawoowú | |
| At x'axéedli | Trim, it's trimming |
| Kéech'al' | Seam |
| Yooka,óot' x'óow | Blanket (button) |
| L'axkeit | Dance apron |



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Verbs and Verb Forms

(noun)-da--kéi's to sew

| | |
|------------------------------|--------------------|
| Xada <u>k</u> éi's' | I am Sewing |
| Ida <u>k</u> éi's' | You are Sewing |
| Tlél u <u>d</u> akéi's' ____ | ____ is Not Sewing |
| X <u>w</u> aakáa | I sewed |
| W <u>t</u> udikáa | We sewed |
| A <u>a</u> wakáa | S/he sewed |
| Eey <u>a</u> kaa gé? | Did you sew? |
| G <u>x</u> daakáa | S/he will sew |

Target Sentence Patterns:

| | |
|-----------------------------|--------------------------------------|
| Daa sá (wé) yéi adaa.né? | What is s/he doing? |
| Daa sá (wé) yéi daa.eené? | What are you doing? |
| Daa sá wé adáax' yéi jiné? | What is s/he doing with their hands? |
| Daa sá wé i <u>k</u> éi's'? | What are you sewing? |





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Lesson 5 ~ We Sewed (Review)

Time: 30 -40 minutes

The final lesson of the unit is to go over all the Vocabulary pictures and use all the unit's sentences. Use the activities the students liked the most throughout the week and make sure to go over every Vocabulary Picture so you can see the progress of the students.

Activities:

Activity 1-

Introduction of Elder and Elders' Regalia (First 5 minutes and ongoing through the class)

The elder would bring in their regalia and show it to the class and explain the significance of the regalia (talking about the history and what the piece is traditionally used for) just to give the students some background to what they are about to make. And the elder can help the students throughout the class with the sewing or keep talking while the students work on their projects

Activity 2-

Word and picture association (10 minutes)

The teacher will be in the front of the classroom and show the vocabulary pictures to the students and ask first what the pictures are in English after going through the pictures the teacher will go back through and introduce the Tlingit words. Also while having the students identify the pictures, give each picture a hand gesture also. Also going through the words from lesson 1,2 and 3, once the students have gone through the list of vocabulary words from this lesson.

Activity 3-

Find the words (10 minutes)



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Divide the students into two teams, have the teams get into two lines. Scatter the pictures on the floor, and call the first two students up and say a word and repeat until every student has one or two turns. (if the Tlingit words are too hard give the students hints to help them figure out the word)

Activity 4-

Funnel Words (10 minutes)

Split the students into two teams. Call two students into the middle of the classroom. Lay the Vocabulary pictures in a circle on the floor. Say a vocabulary word and have the students find each word.

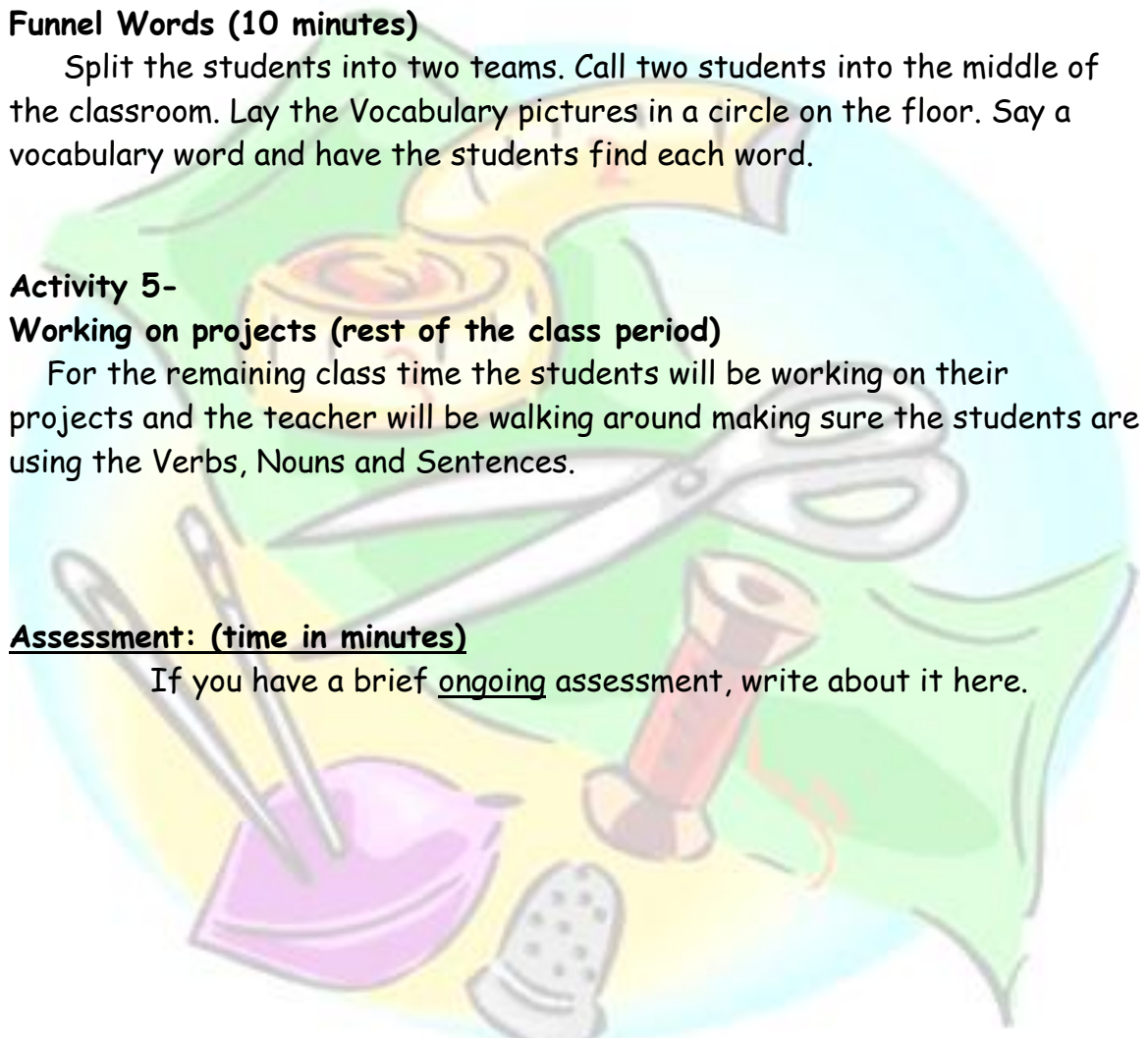
Activity 5-

Working on projects (rest of the class period)

For the remaining class time the students will be working on their projects and the teacher will be walking around making sure the students are using the Verbs, Nouns and Sentences.

Assessment: (time in minutes)

If you have a brief ongoing assessment, write about it here.





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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;



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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. 1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. 2. make constructive contributions to the governance of their community and the well-being of their family;
3. 3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. 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. 1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. 2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. 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. 4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. 5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. 6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.



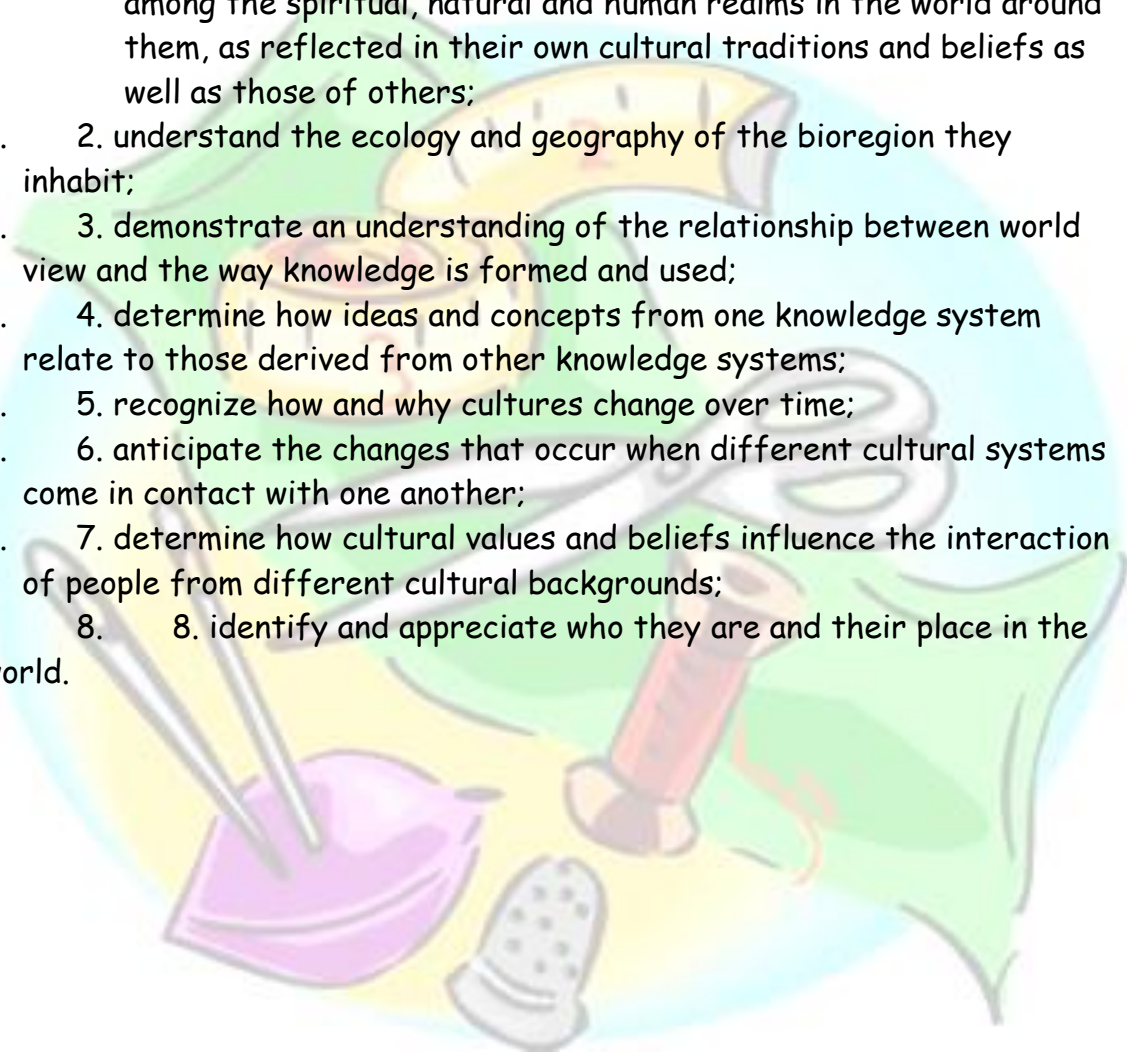
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E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. 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. 2. understand the ecology and geography of the bioregion they inhabit;
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.





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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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