

**SH TÓO AT GAGEELTÓOW**  
LEARNING HOW TO LEARN  
**BY KINGEISTÍ DAVID G. KATZEK**  
PROFICIENCY LEVEL: BEGINNING

**TLINGIT CULTURAL SIGNIFICANCE:**

For thousands of years, the Tlingit people have had an educational system that teaches us how to survive in an environment that is not too friendly. We have to learn how to live in harmony with the earth and all that is created. In order to accomplish this we have developed an educational system that helps us succeed and we do. Anthropologists estimate that Tlingit people have lived in Southeast Alaska for 10,000 years or more. Our educational system is built on four primary pillars/corner posts based on the foundation of respect:

• **Lingít áwé wa.é. Kaa x'éide kukgees.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 is taught before birth by the Tlingit people and after birth until the person learns 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 has knowledge of these disciplines as shown in our use of natural resources.

• **Lingít áwé wa.é. Yaa keedzigéi.**

You are a human being. You are Intelligent.

The second corner post is that all human beings are intelligent. Acceptance of intelligence is important and that human beings can learn how to learn. Learning how to learn is a vital part of learning. The Tlingit phrase is **Sh tóo at gageeltóow** '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 the key to learning. The students must accept this and acknowledge their gift of intelligence.

• **Lingít áwé wa.é. Yáa at yakgeení.**

You are a human being. You will respect all things.

The third corner is respect, the primary corner post 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 one's 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 Tlingit people and is still practiced to this very day!

• **Lingít áwé wa.é. Wóoch.een yéi jigaxyeenéi.**

You are a human being. You are to work together.

To work together is the primary purpose of gaining knowledge is 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 and possess 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 our stories and historical accounts. Woven into these stories are how Tlingit people used this value in gaining equal rights for their people, establishing the Alaska Native Brotherhood and Alaska Native Sisterhood, Central Council of the Tlingit and Haida Indians, Southeast Alaska Regional Health Corporation, Tlingit and Haida Housing Authority, Indian Reorganization Act Councils, Sealaska Corporation, village and urban corporations. The list continues.

## **ELDER/CULTURE BEARER ROLE:**

### **OVERVIEW:**

#### **OBJECTIVES:**

Kindergarten - Grade 3 students will:

1. Demonstrate an understanding of the unit's Tlingit values;
2. Recognize the key values when they hear them - with and without the unit's sentences;
3. Say the key values and the unit's sentences.

Grade 4 - Grade 12 students will in addition:

4. Read and write the Unit's key values.

**ASSESSMENTS-** See end of this unit for recording sheets for pre and post assessments

#### **PRE-ASSESSMENT**

Administer and use recording sheets for School Item Nouns and Noun Phrases; Target Dialog Phrases; Question & Answer Phrases; and Total Physical Response Commands to record if students are able to identify nouns using pictures or by following commands.

**ONGOING ASSESSMENT** – Listening – if a student points to an incorrect picture or puts the wrong picture pieces together, show student which one to point to or put together.

Speaking – provide immediate pronunciation feedback. For more information on assessments see lessons for explanation.

**POST-ASSESSMENT**

Use same sheet as Pre-assessment but mark the second column for each noun or phrase.

**UNIT VOCABULARY:**

KEY VALUES	TRANSLATION
Lingít áwé wa.é. <u>Kaa x'éide kukgees.áax.</u>	You are a human being. You are to listen.
Lingít áwé wa.é. <u>Yaa keedzigéi.</u>	You are a human being. You are intelligent.
Lingít áwé wa.é. <u>Yáa at yakgeenéi.</u>	You are a human being. You will respect all things.
Lingít áwé wa.é. <u>Wóoch.een yéi jigaxyeenéi.</u>	You are a human being. You are to work together.

VERBS:	TRANSLATION	
<u>datóow</u>	s/he is reading	K
<u>kashxeet</u>	s/he is writing	Add for grades 1-3
<u>xwaatóow</u>	I read it ; I counted it	Add for grades 4-6
<u>yoo x'atánk kashxeet</u>	spelling	Add for grades 7-12

NOUNS:	TRANSLATION	
<u>x'úx'</u>	books	K
<u>shkalneek</u>	story	Add for grades 1-3
<u>yoo x'atánk</u>	words	Add for grades 1-3

UNIT'S DIALOGS/SENTENCES	TRANSLATION	
<u>Daa sá yéi daa.eené?</u>	What are you doing?	K
<u>X'úx' xatóow.</u>	I am reading a book.	K
<u>Daat daat sáwé idatóow?</u>	What are you reading about?	K
<u>_____ daat át áyá xadatóow.</u>	I'm reading about_____.	K
<u>Kashxeet gé ishigóok?</u>	Do you know how to write?	Add for grades 1-3
<u>Aaá kashxeet xashigóok.</u>	Yes, I know how to write.	Add for grades 1-3
<u>Yoo x'atánk kashxeet gé ishigóok?</u>	Do you know how to spell words?	Add for grades 7-12
<u>Aaá, xashigóok.</u>	Yes, I know how.	Add for grades 7-12

**Materials for the whole unit:**

simple illustrations for the Tlingit words and sentences  
small size simple illustrations for the Tlingit words and sentences  
word cards  
word cards cut in half  
sentence cards  
numeral cards from 1 to 5, 15 sets  
Key values sentence cards  
Key values picture cards

felt markers  
chalk  
pennies

# LESSON 1

## INTRODUCING VOCABULARY

### ACTIVITIES:

#### KINDERGARTEN

<b>x'úx'</b>	books	K
<b>datóow</b>	s/he is reading	K

#### ACTIVITY 1: LISTENING, KEY VALUES

Say the key values and English translation several times. With the students, come up with a gesture for each value; listening, intelligence, respect, working together. Use the gestures when you say the values.

**ACTIVITY 2: LISTENING,** Use the large word illustrations. Point to an illustration and say the word. Do this several times for each word. Then say the word and have students point to the illustration.

#### ACTIVITY 3: LISTENING, LET'S MOVE

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. You may also wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

#### ADDITIONAL WORDS FOR GRADES 1 –3

<b>shkalneek</b>	story	Add for grades 1-3
<b>yoo x'atánk</b>	words	Add for grades 1-3
<b>kashxeet</b>	s/he is writing	Add for grades 1-3

#### ADDITIONAL WORDS FOR GRADES 4-12

<b>yoo x'atánk kashxeet</b>	spelling	Add for grades 7-12
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**LESSON 2**  
**SH TÓO AT WULTÓOW**  
**STUDYING/EDUCATION**

**KINDERGARTEN**

<b>datóow</b>	s/he is reading	K
<b>x'úx'</b>	books	K

**ACTIVITY 1: LISTENING, KEY VALUES**

Say the key values and English translation several times. Use the gestures when you say the values. Have students use the gestures with you.

**ACTIVITY 2: LISTENING, MINI-ILLUSTRATION HOLD-UP**

Give each student a copy of the small size simple illustrations for the Tlingit words. 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.

**ACTIVITY 3: LISTENING,** Use the large illustrations. Point to an illustration and say the word. Do this several times for each word. Then say the word and have students point to the illustration.

**ACTIVITY 4: LISTENING, LET'S MOVE**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. You may also wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

**ADDITIONAL WORDS AND ACTIVITIES FOR GRADES 1 –3**

<b>kashxeet</b>	s/he is writing	Add for grades 1-3
<b>shkalneek</b>	story	Add for grades 1-3
<b>yoo x'atánk</b>	words	Add for grades 1-3

**ACTIVITY 5: SPEAKING, FLASHLIGHT FIND**

Mount the vocabulary illustrations on the walls, board, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light

of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

**ADDITIONAL WORDS AND ACTIVITIES FOR GRADES 4-12**

<b>yoo x'atánk kashxeet</b>	spelling	Add for grades 7-12
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**ACTIVITY 6: Writing**, Provide each student with a strip of paper. Each student should write one word on his/her strip. The students should then cut the words into their individual letters. Have the students exchange their cut out words. Each student should spell his/her word.

## LESSON 3

### KINDERGARTEN

datóow	s/he is reading	K
x'úx'	books	K

#### ACTIVITY 1: LISTENING, KEY VALUES

Say the key values and English translation several times. Use the gestures when you say the values. Have students use the gestures with you.

Students use the gestures while you say each value without using the gesture. Do this many times.

**ACTIVITY 2: LISTENING,** Use the large illustrations. Point to an illustration and say the word. Do this several times for each word. Then say the word and have students point to the illustration.

#### ACTIVITY 3: LISTENING, LET'S MOVE

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. You may also wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

#### ACTIVITY 4: LISTENING, MINI-ILLUSTRATION HOLD-UP

Give each student a copy of the small size simple illustrations for the Tlingit words. 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.

#### ACTIVITY 5: SPEAKING, FLASHLIGHT FIND

Mount the vocabulary illustrations on the walls, board, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

**ADDITIONAL WORDS FOR GRADES 1 –6**

<b>datóow</b>	s/he is reading	Add for grades 1-3
<b>shkaineek</b>	story	Add for grades 1-3
<b>yoo x'atánk</b>	words	Add for grades 1-3

**ACTIVITY 6: LISTENING, ILLUSTRATION BINGO**

Provide each student with the mini illustrations. Each student should turn his/her illustrations face-down on the desk. Then, each student should turn ONE illustration face up. Say a vocabulary word. Any students who have the illustration for the vocabulary word you said face up on their desks, should show their illustrations. Those illustrations should then be put to the side and the students should turn over another illustration. The first student to have no illustrations left on their desks, wins the round. The illustrations may be collected, mixed, and redistributed to the students for the different rounds of the activity.

**ACTIVITY 7: SPEAKING, RIGHT OR WRONG?**

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

**ADDITIONAL WORDS AND ACTIVITY FOR GRADES -12**

<b>yoo x'atánk kashxeet</b>	spelling	Add for grades 7-12
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**ACTIVITY 8: WRITING, KEY VALUES**

Post the Key values sentences. Have students copy the Tlingit **large** and the English very tiny.

## LESSON 4

### KINDERGARTEN

<b>Daa sá yéi daa.eené?</b>	What are you doing?	K
<b>X'úx' xatóow.</b>	I am reading a book.	K
<b>Daat daat sáwé idatóow?</b>	What are you reading about?	K
<b>_____ daat át áyá xadatóow.</b>	I am reading about_____.	K

### ACTIVITY 1: LISTENING AND SPEAKING, KEY VALUES

Say the key values and English translation several times, students say and use the gestures with you.

You gesture and see which students can say the values. Do this many times.

### ACTIVITY 2: LISTENING, JOIN THOSE HALVES

Cut a set of the simple illustrations for the Tlingit sentences 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 "**Góok**," 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 that 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.

### ACTIVITY 3: LISTENING, 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.

### ACTIVITY 4: SPEAKING, NUMBER WHAT?

Mount the illustrations 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 been identified.

### ADDITIONAL SENTENCES AND ACTIVITIES FOR GRADES 1 – 6

<b>Kashxeet gé ishigóok?</b>	Do you know how to write?	Add for grades 1-3
<b>Aaá kashxeet xashigóok.</b>	Yes, I know how to write.	Add for grades 1-3

**ACTIVITY 5: LISTENING AND SPEAKING,** 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, small group, and individual formats.

**ACTIVITY 6: Speaking, Visual Memory**

Mount the illustrations 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.

**ACTIVITY 7: READING, NOUNS**

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

**ACTIVITY 8: SPEAKING, RIGHT OR WRONG?**

Write words on the board. Point to one of the words and read it. The students should repeat the word. However, when you point to a 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 words a number of times.

**ADDITIONAL SENTENCES FOR GRADES 7-12**

<b>Yoo x'atánk kashxeet gé ishigóok?</b>	Do you know how to spell words?	Add for grades 7-12
<b>Aaá, xashigóok.</b>	Yes, I know how.	Add for grades 7-12

## LESSON 5

### KINDERGARTEN

<b>Daa sá yéi daa.eené?</b>	What are you doing?	K
<b>X'úx' xatóow.</b>	I am reading a book.	K
<b>Daat daat sáwé idatóow?</b>	What are you reading about?	K
<b>_____ daat át áyá xadatóow.</b>	I am reading about_____.	K

#### **ACTIVITY 1: LISTENING AND SPEAKING, KEY VALUES**

Say the key values and English translation several times, students say and use the gestures with you.

You gesture and see which students can say the values. Do this many times.

**ACTIVITY 2: LISTENING AND SPEAKING,** 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, small group, and individual formats.

#### **ACTIVITY 3: LISTENING, MINI-ILLUSTRATION HOLD-UP**

Give the students each a set of the small size illustrations. Say a vocabulary word, using the unit's sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

#### **ACTIVITY 4: LISTENING, JOIN THOSE HALVES**

Cut a set of the simple illustrations for the Tlingit words 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 "**Gook**," 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 that 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.

#### **ACTIVITY 5: SPEAKING, RIGHT OR WRONG?**

Write words on the board. Point to one of the words and read it. The students should repeat the word. However, when you point to a 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 words a number of times.

#### **ACTIVITY 6: SPEAKING, FLIP OF THE COIN**

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations 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 vocabulary illustration you point to, using the unit's sentence. 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 vocabulary illustration you point to, using the unit's sentence. Repeat this process a number of times.

**ADDITIONAL SENTENCES FOR GRADES 1 – 6**

<b>Kashxeet gé ishigóok?</b>	Do you know how to write?	Add for grades 1-3
<b>Aaá kashxeet xashigóok.</b>	Yes, I know how to write.	Add for grades 1-3

**ACTIVITY 7: LISTENING, 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.

**ACTIVITY 8: SPEAKING, NUMBER WHAT?**

Mount the illustrations 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 been identified.

**ACTIVITY 9: READING AND SPEAKING, HALF TIME**

Use word cards cut 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 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 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.

**ACTIVITY 10: WRITING, WATCH YOUR HALF**

Use illustration cards cut 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, "**Gook**," 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.

**ADDITIONAL SENTENCES FOR GRADES 7-12**

<b>Yoo x'atánk kashxeet gé ishigóok?</b>	Do you know how to spell words?	Add for grades 7-12
<b>Aaá, xashigóok.</b>	Yes, I know how.	Add for grades 7-12

**ACTIVITY 11: LISTENING AND SPEAKING, KEY VALUES**

On good paper, have students write and illustrate the Key values to take home. Have them read the key values.







## **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. 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. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
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. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
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. acquire insights from other cultures without diminishing the integrity of their own;
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. make appropriate choices regarding the long-term consequences of their actions;
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;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
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