

Haa Shuká Tundatáani: Da.áak - Weaving

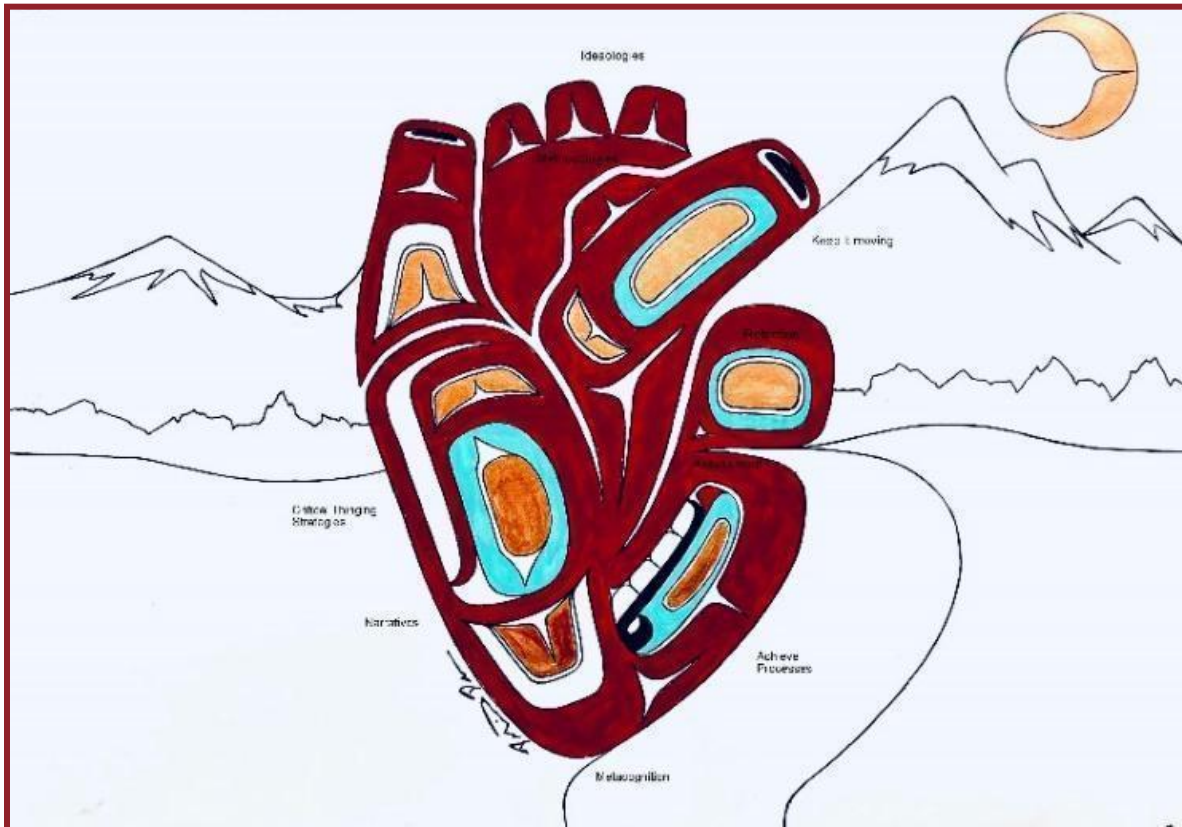


Figure 1: Design Attributions - Yanyeidí, Design by Delfine Decker, Goldbelt Heritage Foundation

An Indigenous Framework for Learning

Haa Shuká Tundatáani represents a way of learning and understanding that connects us as people with the histories that have formed us, the knowledge we share today, and the world delivered by our future selves for future generations. This Indigenous framework seeks to heal.

This framework is designed around the heart at the center of existence, pumping what has existed before into what will exist in the future through the practice of listening, learning, and creation. This cycle of learning and belonging is in each of us and calls to be acknowledged and fostered by our surroundings and histories. Gunalchéesh, thank you to the Yanyeidi whose story guides the visual representation and philosophy behind the heart of our learning framework and its existence rooted in landscapes.

UNIT PLAN

Ideologies

Haa Shuká Tundatáani:

This Tlingit language 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. In this unit, students will be introduced to 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.

Unit Name & Level of Integration Required:

- L3 - this unit is best taught with a GHF Indigenous co-teacher due to the expertise, cultural knowledge, perspective, and/or language required for learning.

Unit Author & Contact:

Author: Unknown

Grade Range & Subject:

Grades 3-12, Beginning Tlingit Speakers

Time and Timing:

1-2 weeks

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

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

- Sharpie markers
- Original Unit ([PDF](#))

Essential Questions:

- In what ways does weaving represent Tlingit culture and language?

Student Skill Sets & Understandings to Be Developed:

- Students will be introduced to the materials necessary for weaving a basket
- Students will use terms along with verbs necessary to weave
- Students will learn nouns for weaving materials
- Students will learn verb, “to need help”

Standards / Established Goals:

AK: Cultural Standards (2016)

A.6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior

C.3. Attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being

C.4. enter into and function effectively in a variety of cultural settings

D.1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders

D.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

AK: CS: World Languages (2016)

A.1. understand written and oral communication in two or more languages

B.1. understand the relationship between language and culture

Methodologies

Methodologies

- Kinesthetic learning (hands-on, tactile)
- Project-based

Cultural Engagement:

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

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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.

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.

Critical Thinking Strategies

Unit Progression:

1. Lesson One: Overview
2. Lesson Two: Weaving art form, materials and the verb “to need help” introduction
3. Lesson Three: Introduction of the verb “to need”
4. Lesson Four: Introduction of the verb “going to weave”
5. Lesson Five: Student helpers, gift game
6. Lesson Six: Showcase projects & partner conversations

Developing Critical Thinkers:

- Collaboration
- Embodied observation

Tlingit Phrases:

- **Toowú klagé haa t'aakx'í, ka haa naax sateeyí, ka haa kusteeyí:** Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity (Pride in our family and our clan and our traditions)

Pinnacle Vocabulary:

- Ax éet idashí.: I need help
- Kkwada.áak: I am going to weave

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

- Refer to [attached vocabulary and phrase sheet](#)

Check for Understanding

Formative Evaluation:

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

Summative Evaluation:

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.

Reflections

Acknowledgements:

- 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.

*****scroll down for lesson template (copy and paste to duplicate the template for additional lessons).***

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan

Lesson Number & Title:

Lesson One: Overview

Timing:

Before the unit begins.

Overview:

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):

- 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

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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.

Unit 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 speak 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

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks



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?”

Materials:

- [Lesson #1 - Overview \(original\)](#)
- [Unit Targeted Vocabulary and Phrases](#)
- [Tlingit Values](#)

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan	
<p>Lesson Number & Title: Lesson Two: Weaving art form, materials, and the verb “to need help” introduction</p>	<p>Timing: 30-40 minutes (can be extended to as many as 90 minutes)</p>
<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will learn nouns for weaving materials ● Students will learn verb, “to need help” 	
<p>Materials Needed:</p> <p><i>For small red and yellow cedar baskets:</i></p> <ul style="list-style-type: none"> ● 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 <p><i>For mock cedar woven baskets:</i></p> <ul style="list-style-type: none"> ● Scissors, 1 for every 2 or 3 students ● White or yellow yarn ● Black foam ● Ziploc containers ● Sharpie markers 	
<p>Tlingit Vocabulary:</p>	

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Nouns

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	Ji@wéinaa

Verbs

Person	Verb
Help me.	Ax éet idashí.
Can I help you?	I éet kwashe kadashee?
S/he needs help.	Dashee eetéénax yatee.
Help us.	Haa eet idishí.
Do they need help?	Dashee eetéénax gé has yatee?

Lesson Progression:
Hook

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.

Building Understanding

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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”.

Concluding Activity

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.

Related Performance Tasks:

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan	
Lesson Number & Title: Lesson Three: Introduction of the verb “to need” materials	Timing: 30-40 minutes (can be extended to as many as 90 minutes)
Objectives: <ul style="list-style-type: none"> ● 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 	
Materials Needed: <i>For small red and yellow cedar baskets:</i> <ul style="list-style-type: none"> ● 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 <i>For mock cedar woven baskets:</i> <ul style="list-style-type: none"> ● Scissors, 1 for every 2 or 3 students ● White or yellow yarn ● Black foam ● Ziploc containers ● Sharpie markers 	
Tlingit Vocabulary:	

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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> xat yatee.
Can I help you?	I éet kwashe kadashee?	You need ____	____ Eetééná <u>x</u> iyatee.
S/he heeds 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	kú <u>t</u> x uwaxúk

Lesson Progression:
Hook

Review and introduce "to need" (15 minutes)

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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.

Building Understanding

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”.

Concluding Activity

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.

Lesson Extension

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.

Related Performance Tasks:

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan	
<p>Lesson Number & Title: Lesson Four: Introduction of the verb “going to weave”</p>	<p>Timing: 30-40 minutes (can be extended to as many as 90 minutes)</p>
<p>Objectives:</p> <ul style="list-style-type: none"> ● 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. 	
<p>Materials Needed:</p> <p><i>For small red and yellow cedar baskets:</i></p> <ul style="list-style-type: none"> ● 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 <p><i>For mock cedar woven baskets:</i></p> <ul style="list-style-type: none"> ● Scissors, 1 for every 2 or 3 students ● White or yellow yarn ● Black foam ● Ziploc containers ● Sharpie markers <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v... , ● http://www.sheldonmuseum.org/t... 	
<p>Tlingit Vocabulary:</p>	

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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> xat yatee.
Can I help you?	I éet kwashe kadashee?	You need ____	____ Eetééná <u>x</u> iyatee.
S/he heeds 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	kú <u>t</u> x uwaxúk

Lesson Progression:
Hook

Review and introduce "to weave" (15 minutes)

Teacher will introduce the name of the materials needed for weaving in Tlingit only. The students

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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.

Building Understanding

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”.

Concluding Activity

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.

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...> ,
- <http://www.sheldonmuseum.org/t...>
- Gunther, Erna. Design Units on Tlingit Baskets. Sheldon Jackson Museum, 1984.
- Paul, Frances. Spruce Root Basketry of the Alaska Tlingit. 1944. Reprint by Sheldon

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Jackson College.

Related Performance Tasks:

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan	
Lesson Number & Title: Lesson Five: Student helpers, gift game	Timing: 30-40 minutes (can be extended to as many as 90 minutes)
Objectives: <ul style="list-style-type: none"> ● 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. 	
Materials Needed: <p><i>For small red and yellow cedar baskets:</i></p> <ul style="list-style-type: none"> ● 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 <p><i>For mock cedar woven baskets:</i></p> <ul style="list-style-type: none"> ● Scissors, 1 for every 2 or 3 students ● White or yellow yarn ● Black foam ● Ziploc containers ● Sharpie markers <ul style="list-style-type: none"> ● Small prizes: i.e. hall pass, bracelets, gift certificate, food. At least two depending on class size. 	
Tlingit Vocabulary:	

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Nouns

Translation	Noun	Translation	Noun	Translation	Noun
Warp		Cold water	Si.áat'i héen	Yarn	Kakéin
Weft		Bowl	S'ix' kwát'	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> xat yatee.
Can I help you?	I éet kwashe kadashee?	You need ____	____ Eetééná <u>x</u> iyatee.
S/he heeds 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

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

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

Lesson Progression:
Hook

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Building Understanding

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”.

Concluding Activity

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.

Related Performance Tasks:

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks

Learning Plan

Lesson Number & Title:

Showcase projects & partner conversations

Timing:

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

Lesson Progression:
Prep
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.

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.

Additional Optional Activity

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.

Related Performance Tasks:

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.

Unit Title: Da.áak - Weaving

Subject / Course: Tlingit Language

Grade Range: Grades 3-12, Beginning Tlingit Speaker

Time: 1-2 weeks