



Aadóo sáyá Xát?

Who am I?

Grade Level: Kindergarten

Tlingit Cultural Significance

Tlingit children are traditionally taught their lineage through oral history. They learn their family history, what village they are from, what clan they are a member of, what moiety they belong to, and the crests they are entitled to use because of that membership. Through oral history they learn their Tlingit name, where it came from and what it means. Knowing who you are and where you come from is absolutely essential today even as it was generations ago.

Elder/Culture Bearer Role

Along with family members, Elders/Culture Bearers may:

- Assist and encourage students to participate in sharing/gathering their family history throughout this unit.
- Tell clan histories, and explain protocols related to clan identity.
- Teach simple kinship names and terms of endearment.
- Teach the correct pronunciation of the Tlingit vocabulary and phrases used.

Overview

When students begin to understand who they are and things about themselves they have a better sense of how they fit into their family and community. Knowing that, they can better learn to appreciate other cultures that may be different than their own and learn about the larger world in which we all live.

In this unit each student will create "A Book About Me." Having students work on the booklet one page at a time will help deepen understanding and make classroom management easier. A final product will be assembled at the end of the experience, enabling children to again reflect on what they have learned about themselves.

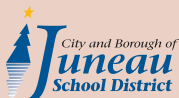
*Remember to be sensitive to both non-Tlingit and non-Native students. They will feel more included in this culturally based unit by using the information they know and learn about their particular background and heritage, following the model of a Tlingit cultural perspective. Allow students who do not have Tlingit names to pick a play name, being sure to check its appropriateness with local Elders.

A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.

All units are available online at sealaskaheritage.org.





One week prior to **Lesson #1**, “Who am I?” send the Parent/Guardian questionnaire home with each student. Tell the children that they need their parent/guardians to fill it out and return it. Explain that this information will help them to make their own “A Book about Me”. You might also ask parents/guardians to send a picture of their child as an infant that can be used for their “A Book about Me” (Lesson #5 activity).

As you receive the questionnaires you may want to record the information on one sheet for quick reference throughout the unit. This will help you if the children themselves don't know the information yet.

In **Lesson #2** “My Body” each student will have his or her body traced on butcher paper or newsprint. (Your local newspaper printer may donate the ends of their newsprint for this activity.) Through this process they will learn the names of their body parts in English and Lingít.

Students and teachers alike learn the names of body parts through the Lingít song CD that goes with this unit. Students learn how their bodies are similar and how they are different from others.

For **Lesson #3** “Foods I Like and Do Not Like” ask families to donate magazines for a food collage project. In advance, set up a date and time for a Taste Test Potluck. Invite families to bring a dish to share at the Taste Test Potluck – one that is a favorite of the student and/or family. Encourage some families to bring favorite Native foods.

Lesson #4 “My Special Place” focuses on special places and the fact that everyone has one. You may want to set up a “special quiet place” in your classroom where students can escape to when they need some quiet time. Students learn how to respect each other's space (special place) in the classroom.

Prior to **Lesson #5**, “When I was Born” ask a parent or community volunteer to bring their infant into the classroom to be weighed and measured and to model how we care for and treat infants.

In **Lesson #6** “My Name” students learn how to tell their names and how names were traditionally given to babies.

In **Lesson #7** “This is My Family” students learn that there are different structures for families, and that all families have caring and respect in common.

In **Lesson #8** “My Tlingit name” students will learn the first part of a traditional introduction. Students draw a picture of him/herself and write their name in Lingít.

In **Lesson #9** “My Moiety and Clan” students learn about traditional introductions by learning to say their moiety and clan affiliation. Students make a paper button blanket and learn about the meaning of crest images.

In **Lesson #10** “My Father's People” the father's moiety and clan affiliation are added to each child's introduction, and each student makes a medallion with his/her father's crest.



Alaska State Standards

Cultural Standards

- (A2) Recount their own genealogy and family history
- (C2) Make constructive contributions to the governance of their community and the well-being of their family
- (D3) 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
- (E8) Identify and appreciate who they are and their place in the world

Lesson 1

Who am I? *Aadóo Sáyá Xát?*

Objectives

Students:

- Become aware of who they are as individual people
- Learn to respect themselves and others

Time

30-40 minutes

Materials

- Polaroid or digital camera to take each student's picture
- Book cover for each student to color
- Page 1 of "A Book About Me"
- Crayons, markers, or color pencils
- Folder for each student with their name on it to keep all book pages together. (You can use 12 x 18 construction paper folded in half)
- Laminator to laminate book covers with pictures on them. (If you don't have access to a laminator, clear contact paper can be used to protect the cover page)
- Weight scale to weigh each student (used again in Lesson #2)
- Growth chart to measure each student's height (used again in Lesson #2)





Vocabulary

Lingít

yadak'átsku
shaatak'átsk'u
(ax) *saayí*
x'úx'
kooxéedaa
sigóo yagiye
(ax) *shaxaawú*
(ax) *waak*

English

boy
girl
(my) *name*
book
pen
birthday
(my) *hair*
(my) *eyes*

Lingít Phrases

Yadak'átsk'u áyá xat.
Shaatk'átsk'u áyá xat.
Wáa sá i duwasáakw?
() *yóo xat duwasáakw.*
Daat kaséik'w sáwé ax waak?
Daat kaséik'w sáwé ax shaxaawú?
S'ooow yáx yatee ax waak.

I am a boy.
I am a girl.
What is your name?
My name is ().
What color are my eyes?
What color is my hair?
My eyes are green.

Activities

Activity #1 A book about me

Give each student a book cover to color for his or her "A Book about Me". Tell them they can color whatever they want on the cover and that they will be adding a photo of themselves later. When that is complete give each child Page One of the book. Ask them to draw a picture of themselves and fill in the blanks with name, gender, hair, and eye color. Write the words on your chalk/white board or use an overhead projector and have students copy the words that they need to fill in the blanks about eye color etc.

During this time use a digital or other camera to take pictures of each student for them to place on the cover of their book. (If using Polaroid this can be done as soon as the picture develops or if using a digital it will be done after the pictures have been printed.) Ask the children if any of them know their Tlingit name. If they do, help them to add that to their name page.

If time permits, an adult can start measuring heights and weighing each student for Lesson #2. The height and weight information will be added during Lesson #2.

Assessment

Check to make sure that each student has completed the task of creating a cover page and Page One, with the correct information about themselves.



Resources included with this lesson

- Master copy of: Cover page of “A Book about Me”
- Page One of “A Book about Me”
- Lingít language CD
- Lingít language poster cards

Additional Optional Activities

Check out any of the following books from your school library to read aloud:

Be Polite and Kind, Cheri J. Meiners, M.Ed.

Share and Take Turns, Cheri J. Meiners, M.Ed.

I'm Glad to Be Me, P.K. Hallinan

Growing Strong Inside, Jennie Davis

Invite an Elder/Culture Bearer in to talk about his/her name and how s/he got it. Ask him/her to describe how Tlingit people traditionally gave names to babies.

Lesson 2

My Body - Ax Daa

Objectives

Students:

- Learn the names of their body parts in English and Lingít
- Learn how much their weigh and how tall they are
- Learn how they are similar and how they are different from others
- Sing two songs in Lingít – “Hokey Pokey” and “Head, Shoulders, Knees and Toes”

Time

30-40 minutes

Materials

- Large butcher paper or newsprint for student body tracings (Your local newspaper printer may donate the ends of their newsprint for this activity).
- Crayons, markers or color pencils
- Weight scale to weigh each student
- Growth Chart to measure each students height
- Tape or push pins to hang students body tracings
- Page Two of “A Book about Me”
- Poster board for the Optional Extension Activity



Vocabulary

Lingít

(ax) daa
 (ax) waak
 (ax) gúk
 (ax) lidíx'
 (ax) xikshá
 (ax) t'eeshú
 (ax) jín
 (ax) woow
 (ax) éenee
 (ax) kasán
 (ax) gáts'
 (ax) keey
 (ax) x'oos
 (ax) shá
 (ax) shaxaawú
 (ax) x'é
 (ax) lú
 (ax) oox
 (ax) xeeek
 (ax) jiklix'ées'
 (ax) shutóox'
 (ax) tl'eik
 (ax) yoowú
 (ax) k'í
 (ax) xées'
 (ax) x'ustl'eik
 laxwál
 sheenáx
 s'átnáx

English

(my) body
 (my) eyes
 (my) ear
 (my) neck
 (my) shoulder
 (my) elbow
 (my) hand/arm
 (my) chest
 (my) armpit
 (my) waist
 (my) butt/thigh
 (my) knee
 (my) foot/leg
 (my) head
 (my) hair
 (my) mouth
 (my) nose
 (my) tooth
 (my) upper arm
 (my) wrist
 (my) ankle
 (my) finger
 (my) stomach
 (my) hip
 (my) shin
 (my) toes
 shake
 right
 left

Lingít Phrases

Ax (shá) áyá.
 Daak yee latsóow yee (___).
 Kúx yee latsóow yee (___).
 Yee laxwál yee (___).
 Wáa sá aax kuligei xat??
 Kei nxawát.
 Lingít yáx anayléix.
 Yoo áayax yeenák
 Yei nagatée

This is my (head).
 Put your (___) in.
 Put your (___) back.
 Shake your (___).
 How tall am I?
 I am growing up.
 Do a Tlingit dance.
 Turn yourself around.
 Let it be.

Activities

Activity #1

Body tracing, weights and heights

Tell students that they will be making patterns of their bodies. Have each student lay on a piece of butcher paper or newsprint to trace each body one at a time. While one student is being traced the others can name the body part as the teacher or other adult



is tracing. Use the English word describing what body part is being traced at the time of tracing. As you name each body part tell the name in Lingít as well. Ask individual children to repeat the Lingít name. Point to the words in English and Lingít as children begin to name the parts independently.

When done with the tracing, take each student's height and weight and record them, using the chart provided in the resources. As this is happening with individual students, ask the others to color their body tracings. As they begin to color various parts, again ask them to say the name of the body part in English and tell them the name in Lingít. Ask them to repeat the Lingít names.

Activity #2 **We are the same, we are different**

After all students have been traced, hang the tracings around the classroom and discuss how there are similarities and differences between classmates. Record some of their observations on a whiteboard or on easel paper. As the discussion ends ask students to gather in a circle and teach them to sing the "Hokey Pokey" song and "Head Shoulders Knees and Toes" song, using the Tlingit CD to accompany you. Practice the song several times and for several days until all the students know the songs and can follow the motions.

Activity #3 **Recording height and weight**

Each student records his/her height and weight in the spaces provided on Page Two of his/her book.

Assessment

Using a simple checklist, point to various body parts and ask individual students to name them. Record their accuracy on the checklist. Assess whether each student has completed coloring the tracing and correctly added their weight and height.

Resources included with this lesson

- Tlingit Body Parts Poster
- Lingít Language CD with words and phrases for this lesson.
- Lingít Song CD: Body parts song, Head, Shoulders, Knees, & Toes, Hokey Pokey
- Master copy of: Page Two of "A Book About Me".





Additional Optional Activities

Record student's height and weight on his/her body tracing.

Create a poster board graph to record students name gender hair and eye color birth date, height, weight, season they were born.

Library book(s) you could use for read-alouds include

- *Parts*, Tedd Arnold, "Picture this: You think you're an average, ordinary kid. Then you notice...Your belly button is shedding big fuzzballs of lint. Skin is peeling from your toes. Your teeth have started falling out. Is this average, ordinary kid stuff? Or...are you coming unglued? Readers beware—this new story just might make you laugh your head off."
- *Why Am I Different?*, Norma Simon

Lesson 3

Foods I Like & Do Not Like

Objectives

Students:

- Express which foods they like and dislike
- Make a food collage of the foods they like and dislike
- Sample one new food at a Taste Test Potluck with their families

Time

30 - 60 minutes (including lunch)

Materials

- Magazines with pictures of different kinds of foods
- Hand outs with pictures of traditional Native foods
- Scissors
- Glue
- Page 3 of "A Book about Me"

Vocabulary

Lingít

xáat
atxá
k'únts'
sakwnéin
dleey
at kahéeni
wasóos l'aa tuxáni
gáax'w
at x'éeshí
gáatl
kaashaxáshaa
aan át kadulsix'w át
Kanat'á
Gáal
k'áach'

English

fish
food
potato
bread
meat
juice
milk
herring eggs
dry fish
pilot bread
scissors
glue
blueberry
clams
red seaweed



Lingít Phrases

Xáat ax̱ x̱'éit yak'éi.

Xáat tléil ax̱ x̱'éit ooshk'éi.

Yak'ei atxá wé xáat.

I like fish.

I don't like fish.

Fish is good food.

Activities

Activity #1

Foods I like and dislike

Explain to the class that the next page of their books is about food. Ask each student to verbally express at least one food they like and one that they dislike. Record their responses on a two column chart created on a chart pack or the chalkboard. Ask them to notice who likes the same food and who does not like the same foods. Count the number of students who like the same food. Find the most popular food. Note how many of the foods students like are Native foods.

After this discussion hand out Page Three of "A Book about Me" to each child, along with a handout of traditional Native foods. Ask them to choose which of the native foods they like and/or dislike. Have them glue the Native food pictures to Page Three of their books. If time permits, they can choose to add more pictures of food to their collage cutting them out of the magazines available.

Activity #2

Taste test potluck

Invite families to bring their child's favorite food (or maybe not so favorite) and join a classroom "Taste Test Potluck" of both Native and non-Native food. Families might be encouraged to bring a dish that is traditional to their family heritage. At the potluck ask parents to tell about what they remember about eating that dish...how it reflects their family/clan culture. Ask students to try at least one new thing. One taste might change someone's mind if they see others eating it. Ask them what they like about the food they tasted.



As families are eating, ask children to show their parents their body tracing and point out their body parts, using the words in both English and Lingít. At the end of the potluck have the class perform the two new body songs they have learned in Lingít.

Assessment

Check to make sure that each student has completed a food collage and that he/she can name at least two traditional Native foods.

Resources included with this lesson

- Master copy of: Page Three of "A Book about Me"
- Hand out of traditional Southeast Native foods
- Lingít language CD
- Food Tasting Potluck Invitation



Lesson #4

My Special Place

Objectives

Students:

- Talk about where their special place is and why they like it
- Learn to respect each others “special place” and/or the place in the classroom designated as “special” (Some of the children might choose a special place that is not in the classroom, like their own room...which is also in the Lingít word list below.)

Time

30-40 minutes

Materials

- Crayons, markers or color pencils
- Page 4 of “A Book about Me”- My special Place
- Special Place name tag for each student

Vocabulary

Lingít

aas shakéee hídi
(ax) *léelk’w du hídi*
(ax) *eetí ká*
(ax) *ya.áak*

English

tree house
(my) grandma’s house
(my) bedroom
(my) special place

Lingít Phrases

Yáadu ax ya.áak áwé.
Sh yaa at wudaneix’í.

This is my special place.
Respect each other.

Activities

Activity #1

My special place

Read the book *On Mother’s Lap*, by Ann Herbert Scott. After reading the book ask students where their special place is and what makes it so special for them. “Is it quiet or comfortable to them”?

Hand out copies of Page Four of “A Book about Me”. Ask the students to draw a picture of his/her special place and color it. Introduce the Lingít words for those places where there is a Lingít word, so that children hear the name of their special place in English and Lingít.



Activity #2 My special place at school

Explain to the students that they will make a special place nametag for his/her desk, or where he/she keeps his/her belongings at school to mark it as their “special place at school.”

Have a class discussion about respecting each other’s “special place” in the classroom, and if possible invite an Elder/Culture Bearer to come in and talk about respect as a tribal value with students at this time.

Talk with the students about how we should not disturb each other’s special place or belongings without permission of the owner. Ask them to tell you how they could ask permission from another student. Have several students role play this request of the others.

Assessment

Through observation, check that each student knows how to ask respectfully to visit the special place of another student.

Resources included with this lesson

- Master copy of: Page 4 of “A Book about Me!”
- ()’s special place name tag.
- Lingít language CD

Additional Optional Activities

Set up a “special quiet place” in your classroom where students can escape when they need some quiet time for themselves.

Library books that would be good read-alouds include:

On Mother’s Lap, Ann Herbert Scott
All the Places to Love, Patricia MacLauchlan
A Place for Ben, Jeanne Titherington





Lesson 5

When I Was Born

Objectives

Students:

- Learn where and when they were born
- How long and how much they weighed at birth (compared to now)
- Learn about how we treat babies with a visiting baby

Time

30-40 minutes

Materials

- Tape measure and scale to measure and weigh the visiting baby
- Pages 4 and 5 of “A Book about Me” book for each student
- Infant pictures students brought from home
- A large map (local area, state, or country, depending on your class) to mark where each student was born
- Push pins to mark the map

Vocabulary

Lingít

t'ukánéiyi

táakw

taakw eetí

kutaan

yeis

tukda.aat

English

baby

winter

spring

summer

fall

diaper

Lingít Phrases

K'idéin áwé.

K'idein galshaat wé t'ukánéiyi.

Du tuk da.aadí tudaat kaayík.

Wé yeis áwé.

Yeisx' kakgwahaa.

Be gentle.

Hold the baby gently.

Put the diaper around him.

It's fall time.

My birthday is in fall time.



Activities

Activity #1 Baby care

Introduce your special guests – a volunteer parent, baby, and an Elder/Tradition Bearer – to the class. Prompt the students to ask the parent questions about the baby and baby care. Questions might include:

- What is the baby's name? How did you choose the name?
- Does the baby have a name in Lingít? (If so, how did he/she get that name?)
- Is the baby a boy or a girl?
- What color is the baby's hair? Eyes?
- How long is the baby? How much does the baby weigh?
- How old is the baby?
- When was the baby born? Month, day, year, season?
- How much did the baby weigh when it was born?
- Where was the baby born?

When all of the questions have been asked, have the Elder/Tradition Bearer tell the children about how Tlingít people took care of babies (and children) in the old days. Point out what is the same and what is different.

After this discussion, carefully measure and weigh the baby with the class gathered around to watch.

Count the baby's fingers and toes.

Ask the parent to demonstrate/discuss how s/he takes care of the baby, lifting and moving him/her, holding gently, supporting the head, feeding, changing diapers, bathing, dressing, speaking softly, comforting when crying, etc.

Ask the students:

"Why do we treat babies differently than older children and adults?"

Activity #2 When I was born...

Hand out copies of Page Five of the "A Book about Me" to the students and have them fill in the information and draw a picture depicting the season when they were born.

When they are done with that they can fill in the information on Page Six. If they brought a picture of themselves as an infant they can attach it to the page. If they didn't, they can draw a picture of the baby they imagine themselves to have been. As they are working on this page, ask each student individually where they were born (you may have to look at the information provided by parents) and assist each one to mark the local/regional/state map with a push pin to show where he or she was born.



After each student has done so, count the number of children born in each place. Make a simple bar graph on a chart pack or the chalkboard showing how many children were born in each place.

Assessment

Using a simple checklist, assess whether each student knows when and where he/she was born.

Using a doll, ask children to demonstrate how to care for a baby.

Resources included with this lesson

- Master copy of: Pages 5 and 6 of "A Book about Me"

Lesson 6 My Name

Objectives

Students:

- Learn who named them
- Learn who they were named after (if appropriate)
- Say what his or her name means

Time

45 minutes

Materials

- Commercial Baby Name Book

Vocabulary

Lingít

(du) *kasaa*

English

his/her namesake

Lingít Phrases

Wáa sá i duwasáakw?

() *yóo xat duwasáakw.*

What is your name?

My name is ().

Activities

Activity #1

How traditional names are given to babies

Invite a Tlingit Elder/Tradition Bearer to come to class and tell the students how names were traditionally given to babies long ago. Before he/she comes, ask students to generate questions they have about names and giving names. Record their questions on a chartpack or on the board. Also review with the class how to treat an Elder with respect during a visit.



During the visit, ask individual children to share the questions that the class had about the naming process. If there is a time, ask the Elder how nicknames were used in old times, how people got their nicknames.

Activity #2

What names may mean

Using a commercial book about names look up student's names. Read them what each name means in some culture. Ask children if the description seems to "fit" the individual. If there are children in the class whose names are not in the book, ask what they think the names might mean, or imagine a meaning for that name, introduce how you ask and give your Tlingit name in Lingít.

Practice using the Lingít phrase asking "Wáa sá i duwasáakw?" To each student and asking them to reply "() yóo xat duwasáakw".

Assessment

After the visit have students make a thank you card from the class, telling the Elder what they learned about the traditional naming process.



Resources included with this lesson

- Lingít language CD
- Lingít language posters

Additional Optional Activities

Use the Library book: *I Hate My Name*, by Eva Grant, as a read-aloud to further talk about names and how we acquire them.

Lesson 7

This is My Family

Objectives

Students:

- Learn that families may be structured differently (nuclear family, blended family, single parent family, adopted or foster families. etc.)
- Learn to respect the differences of family structures

Time

45 minutes



Materials

- Hand out with different family members depicted
- Crayons, markers or color pencils
- Scissors

Vocabulary

Lingít

(ax) éesh
 (ax) tláa
 (ax) húnxw
 (ax) kéek'
 (ax) éek'
 (ax) shátx
 (ax) kéek'
 (ax) dlaak'
 (ax) sáni
 (ax) káak
 (ax) aat
 (ax) tláak'w
 (ax) léelk'w

English

(my) father
 (my) mother
 boy: (my) older brother
 boy: (my) younger brother
 girl: (my) brother
 girl: (my) older sister
 girl: (my) younger sister
 boy: (my) sister
 (my) paternal uncle
 (my) maternal uncle
 (my) paternal aunt
 (my) maternal aunt
 (my) grandparent

Lingít Phrases

Ax daakaku.óowu áyá.
 () at chéix'.
 () at yee chéix'.

This is my family.
 Point to (). [singular]
 You all point to ____.

Activities

Activity #1 Families

Group children into pairs and ask them to tell each other about their families - who is in their family, who lives in their house right now, who is the oldest, youngest, etc. After they have had the chance to tell each other about their families, pass out big pieces of paper for them to draw and color or paint family portraits that will be hung up in the classroom.

After they have drawn the figures have each child label the people in his/her family by name. Ask each child to hold up his family portrait to share with the class, pointing out family members. Ask each child to point to the father and say the Lingít name for him.

Repeat the same with the mother etc. until all family members are presented in Lingít. Have children pair up again and ask each other to point to the Lingít word for various family members.



Activity #2

Families can be different

Direct the class to view each of the family portraits posted in the classroom. Ask them to tell which is the largest family, which the smallest. Do all the families have the same members? If not, who can name all the possible people that can be in our family (e.g., your grandmother, foster mother, etc.) Talk with the class about how families can be different, and how all families must care for the members.

Assessment

Using family portraits posted in the classroom, ask individual children in Lingít to point to various family members and note whether they do so correctly on a simple checklist.

Resources included with this lesson

- Master copy of Family Members handout

Additional Optional Activities

Show children examples of a family tree. (Some samples are included in the Alder/Cottonwood unit) Give them colored paper, scissors and crayons to create their own family trees. Label kinship names for mother, father, sister brother, grandmother, grandfather in Lingít on the tree. Have students take them home to share with their families.

Lesson 8

Tlingit Names

Objectives

Students:

- Say the phrase “My name is...” in Lingít
- Ask “What is your name?” in Lingít
- Learn to greet and respond to each other in Lingít
- Demonstrate how to be respectful towards peers when greeting each other

Time

45 minutes

Materials

- Name cards, written on sentence strips, with photos of each student
- Greeting and response visuals in Lingít, hung up in the classroom where children can see it
- White construction paper
- Crayons, markers, or colored pencils
- Glue sticks
- Various colors of construction paper to mount drawings



Teacher Background Information

Tlingit names are an important part of the Tlingit social structure. Names are owned by clans and only passed down to members of that clan. However, it is not uncommon for grandparents to temporarily bestow honorary names upon their grandchildren. Tlingit children receive a name at birth from the mother or other maternal relative of their clan. Names are also given to commemorate significant events. There are certain names that have come to represent great wealth and prestige; these are the names that are given at ceremonies. Any wealth distributed at the ceremony increases the prestige of the name.

This lesson begins to introduce the first part of a traditional Tlingit introduction - one's name. Many students either do not have Tlingit names, or do not know what their Tlingit names are. **Have students ask their parents/guardians about names prior to this activity.**

For those who are not Tlingit, or do not have Tlingit names, help them choose a name that they can use as a nickname. It should be something that has meaning for them. If Tlingit Elders are available, check the nicknames with them, to make sure they are not inadvertently using names already owned by a clan. Be respectful, as this process it can be a delicate subject.

Vocabulary

Lingít

sáa

kooch'éit'aa

ax sáayí

i sáayí

English

name

ball

my name

your name

Tlingit Phrases

Lingít x'éináx (____) yóo xat duwasáakw.

Lingít x'éináx (____) yoo duwasáakw.

Waa sá iduwasáakw?

Yee yahaayí kayshaxít.

I sáayí kayshaxít.

Wooshduwagín gaykí

Wé kooch'eit'aa gashaat.

Wé kooch'eit'aa galshaat

Wé kooch'eit'aa kajeet kaytí.

Wé kooch'eit'aa Kei Kaygeex'

Wé kooch'eit'aa (du) jeet kaygeex'.

My Tlingit name is (____).

His/her Tlingit name is (____).

What is your name?

Draw a picture of yourself.

Write your name.

Sit in a circle.

Catch the ball.

Hold the ball.

Pass the ball.

Toss the ball.

Toss the ball to (him/her).

Activity #1

Saying our names

Model and practicing the phrase "Lingít x'éináx (____) yóo xat duwasáakw. – My Tlingit name is (____)."

Assist students in making name tags or place tags with their Tlingit names. Students might enjoy having an "alternate identity" to use during the Tlingit language sessions. Encourage the students to use their Tlingit names whenever possible.



Have students sit in a circle and take turns picking a name/picture card from a pile of cards in the middle of the circle. The first student will pick a card and read the name (younger children may use photos for clues), look for that person sitting in the circle, and walk over to greet the person. The child should say a greeting and then ask “*Wáa sá iduwasáakw?*” The second student responds and greets the first student, responding with his/her Tlingit name. The first person goes back to his/her spot. Then the second student goes to the pile and takes the top name/picture card, and repeats the process with the third student. Repeat until all children have a turn. (Remember to take name/picture cards out of the pile for students who are absent).

Activity #2 Drawing of oneself, with name phrase in Lingít

Ask students to draw a picture of themselves. Encourage them to include unique characteristics they may have. Then ask them to write their names under the drawings.

*Yee yahaayí kayshaxít.
I saayí kayshaxít.*

Draw a picture of yourselves.
Write your name.

Activity #3 Name game

For this activity use a small soft ball; goofy, wriggly, light up ones work well. Have students sit in a circle. They should take turns saying their names. Have them pass the ball after they have said their name. Once each student is comfortable saying his/her name, have him/her try to include his/her name in the phrase “*Lingít x’eináx () yoo xat duwasáakw*. -- My Tlingit name is ()”. Practice together with the first few children, then ask the whole group to repeat the phrase.

When each student has successfully said the phrase a few times, have them switch to asking the person next to them the question: “*Waa sá iduwasáakw Lingít x’eináx?* – What is your Tlingit name?”. Each student can answer the question and then ask it, going around the circle a couple of times.

Once most of the students have mastered the phrases, ask them to randomly select a classmate by tossing the ball to him/her to ask and answer the question.



Lesson 9 Moiety and Clan Affiliation

Objectives

Students:

- Expand their Tlingit introduction by adding moiety and clan identity
- Learn the difference between moiety and clan



Time

25 minutes per day for a week

Materials

- Sentence strips with greetings and standard introduction phrases written in Lingít
- Construction paper
- Crayons, colored pencils
- Glue sticks
- Example of paper button blanket
- Crests of students
- Scissors
- Either white round labels or cut out paper buttons
- Black marker to make dots for button holes

Vocabulary

Lingít

naa
áyá
xát
at.óow
x'úx'
aan át kalsikwaa
yooka.óot'
yooka.óot' x'óow

English

moiety/clan
 this is
 I/me
 clan property/owned thing
 paper
 glue
 buttons
 button blanket

Lingít Phrases

Yéil Kach'u ch'ák' ákyá wa.é?
 () *áyá xát.*
Goosú Yéil?
Goosú Ch'áak'?
Yaadú xát.
Waa sá iyatee?
Xát yak'éí, Gunalchéesh!
Aatx' neeshéex.
Daat naa sá wa.é?
 () *naa áyá xát.*

Are you raven or eagle moiety?
 I am (). (i.e., Raven/Eagle moiety)
 Where is Raven?
 Where is Eagle?
 Here I am.
 How are you?
 I'm fine, thank you!
 Run away.
 What clan are you?
 I am () clan.

Teacher Background Information

Tlingit social structure is a matrilineal system, so children are members of the clan lineage of their mother's heritage. There are two moieties, Raven and Eagle. (Some areas use the older name of Wolf for the Eagle Moiety.) These two groups maintain a cultural balance through an intricate system of reciprocity. Members of opposite moieties often serve the other group during events, make important regalia for them, and witness ceremonial events.

Each moiety is further divided into many clans, sometimes referred to as Raven and Eagle clans. Each clan has a unique set of history, songs, stories, and names. (The Resources section contains a list of some common clan names; it is by no means exhaustive.) If you can, consult with local Elders/Culture Bearers for regionally specific clan information. The book *Haa áani* by Dick and Nora Dauenhauer is also a good reference book to learn about clans.



Many students may not be Tlingit, or not know what their moiety and clan names are. Have students ask their parents/guardians about moiety and their clan names prior to doing this activity. Make sure to include whatever nationalities the children are. They will all learn how to express who they are, using the patterns of Tlingit communication. For instance, a child who knows that his/her mother is Norwegian would say “*Naaweiján áyá xat*” in place of a clan name.

Activity #1 Know your moiety

Review the phrase “*Lingít x’éináx* (____) *yóo xat duwasáakw*. Introduce the next phrase “(____) *áyá xat* – I am (____) moiety” explaining the moiety system. Divide the class into a Raven group and an Eagle group. For those who are not Tlingit allow them to choose a moiety for the purposes of learning about the Tlingit kinship system. If you have unequal groups, you may want to assign children to the two moieties.

This is be a good way to have them split into teams for games, take turns doing different chores in the classroom throughout the year, or any other activity involving two groups. You could set up a “bonus point system”, where treats or privileges are given to one group or the other for doing a good job throughout the week. This is one way that children learn that for Tlingit people group identity is very important - what one individual does affects the whole group.

Activity #2 “Where is...”

If students have already learned the song “*Goosú gooshk’í?* – Where is thumbkin?” you can add an additional verse to it:

	<i>Goosú Yéil? Goosú Yéil?</i>	Where is Raven? Where is Raven?
or	<i>Goosú Ch’áak’, Goosú Ch’áak’?</i>	Where is Eagle? Where is Eagle?

Have students who belong to the respective moieties stand and sing the verse:

<i>Yaadú xát. Yaadú xát.</i>	Here I am, Here I am.
<i>Waa sá iyatee?</i>	How are you?
<i>Xát yak’éi, Gunalchéesh!</i>	I’m fine, thank you!
<i>Aadáx nagú, aadáx nagú.</i>	Run away, Run away.

Activity # 3 What clan are you? *Daat naa sá wa.é?*

Once students have begun to understand the moiety system, explain to them that the two moieties are each divided into clans.

Ask students if they know what their clans are. If they are not Tlingit, this is where they would insert their nationality. Encourage students to discuss their nationality with their families. (A list of Tlingit names for other nationalities is included at the end of this lesson).

<i>Daat naa sá wa.é?</i>	What clan are you?
(____) <i>naa áyá xat</i>	I am (____) clan.



Activity #4 Clan/Moiety Game

Follow the same format as the Name Game from Lesson #8, but use a different colored ball if available.

Have each student say their moiety while passing the ball around.

Yéil

Raven

Ch'áak'

Eagle

Next have them each repeat their moiety including the whole phrase,

Yéil áyá xát.

I am Raven.

Ch'áak' áyá xát.

I am Eagle.

When they can all say the phrase, have them ask the person sitting next to them "Are you Raven or Eagle"? as they pass or gently toss the ball around.

The student catching the ball then answers:

Yéil áyá xát.

I am Raven.

Ch'áak' áyá xát.

I am Eagle.

When all students have had a few turns to practice allow them to choose who to toss the ball to continuing to ask and answer the question until they are comfortable calling out the moiety of who they are passing the ball to.

After students have mastered the phrases for moiety, include both name and moiety by bringing in the same ball that was used for the Name Game. If a blue ball was used to introduce the name phrases, tell the students if they catch the blue ball they say their name. If they catch the green ball (or whatever color was used to introduce moiety) they say their moiety. Make sure to use the same color ball that was used to introduce the phrases, as that will help make an instantaneous visual association.

Activity #5 Paper button blankets

Explain to the children that crests are symbols traditionally owned by specific Tlingit clans. Crests represent clan stories, characters, history, significant events, house groups, important locations or landmarks. If students do not know their clan crests, have them select a design to use. In either case have them explain what significant meaning the crest has to the student or his/her family.

Use a large piece of black construction paper with red border around three sides in order to make a paper button blanket. (See Resources) The border of the blanket needs to be cut in a certain way, so prepare them ahead of time.

Students choose a crest for their moiety and/or clan affiliation to place on the blanket. For non-Native students allow them to choose something that has meaning to them. Use white round labels for buttons that go around the blanket.

Assessment

During introductions conduct an informal assessment: When a student introduces him/herself eye contact should be made, even if it is brief and the student speaking should stand in front of class. Check to see if individual students do this in the traditional way.



Supplemental Lingít Vocabulary

Names of Ethnic Groups

<i>Ana.óot</i>	Aleut
<i>Anóoshee</i>	Russian
<i>Cháanwaan</i>	Chinese
<i>Deikeenaa</i>	Haida
<i>Ginjichwáan</i>	Canadian (King George 1)
<i>Dleít Káa</i>	White, Caucasian
<i>Gunanaa</i>	Athapaskan
<i>Giyakw Kwáan</i>	Sugpiag Aleut
<i>Gutéix' Kwáan</i>	Eyak
<i>Ikka Kwáan</i>	Ahtna (Copper River)
<i>Naawéjǵán</i>	Norwegian
<i>T'ooch' Káa</i>	Black
<i>Yuk Kwáan</i>	Hawaiian
<i>Wáashdan Kwáan</i>	American
<i>X'atas'aak</i>	Eskimo
<i>Ts'ootsxán</i>	Tsimshian



Lesson 10

Father's Moiety and Clan Affiliation

Objectives

Students:

- Learn their father's moiety and clan affiliation
- Learn how to include moiety and clan information in their introduction
- Learn to respect members of the opposite moiety

Time

30 minutes

Materials

- Patterns for various Clan crests
- Construction paper
- Scissors
- Hole punch
- Yarn or string
- Clan names and Lingít phrases on sentence strips.
- Glue sticks
- Markers or crayons

Vocabulary

Lingít

xát
yádi
éesh
ax
seít
x'úx'
kakéin
at.óow
kalsix'wáa
sáni
aat

English

I/me
 child of
 father
 my
 necklace
 paper
 yarn
 clan property/owned thing
 glue
 paternal uncle
 paternal aunt

Lingít

l'óok
kéidladi
xeitl
xoots
kéet
xíxcu'

English

coho
 sea pidgeon
 thunderbird
 brown bear
 killer whale
 frog



Lingit Phrases

Daat naa sá ó éesh hás?

() yádi áyá xat.

Ax éesh hás

Haa éesh hás

Haa sáni hás

Haa aat hás

Seit áyá.

Seit yei gaxtoosanéi.

Who are your father's people?

I am the child of the ().

My father's people

Our fathers' people

Our paternal uncles

Our paternal aunts

This is a necklace.

We will make a necklace.

Teacher Background Information

*** Have students ask their father's moiety and clan names prior to doing this lesson and activity, being sensitive to the fact that many children do not have fathers in their daily lives.*

In the traditional Tlingit way of life, when a woman married she would go to live with her husband, often in another village. As a result, her children would be raised in the clan house of their father's people, not their own clan. When they became old enough, they would be sent for training with their maternal aunts and/or uncles respectively, to learn the ways of their own clan.

In Tlingit culture, a father or grandfather of the opposite moiety often placed his crest on his grandchild to use when dancing. This shows respect, love and honor for the opposite moiety. The crest does not belong to the child, but is used by permission to honor his/her father's people, or his/her grandfather's people (only of the opposite side).

Activity #1 My father's clan

Students sit in a circle and take turns saying their father's moiety and clan affiliation, or, in the case of non Native children, nationality. The student speaking should stand. Repeat until all children have a turn.

Introduce the terms for paternal aunt and uncle, in English and/or Lingít. Invite an Elder in to discuss the roles of the different relatives.

Activity #2 Medallions with father's crest

Prepare ahead of time: Gather the crests or national symbols for the father's clan/nationality of each student.

Using construction paper cut it in circles about 4" in diameter (either pre-cut or ready for students to cut) tell students they will make a crest of their father's clan. They can draw the crest if they know it, or choose a design that has meaning for them or reminds them of their father. Markers or crayons should be used to color the crest. Laminate after completed if desired, and use a hole puncher to string yarn through to complete medallion.

Assessment

During introduction informally assess pronunciation and use of voice. After all are done with introductions work on sounds/words that are frequently misused.