



# Tléikwx' BERRIES

**Grade Levels K-1**

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).

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

All units are available online at [sealaskaheritage.org](http://sealaskaheritage.org).

## **Cultural Significance**

Of all the natural subsistence foods of the Tlingit people, the wild berry, rich in vitamins and minerals, balances their diet. Before refined sugar was introduced into the Tlingit diet, berries were the sweeteners. Wild berries are still very special traditional foods.

Some wild berries are not exactly palatable eaten alone. For example, currents and soap berries are best mixed with sweeteners. Some berries, like the salmonberry, are usually served mixed with cultivated berries or other fruits such as bananas. This mixture is a common food at Tlingit events and ceremonies.

Traditional methods of preserving berries are drying them into cakes or coating the berries in seal or hooligan oils and mixing them in the roe of fish. Berries are also used for flavoring the flesh of fish, seal or deer. Contemporary methods of preservation include jarring and freezing berries of all kinds.

## **Elder/Culture Bearer Role**

Elders or culture bearers may enrich these lessons with their knowledge of the traditional names and uses for berries. They might also talk about traditional ways of gathering and preparing berries, the types of containers used for gathering and how berries were preserved. For example, at memorial ceremonies berries are served according to cultural protocol and an Elder might describe how that is so for the class.

## **Overview**

Southeast Alaska has abundant resources and Tlingit people developed food gathering techniques around these seasonal resources, including fish, berries, and game. This unit is an introduction to gathering berries for primary students.



**In Lesson #1**, *Xwasikoowú Tléikw* – Berries I Know About, students share their knowledge of local berries and begin to learn the Lingít names for berries.

**Lesson #2**, *Goosú Wé Tléikw?* -- Where are the Berries? introduces students to the berries found in Southeast Alaska. They practice using the Lingít names of these berries.

**In Lesson #3**, *Kanat'á Wooch Yáx Yaa Dustúwch* -- Blueberry Math, teaches students to count from 1-10 in Lingít and work on 1-1 number correspondence.

**In Lesson #4**, *Tléikw A.een Yéil* -- Raven Goes Berry Picking, students use this story to learn about oral storytelling, a tradition of Tlingit people, and participate in a stick puppet play.

**Lesson #5**, *X'oon Tléikw Sá lyatoow?* -- How Many Berries do You count? Students learn how to ask this question in Lingít, In the activity they practice counting from 1-10 in Lingít and English.

**In Lesson #6**, *Tléikw Xa.een* -- I am Picking Berries. Students learn berry picking phrases in Lingít and role play berry picking.

**In Lesson #7**, *Tléikw Gatoo.in* -- Let's Gather Berries. Students learn about the importance of gathering berries.

**Lesson #8**, *Tléikw Xook Yei Naxtusanéi* -- Let's Make Fruit Leather. Students learn the steps of making this delicious treat and share their product with others – a traditional custom.

## Alaska State Standards

### English/Language Arts

A3) When speaking, demonstrate skills in volume, intonation, and clarity

E1) Use information, both oral and written, and literature to understand self and others

### Math

A1a) Understand and use numbers, number systems, counting numbers, whole numbers

A6) Represent, analyze, and use mathematical patterns using methods such as tables and graphs

### Science

A14) Understand the interdependence between living things and their environments

A15) Use science to understand and describe the local environment

### Cultural Standards

A4) Practice traditional responsibilities to the surrounding environment

C1) Perform subsistence activities in ways that are appropriate to local cultural traditions

D1) Acquire cultural knowledge through participation and meaningful interaction with Elders



## Lesson #1

### Xwasikoowú Tléikwx' – Berries I Know About

#### Objective

Students

- Name, identify and describe at least 3 of the many berries found in Southeast Alaska/blueberry, high bush cranberry, salmonberry, huckleberry, thimbleberry and strawberry.

#### Time

45 minutes

#### Materials

- Berry study prints (See Resources)
- Large drawing paper
- Colored pencils or felt markers

#### Vocabulary

##### Lingít

tléikw  
kayaaní  
at kadl'ix'i  
k'éit  
tl'úk'x  
k'eikaxwéin  
x'akana áayi  
kanat'á  
kaxwéix  
was'x'aan tléigu  
tleikatánk  
shákw  
ch'eix'  
tleikw yee.ín  
kadlix'át'  
yan kaawa t'áa  
linúkts  
si.aax'w

##### English

berry  
leaf  
stem  
salmonberry shoots  
worm  
flower  
bud  
blueberry  
high bush cranberry  
salmonberry  
huckleberry  
strawberry  
thimbleberry  
pick berries  
hard/green  
soft/ripe  
sweet  
sour

#### Lingít Phrases

( ) ax x'éi yak'éi.  
Wáa sá yatee akaséik'u wé tléikw?  
( ) yáx kaliséik'w wé tléikw.  
Wáa sá jee idinookw?  
(Kadlix'át'i) yáx jee xdinookw wé tléikw.  
(Yan kaawa t'áayi) yáx jee xdinookw wé tléikw.  
Wáa sá x'éi idinookw?  
(Linúkts) yáx x'éi xdinook wé tléikw.  
(Si.aax'w) yáx x'éi xdinook wé tléikw.

My favorite berry is ( ).  
What color is the berry?  
The berry is (color).  
How does it feel?  
The berry feels (hard).  
The berry feels (soft).  
How does it taste?  
The berry tastes (sweet).  
The berry tastes (sour).



## Activities

### Activity #1

#### ***Daat Tléikw sáwé? What kind of berry is this?***

Show the berry cards to students, asking them to name various berries and parts of a berry bush. Tell them the names of any berries that they do not already know or recognize. After learning the names in English, introduce the corresponding name in Lingít. Ask students to repeat the Lingít names of berries after you. “*Kanat’á áwé.*” – “This is a bluberry.”

Have student’s participate in a guessing game using berry cards. Begin like this: “In my hand, I am holding a berry that is dark in color. What berry could it be?” Another description might be, “In my hand, I see a berry that looks like a bunch of fish eggs. What berry could it be?”

Ask students to say the names of the berries in Lingít and English.

### Activity #2

#### **Berry observations**

Group students into pairs. Tell each pair that they will take turns to describe their favorite berry to the friend sitting next to them. The pairs then take turns sharing their descriptions of their favorite berry, by using the following questions:

- What color is the berry?
- What shape is it?
- How does this berry feel?
- How does it taste?

### Activity #3

#### ***Tléikw yahaayí kayshaxít — Berry drawing***

Give each student a half sheet of large drawing paper. Have students draw and color their favorite berry. Ask them to sign their drawings. When they are done, students bring their pictures to the meeting area. Guide them through a graphing activity, where the favorite kinds of berries are placed on a bar graph. Label each bar with the name of the berry in English and Lingít. Ask students to count the number of people who chose one berry or another as their favorite. Practice using both the English and Lingít names for each berry on the graph.

## Assessment

Meet with individual students to look at his/her drawing of a favorite berry. Ask him/her to answer the questions used in the activity regarding color, shape, feel/texture and taste.

Record if any of the students can use the Lingít words for the berries introduced.



## Lesson #2

### Goosú Wé Tléikw? — Where are the Berries?

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#### Objectives

Students

- Learn the Lingít phrase, *Goosú wé* ( )? – Where is ( )?
- Practice the Lingít names for the berries of Southeast Alaska

#### Time

45 minutes

#### Materials

- Berry Study Prints (see resources)
- Blue or red ball
- Bingo cards
- Bingo pieces
- Plastic blueberry (or simulation)

#### Vocabulary

##### Lingít

*kanat'á*

*kaxwéix*

*tleikatánk*

*shákw*

*ch'eeex'*

*was'x'aan tleígu*

*aaá*

*tléik'*

*tliyéix'*

##### English

blueberry

high bush cranberry

salmonberry

huckleberries

strawberries

thimbleberries

yes

no

stop

#### Lingít Phrases

*Goosú wé (tléikw)?*

*kanat'á*

*kaxwéix*

*was'x'aan tleígu*

*Yaadú wé tleíkw.*

*Tléikw gé i jeewú?*

Where are the (berries)?

blueberries

high bush cranberries

salmonberries

There are the berries.

Do you have the berries?



## Activities

### Activity #1 Learning Lingít phrases

Say the Lingít phrase, “*Goosú wé kanat’á?*” Ask students if they are familiar with any of the words. Have them repeat the phrase and model how to pantomime looking for and not finding blueberries. All students should join in the pantomime action as they understand the phrase. Repeat this format for each of the berries found in Southeast Alaska.

### Activity #2 *Goosú wé* game

Introduce the game, *Goosú wé kanat’á?* This game is similar to “Button, button who has the button?”

Students sit in a circle on the floor. One student is chosen to be “it” and leaves the circle to sit in the center of the circle. “It” covers his/her eyes. The teacher hands a plastic *kanat’á* – blueberry - to one other student. Students pass the *kanat’á* behind their backs until ‘it’ says “*tliyéix’*.” “It” uncovers his/her eyes, points to one student and asks, “*Goosú wé kanat’á?*” to which the student responds *aaá* or *tléik’*. “It” continues to ask students until the *kanat’á* is found. The person with the *kanat’á* becomes “it” for the next round.

This game can be played using any of the traditional berries students have been learning about.

### Activity #3 Berry bingo

Distribute berry bingo cards to students. Use the game pieces to call out the names of the berries as the class plays bingo.

## Assessment

Observe students as they interact while playing games. Note who understands the question, who is able to respond to the question and who is able to formulate a question. Using a rubric or checklist, note which students can do this unassisted, with assistance, and who needs more practice to learn the phrases.





## Lesson #3

### Kanat'á Wooch Yáx Yaa Dustúwch Blueberry Math

#### Objectives

Students

- Recognize numbers 1-10
- Use one-one number correspondence from 1-10
- Use the Lingít and English names for blueberry and numbers 1-10.

#### Time

45 minutes

#### Materials

- *Blueberries for Sal*, by Robert McCloskey, Viking Juvenile, 1948, ISBN 0670175919.
- How many berries in my bucket Math Book
- How many berries in my bucket Activity Page

#### Vocabulary

##### Lingít

kanat'á  
kákw  
wooch yáx wustoow  
tléix'  
déix  
nás'k  
daax'oon  
keijín  
tleidooshú  
daxadooshú  
nas'gadooshú  
gooshúk  
jinkaath

##### English

blueberry  
berry basket  
count/calculate  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten

#### Lingít Phrases

Kanat'á kagaxtootoow.  
Tléix' kanat'á xwatoow.  
X'oon kanat'á sá i kágu kawu?  
Tléix' tléikw ax kágu kat kateen.  
Ax kágu shaxwaják.  
Ax kágu tlél kooda.át.

Let's count blueberries.  
I count one blueberry.  
How many blueberries are in your basket?  
I have (one) berry in my basket.  
My basket is full.  
My basket is empty.



## Activities

### Activity #1 *Blueberries for Sal*

Show students the book *Blueberries for Sal*. Ask them, “What do you think this book is about?” Read the book aloud. Guide the students into a re-telling of the story, focused on sequencing – ask them to recall what happened at the beginning, middle and end of the story.

### Activity #2 Counting blueberries in your bucket

Return to the page in *Blueberries for Sal*, where Sal has a bucket full of berries. Ask students how many berries Sal dropped in to her bucket. Using an enlarged drawing of the bucket from the activity, “How Many Blueberries are in My Bucket” (See Resources) role model coloring blueberries and placing them and the corresponding number on the page into the bucket. Explain to students that they will be completing this activity on their own.

## Assessment

Observe and record whether each student can make one-one number correspondence with berries placed in the bucket.

## Additional Resources

- *Berry Picking in Alaska is Fun: An Introduction to Traditional Berry Picking in Southeast Alaska* by Pauline Duncan,  
<http://www.ankn.uaf.edu/Curriculum/Tlingit/PaulineDuncan/books/Berry/index.html>

## Optional Extension Activity

Students complete the additional math activity book included in the Resources.





## Lesson #4

### *Tléikw A.een Yéil – Raven Goes Berry Picking (Read Aloud)*

#### Objectives

Students

- Use prior knowledge about Raven and his character to predict what a new story will be about.
- Learn new Lingít words and phrases

#### Time

30-40 minutes

#### Materials

- Book: *Raven Goes Berrypicking* by Anne Cameron
- Multiple copies of pictures from the text.
- Word cards: (Raven/Yéil) (Canoe/Yaakw)
- crayons/colored markers
- Recorded pronunciation of *yéil*.
- Reader's theatre rendition of *Raven Goes Berrypicking* (optional activity resource)
- Taped version of the story. (optional activity resource)
- Popsicle sticks (8/child)

#### Vocabulary

##### Lingít

yéil  
yook  
kéidladi  
xík  
yaakw  
tléikw  
gúnxaa yáx  
took yáx

##### English

raven  
cormorant  
seagull  
puffin  
canoe  
berries  
oysters (like abalone)  
sardines (like needlefish)

#### Lingít Phrases

Hé tlaagú át gatusa.ax  
Hé tlaagú tsú kanalneekw

Let's listen to a story.  
Retell the story.

#### Activities

### Activity #1

#### Introduce *Raven Goes Berry Picking*

##### Background Information for Teacher

*Raven Goes Berrypicking* is a Native story from Vancouver Island - it is not considered a story owned by the Tlingit people of Southeast Alaska. It is however a delightful story where Raven is up to his usual antics, tricking others into doing his work for him. Students may be able to identify Raven as a trickster from other stories they have



heard. Storytelling among the Tlingit involves story ownership and who has the right to tell a story. *Raven Goes Berrypicking*, as a published story from another Native group, does not present this ownership issue, yet still provides a context familiar to many Native children.

## Activity #2

### Read aloud: *Raven goes Berry Picking*

Introduce the book *Raven Goes Berrypicking*. Talk about the origin of the book, ownership of this story and stories in general. Ask students if they have heard of other stories with Raven. Discuss the type of character Raven usually is- a trickster. Given the title, *Raven Goes Berrypicking*, ask students to predict what trick Raven might do in this book. Ask if anyone knows the Lingit word for Raven - *yéil*. Show them the word in print and pronounce it. Use the taped pronunciation if available and if desired.

Look at the first page of the book showing Raven in a canoe. Point out that in this book the canoe is called a dugout - *Yaakw*. Show them the word in print and pronounce it. Use the taped pronunciation if needed.

Read aloud *Raven Goes Berrypicking*, stopping to discuss ideas, vocabulary (e.g. dugout) and concepts as needed.

## Activity #3

### Make stick puppets

Distribute a copy of the puppet coloring pages (See Resources) to each child. Have students color the characters and props, and then cut and tape them onto popsicle sticks. Divide students into groups of 5: Raven, Cormorant, Seagull, Puffin and the props — berries, oysters, sardines and a dugout canoe. Have students retell the story with their stick puppets within their group.

## Activity #3

### Retell *Raven goes Berry Picking* with stick puppets

*\*Note to teacher:* Because Tlingit culture is rooted in oral traditions it is important that students learn the art of re-telling stories. In the old days grandparents would gather youngsters around a fire to share clan stories and legends. The expectation was that children listen attentively – they did, because in days to come they would be asked to re-tell the story as far as they could. It was in this way that cultural history was passed down through the generations. Listening remains an important tribal value for Native people in Southeast Alaska.

Have students re-tell the story with their stick puppets within their groups. They might want to switch the roles they play, to practice telling different parts of the story. Students then take home their stick puppets and re-tell the story to their families.

## Assessment

At the end of the book, Raven states, “Nobody trusts me.” Ask students to share an answer to the following with a friend (or with the group, if desired) “Would you trust Raven? Why or why not?” Any answer is acceptable, as long as the student justifies it.



## Optional Extension Activities

- Invite parents to a puppet play brown bag luncheon
- Students listen to a taped version of the story and follow along with the text
- Students who are able to read *Raven Goes Berrypicking* independently might do so during guided reading
- After practicing reading, students might like to read this book to students from another classroom

## Lesson #5

### *X'oon Tléikw Sá Iyatoow?*

### How Many Berries Do You Count?

#### Objectives

Students

- Practice counting by completing the berry counting book
- Use the Lingít and English name for berries

#### Time

45 minutes

#### Materials

- Berry counting math book
- Berry counting cards (1 set/student)

#### Vocabulary

##### Lingít

kanat'á  
was'x'aan tléigu  
ch'eix'  
tléix'  
déix  
nás'k  
daax'oon  
keijín  
tleidooshú  
daxadooshú  
nas'gadooshú  
gooshúk  
jinkaata  
alkáa x'úx'u  
wooch yaayí

##### English

blueberry  
salmonberry  
thimbleberry  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
game cards  
pair





## Lingít Phrases

*Waa yateeyí tléikw yahaayí sá i alkáa x'úx'u káwu?*

*(Tléikw) yahaayí ax alkáa x'úx'u káwu.*

*Tléikw gatootow.*

*Tléikw aan adulkáa x'úx'u.*

*Aayaḡ tí wé alkáa x'úx'u.*

What kind of berry is on your card?

There is a picture of (berry) on my card.

Let's count berries.

Berry counting card game.

Turn over the card.

## Activities

### Activity #1

***Tléikw aan adulkáa x'úx'u.***

**Berry counting card game**

*\*Prior to this activity make a set of berry counting cards for each student.*

Role model playing berry counting Concentration. Place two sets of berry cards face down in the meeting area. Choose one student to demonstrate the game with you. Pick up one card, say the berry name and the number of berries on the card in Lingít and English, *tléix' – kanat'á* ~ one blueberry. Turn over another card, say the berry name and number. If the berry name and number of berries on the card matches the previous card, keep the pair. The next player then begins.

Distribute a set of cards to each student. Have them cut out and put their names on the back of each card so they will have their own set to play with peers and families.

### Activity #2

***Kanat'á wooch yáx wustow***

**Blueberry addition**

Distribute a Blueberry addition packet to each student. They will practice their talley and number sentence writing as they count the wild berries on each page.

*\*Prior to this activity make copies of addition book for each student.*

## Assessment

Assess each student by observing his/her participation in the berry counting game.

Check each student's addition book for completion and accuracy.





## Lesson #6

### Tléikw Xa.een – I am Picking Berries

#### Objective

Students

- Role play berry picking.
- Listen and repeat Lingít phrases and berry names.

#### Time

45 minutes

#### Materials

- “I am picking berries” booklet
- Berry type activity page
- *Jamberry*, by Bruce Degen, HarperCollins; Reissue 1983, ISBN 0060214163
- Imitation berry bushes for the classroom

#### Vocabulary

##### Lingít

*kanat’á*

*was’x’aan tléigu*

*shákw*

*tleikatánk*

##### English

blueberry

salmonberry

strawberry

huckleberry

#### Lingít Phrases

*Daa sá yei daa i néi?*

*Kanat’á xa.een.*

*Kanat’á xaxá.*

*Goosú wé kanat’á?*

*Yaadú wé kanat’á.*

*Isikoo gé sakwneinx’i sáani káa?*

*Kanat’á deiyí kaa yei yatee.*

*Aaá, xwasikoo sakwneinx’i sáani káa.*

*Daxnáx wutusikoo sakwneinx’i sáani káa.*

*A xoo.áach wutusikoo sakwneinx’i sáani káa.*

*Ldakát uháanch wutusikoo sakwneinx’i sáani káa.*

What are you doing?

I am picking (blueberries).

I am eating blueberries.

Where are the blueberries?

The blueberries are here.

Do you know the muffin man?

He lives on blueberry lane.

Yes, I know the muffin man.

Two of us know the muffin man.

Some of us know the muffin man.

We all know the muffin man.

#### Activities

##### Activity #1

##### Read *Jamberry*

Read aloud the book *Jamberry*, by Bruce Degen to the class. The rhymes and rhythmic cadence to the book are an enthusiastic introduction to berry picking.



## Activity #2

### Listen and repeat berry names

Say the Lingít phrase, “*Kanat’á xa.een.*” Ask students if they are familiar with the phrase. Have them repeat the phrase and pantomime picking blueberries. Repeat this format for other Southeast berries. Handout the booklet pages for “I am picking ( ).” Depending on the ages of students and their Lingít language knowledge you may ask students to:

- Color the pictures as they listen to the phrases a second time;
- Point to the words as you read the phrases;
- Join in orally as you read the phrases;
- Point to or hold up the appropriate page as you read the phrases (students will need to know the berry names in order to do this).

## Activity #3

### Simulated berry picking

Imitation berry bushes are set up in the class (or students use laminated coloring pages with color coded labeling dots attached). Roam the room as students work on the bushes or coloring sheets, “picking” berries. Ask the students “*Daa sá yei daa i néi?*” Students reply with the name of the berry they are picking - (berry name) *xa.een.*

## Activity #4

### *Sakwneinxi Sáani Káa X’a Sheeyí* Muffin Man Song

Teach students the lines of the song in Lingít using the included audio recording. Post the words in the classroom where the students can follow along. Once students are comfortable with the words this is a good activity for them to practice while picking berries or other group activities.

Have one student start with verse one: “*Isikoo gé sakwneinxi sáani káa?* – Do you know the muffin man?” Student two responds with verse two: “*Aáa, xwasikoo sakwneinxi sáani káa.*—Yes, I know the muffin man.” Then students one and two sing verse three together, *Daxnáx wutusikoo sakwneinx’i sáani káa.*— We both know the muffin man. Students one and two then repeat verse one, and student three responds with verse two. All three students sing verse four together: *la xoo.aach wutusikoo sakwneinx’i sáani káa.* – A few of us know the muffin man.”

Continue in this pattern until all students have been included. Verse five is the last verse and should be sung by all students: *Ldakát uhaanch wutusikoo sakwneinx’i sáani káa* — We all know the muffin man.

### Assessment

Note individual student responses to the question, “*Daa sá yei daa i néi?*” Provide more practice for those who need it and continue on-going assessment until all have correct pronunciation and usage.



## Lesson #7

### *Tléikw gaatoo.ín* — Let's Gather Berries

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#### Objectives

Students

- Learn the importance of picking berries as a food source in Southeast Alaska
- Become familiar with the different berries that are harvested
- Practice using the Lingít and English names for berries.

#### Time

45 minutes

4 hours, if going out to pick berries

#### Materials

- Permission forms or notes to families about the berry picking field trip
- Berry picking buckets or zip lock sandwich bags
- Snack
- Drinking water or juice
- Measuring cups
- Large graph paper

#### Vocabulary

##### Lingít

*kanat'á*

*tléikw yee.ín*

##### English

blueberry

pick berries

#### Lingít Phrases

*Daa sá gwéil toowú?*

*Léelk'w, ch'á i dachxanx'i yán áyá.*

*Eeshaan uháan.*

*Ch'á aadei yei haa nay.oo.*

*Haa at xáayi gaa áyá at wutuwa.áat.*

What is in the bag?

Grandfather, it is just your grandchildren.

Pity us.

Please forgive us.

We are just going for our food.

#### Activities

##### Non berry picking activities

#### Activity #1

#### Gather berries from home

If this unit is happening when berries are out of season, send home the letter provided with the Resources asking families to donate berries.



## Activity #2

### ***Daa sá Gwéil Toowú? - What's in the bag?***

Gather jarred, canned or store bought berries. Explain to students that all of jarred, frozen or canned berries that they brought to school have been placed in box/bag and we are going to play a guessing game to find out the types of berries that were brought to school. Place the berries in a large paper bag or box. Have students meet in a large group.

Engage students in a GUESSING ACTIVITY using the phrase *Daa sá Gwéil Toowú?* "What's in the Bag?" Students will reply in Lingít or English the names of the berries that may be in the box or bag. Remind students to participate appropriately - no shouting out guesses. Students raising their hands will be called on. Once students have made the correct guess bring out the berries.

## Berry picking activities

### Activity #1

#### **Let's go berry picking**

*Notes to teacher: Prior to this field trip make sure you have sent home permission slips and made travel arrangements.*

Discuss with students traditional ways of showing respect in berry picking areas. This is a good time to invite an Elder or culture bearer to share traditional ways of talking to bears, as there may be signs of bears in the area you have selected to pick berries. One traditional phrase used is : "Grandfather, let us pass safely through this place. We are only picking what we need. We will leave berries for you." Also talk about the way to treat the bushes and the trees in the area – respect for nature is an important tribal value for Native people in Southeast Alaska.





You will also want to establish safety rules such as:

- Stay within sight of all of your friends and adults when berry picking.
- Talk and sing and say, “Yoo hoo,” to let the bears know you are present.

Walk, take a bus or have parents drive students to the University of Alaska Southeast campus, or a local berry picking spot. When you arrive:

- Distribute berry picking cans or zip lock bags labeled with each child's name.
- Designate the berry picking area.
- Remind students to use traditional words of respect and to follow safety rules.
- Pick a pre-determined length of time - 20 – 30 minutes – and tell students how they will know when the time is done and where they are to gather back as a group.

At the designated time,

- Gather students together, close the zip lock bags and put them all in a box or bucket to transport back to school.
- Count heads to be sure all children are present and ready to travel back to school.

## **Activity #2**

### **Measuring and graphing berries**

Once back in the classroom, divide the students into small groups. Have each student use measuring cups to measure the amount of berries picked. Have them write down their results on a scrap piece of paper and bring it to the meeting area.

Graph the amounts picked by each child on butcher paper. When you have finished with all groups, share the findings with the class. Ask students to observe who picked the most berries, whether any two students picked the same amount, etc. Ask them to describe how they picked as many berries as they did and recall other things they noticed while picking.

### **Assessment**

Observe students as they pick berries, to see if they using the Lingit words and phrases learned in class and whether they are being respectful to the environment. Ask students to draw a picture or write a story about the berry picking adventure, and to tell you about the picture.



## Lesson 8

### *Tléikw Xook Yei Naxtusanéi*

### Let's Make Fruit Leather

#### Objectives

Students

- Learn the steps for making fruit roll-ups
- Learn the Lingít and English names for the tools needed to make fruit rollups

#### Time

45 minutes

#### Materials

- Tubs
- Water
- Potato masher
- Wire mesh strainers or sieve
- Plastic wrap
- Oven

#### Vocabulary

##### Lingít

*káast*

*héen*

*xén át daakax'úx'u*

*stoox tu*

##### English

tub

water

plastic wrap

oven

#### Lingít Phrases

*Daa sá yei daa inéi?*

*Tléikw áyá kaxlas'eex tákw.*

*Tléikw kagútlxee áyá yei daa xaanéi.*

*Tléikw áyá xsaxook.*

*Tléikw gaa xtusaxook.*

What are you doing?

I'm cleaning berries.

I'm mashing berries.

I making fruit leather/cakes.

We'll dry the berries.

#### Activities

#### Activity #1

#### Making blueberry fruit leather

Invite an Elder or culture bearer to come in to talk to students about berry preservation. Tlingit families traditionally preserved berries by coating them in seal or hooligan oil, drying them or making berry cakes. Perhaps the Elder has a story about a time he/she picked and preserved berries.



Explain to students that they will be making blueberry fruit rollups. Throughout the process use as many Lingít words and phrases learned in previous lessons with the students. As the leather is drying in the oven you may want to re-read favorite berry stories or have students tell personal stories about what their families do with the berries they pick. Write down their stories. These stories could be made into a class booklet and stored in the class library. (See *fruit leather directions in teacher resource pages*.)

## **Extension Activity**

Reserve some berries and make blueberry muffins using the recipe provided in the Resources. Share the muffins with another class, at a family gathering or give to Elders in the community.

## **Assessment**

Observe students as they participate in making fruit leather. Are they following the steps correctly? Are they working cooperatively with others? Are they using the Lingít words and phrases they learned previously?



