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 #020081844) 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, Shigem George, Kathy Nielsen, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaera, David Katzeek, John Marks, Mary Faust, Rose Natkong and Jessica Chester. Curriculum consultants Julie Polta and Toni Mallott assisted and Annie Callkins edited the lessons and units.

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

All units are available online at sealaskaheritage.org.

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In a time before there were any killer whales there lived a very able sea lion hunter and a highly skilled carver named Naatsilanéi. He was from Kake and when he took as his wife the daughter of a chief on Duke Island, he decided to live among her people. He was accepted into her family and because he tried hard to prove himself, he soon had a place of honor as an accomplished hunter and spear carver.

His desire to please won him the admiration of the youngest of his brothers-in-law but the oldest ones misunderstood his intentions and became jealous and so began to plot against him. The men decided to get even with Naatsilanéi on the day of the big seal hunt.

After much preparation, the day of the big hunt arrived and Naatsilanéi along with his four new brothers paddled their canoe toward West Devil Rock, out in the open straits. The wind was blowing fiercely and the waves were high but Naatsilanéi was determined that the hunt would be successful. When the canoe neared the rocks, he leaped toward shore and plunged his spear into the nearest sea lion before it could escape. Unfortunately, the point broke off and the lion slipped into the water. Worse yet, Naatsilanéi saw that his brothers, over the fierce objections of the youngest, were paddling away-abandoning him on the deserted island with no food or weapons. Their betrayal stung him deeply and after a time, he pulled his cloak up over his head and fell asleep.

Naatsilanéi awoke the next morning to the sound of his name. He saw a sea lion that looked like a man beckoning to him to go with him down beneath the waves into the Sea Lion’s House. At the great house he met the chief of the sea lions who asked him if he could help his injured son. Naatsilanéi saw that the young lion had his spear point embedded in his body and with some effort was able to
remove it and the son was healed. The chief was very grateful and after granting Naatsilanei even greater skills, arranged for his safe return to the village. Naatsilanei met with his wife and after telling her his story, he made her promise to keep his return a secret. He took with him his carving tools and went into the woods to carry out a plan of revenge on the older brothers-in-law who had betrayed him. Remembering the Sea-Lion Chief's promise, he asked him for help and began carving a large blackfish, a killer whale of spruce the likes of which had never been seen before. After three tries and much improvement in his carving skills, he fashioned a whale of yellow cedar and when launched, came to life and swam out to sea.

He called the blackfish to him and ordered it to find his brothers-in-law when they returned from their hunting, destroy them and their boat but spare the youngest boy. The blackfish set out and found them late that afternoon. Blackfish capsized the boat breaking it in two and drowned the older three brothers by keeping them from shore. The youngest made it back safely along with his story of the great blackfish and his brothers' treachery.

The villagers now came to wonder if Naatsilanei had carved the great blackfish and given it life. Not long afterward, a strange blackfish with teeth was seen near the shore and at times would leave a freshly killed seal or halibut there for the villagers. Naatsilanei had instructed it never again to harm humans but instead, to help them. As he continued to help the villagers, they realized that the "Killer Whale" was a gift from Naatsilanei and so they took it for their crest. Naatsilanei became a legend to their village and some have claimed to have seen him riding the seas on the backs of two great blackfish.

This story printed online at http://www.northwest-art.com/NorthwestArt/WebPages/StoriesNatsilane.htm

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Laax
Red Cedar

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Laax
Red Cedar
Keishísh
Alder
Keishísh
Alder

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Wé shéiyi xaatéén.

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Wé laax xaatéen.
Wé keishísh xaatéen.
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Wé shéiyi xaatéen.

Wé yán xaatéen.
Wé laax xaatéen.

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Yaakwx’ – Canoes Unit
Lesson 1 – Activity # 4
Pocket Chart Cards

At du lihaash
ágé?

Does it float?

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Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Pocket Chart Cards

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It floats.

At du

lihaash.

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A ya wootaax'w

dágé?

Does it sink?

Yaakwx’ – Canoes Unit
Lesson 1 – Activity # 4
Pocket Chart Cards

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Yaakwx’ – Canoes Unit
Lesson 1 – Activity # 4
Pocket Chart Cards

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wootaaxw.  Á ya

It sinks.
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Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

clipart provided by the Alaska Native Knowledge Network, www.ankn.uaf.edu
Shéiyi
Yaakw’x – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

diagram provided by the Alaska Native Knowledge Network, www.ankn.uaf.edu

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Keishísh
Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

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Káas
Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

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Li hásh
Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

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Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

Xáay

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Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

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Ya taax'w
Yaakwx’ – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards

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Laax
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Yaakwx’ – Canoes
Lesson 1 – Activity 4
Matching Activity Game Cards

<table>
<thead>
<tr>
<th>káas</th>
<th>keishísh</th>
<th>yán</th>
<th>shéiyi</th>
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<tr>
<td>xáay</td>
<td>ya taax’w</td>
<td>li hásh</td>
<td>laax</td>
</tr>
</tbody>
</table>

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Káas Lihásh Koonajiyaa Káax’i
Wood Floatation Experiment

I saayí: ____________________________ Yagiyyee: ________________
Name: ____________________________ Date: __________________

1. Daa så i tuwaa sigoo isikoo?
   What do you want to know?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. I koonajiyaa káax’i yahaayí kayshaxit.
   Draw your experiment.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Atx’ kayshaxit daa så eeteenáx yatee.
   List the things you will need.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

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5. **At wuskú kayshaxít.**
   Record your data.
   **First** rate the types of wood for floatability.
   \[
   \text{Float rating: } 4=\text{best floater} \quad 3=\text{next best} \quad 2=\text{second worst} \quad 1=\text{worst floater}
   \]

<table>
<thead>
<tr>
<th>Type of wood</th>
<th>Float rating</th>
<th># of tiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. Which type of wood do you think will hold the most tiles? Why?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

7. **Now** test for how many tiles each type of wood will hold.

1. Which type of wood floated the best?

2. Which type of wood floated the worst?

3. Which type of wood held the most weight?

4. Which type of wood held the least weight?

5. Which type of wood do you think would make the best canoe and why?
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

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What did Naatsilanéi learn?

What did Naatsilanéi do to think like a scientist?

Rate each type of wood: 4 – best floater   1 – worst floater

Type A.

Type B.

Type C.

Type D.

Which type of wood do you think would hold the biggest load? Why?
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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #1
Pocket Chard Cards

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a xées’i

bow
Yaakwx’ – Canoes Unit
Lesson 2 – Activity #1
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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #1
Pocket Chard Cards

This is áwé.

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Is this a (ákyá?)?
Yaakwx’ – Canoes Unit
Lesson 2 – Activity #1
Pocket Chard Cards

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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #2
Diagram of canoe parts

Yaakw
Canoe

yaakw yik s’ísayi
sail

axáa
paddle

a xées’i
bow

yéeek
seat

a géek
stern

tíx’
line

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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #3
Study prints: Hoonah Canoe Project


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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #3
Study prints: Hoonah Canoe Project

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Lige'i.

It is big.
Ligéi ágé?

Is it big?
Yaakwx’ – Canoes Unit
Lesson 2 – Activity #5
Pocket Chard Cards

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( ) ligéi.

( ) is big.

( ) ligei.

( ) is big.
Yaakwx’ – Canoes Unit
Lesson 2 – Activity #5
Pocket Chard Cards

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( ) ligéi gé?

Is ( ) big?
It is small.

Yéi

gushigeink'.
Is it small?

Yéi gushgéink!

ágé?
<table>
<thead>
<tr>
<th>gushigéink'</th>
<th>( ) yéí</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) is small.</td>
<td></td>
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Lesson 2 – Activity #5
Pocket Chard Cards

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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #3

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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #3

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Yaakwx' – Canoes Unit
Lesson 2 – Activity #3

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William A Kelly Collection, ASL-P427-11
Group portrait in Tlingit canoe, Sitka

yakwtlénx'  
large canoe
yakwyádi

small canoe

Shattuck, Mrs. Allen (Agnes Swineford) Collection, ASL-PCA-27
Small cedar canoe, 1888

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Yaakwx’ – Canoes Unit
Lesson 2 – Activity #3

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yaakw yik s’ísayi
sail

Alaska State Library Place File. Photographs. ASL.
Winter & Pond ASL-Haines-ChilkatInlet-05
Winter Travel on the Chilkat River, Alaska
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Friction Experiment

I saayí: ___________________________ Yaa yagiyee: ___________________________
Name: ___________________________ Date: ___________________________

1. Daa så i tuwaa sigoo isikóo?
   What do you want to know?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Wé koonajíyaa káax’i yahaayí kayshaxit.
   Draw the experiment.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Daakw sá guna.aa tlél kei kgwakeets’?
   Which variables will not change?
   ____________________________________________________________
   ____________________________________________________________

4. Daakw sá guna.aa kei kgwakeets’?
   What variables will change?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
5. Which surface do you think will cause the least friction (the canoe will move the fastest on)?
______________________________________________________________________
______________________________________________________________________

6. Which surface do you think will cause the most friction (the canoe will move the slowest on)?
______________________________________________________________________
______________________________________________________________________

7. At wuskú i kayshaxídi.
    Record your data.

<table>
<thead>
<tr>
<th>T</th>
<th>Type of surface</th>
<th>S</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Which surface caused the least friction?
______________________________________________________________________

9. Which surface caused the most friction?
______________________________________________________________________

10. What do you think might help to push the box faster?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Name: _________________________ Date: ___________________

What type of beach would be the easiest to push a canoe on? Why?

- **Té éegi**
  - Rocky Beach

- **Xákw**
  - Sandy Beach

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Yaakw éegi yahaayí kayshaxit.**
Draw a picture of a good canoe launch.
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Yaakwx' – Canoes Unit
Lesson 4 – Activity #1

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Yaakw’– Canoes Unit
Lesson 4 – Activity #3
Raven paddle design

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Paddle Your Canoe Song
*Yaagaxaa I Yaagú Sheeyí*

| Paddle, Paddle | Yaagaxaa, Yaagaxaa, |
| Your canoe slowly | I yaagú kageináx |
| Happy, happy, happy, happy | Sigoo, sigoo, sigoo, sigoo |
| Life is like a dream | Kustí joon yáx yatee |

| Paddle, Paddle | Yaagaxaa, Yaagaxaa, |
| Your canoe slowly | I yaagú kageináx |
| Happy, happy, happy, happy | Sigoo, sigoo, sigoo, sigoo |
| Life is like a dream | Kustí joon yáx yatee |
Yaakwx’ – Canoes Unit
Lesson 5 – Activity #2
Wall cards

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Yaakwx’ – Canoes Unit
Lesson 5 – Activity #2
Wall cards

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Yaakwx’ – Canoes Unit
Lesson 5 – Activity #2
Wall cards

Yéi googéink’
small

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Geiwú kakudáali koonajíyaa káax’i
Net-Weight Experiment

I saayi: Yagiyyee:
Name: ___________________________ Date __________

1. Daa sá i tuwaa sigóo isikóo?
What do you want to know?
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. Wé koonajíyaa káax’i kayshaxít.
Draw the experiment.

3. Daakw sá guna.aa tlél kei kgwakeets’?
What variables will not change?
________________________________________________________________
________________________________________________________________

4. Daakw sá guna.aa kei kgwakeets’?
What variables will change?
________________________________________________________________

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5. Which weight do you think will require the least force (the net will be easiest to pull in)?

________________________________________________________________
________________________________________________________________
________________________________________________________________

6. Which weight do you think will require the most force (the net will be hardest to pull in)?

________________________________________________________________
________________________________________________________________
________________________________________________________________

7. At wuskúwu kayshaxít.
   Record your data.

<table>
<thead>
<tr>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight (number of fish)</td>
<td>Force (number of kids)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Which weight required the least amount of force?

________________________________________________________________
________________________________________________________________

9. Which weight required the most amount of force?

________________________________________________________________
________________________________________________________________

10. Daa sá ishigóok?
    What did you learn?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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Lesson 5 – Assessment

1. Match the net with the amount of force needed to pull it.

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Alaska State Museum 96-31-1: drum - Tlingit - Jennifer Brady - skin; wood; painted - halibut; eagle - Sitka – Sitka
Alaska State Museum II-B-1000: drum; drumsticks - Tlingit - deer hide; rawhide; wood; deerskin; copper; paint; string; cotton flannel; painted; padded

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Sheldon Jackson Museum SJ-I-A-544: drum; drumstick - Tlingit - David Konketah - skin; wood; painted - Sitka - Sitka
Yaakw Sheeyí
Canoe Song

Wei, wei, eeyaa heı,
Wei, wei, eeyaa heı
Aa aahaa eeyaa heı eeyaa heı,
aahaa eeyaa heı eeyaa heı yaa

Ceremonial Greeting

Spokesman on shore:
Goodâx aayaakw săyâ?
Where is this canoe from?

Spokesman on canoe reply:
Dzântik’i hêenidâx aa yaakw áyá!
This canoe is from Juneau!

Spokesman on shore:
Yândei gaxyeekoox.
Yádu yak’êiyi l’êyi l’êiw.
Héenâk’w yee jeedêi gaxtoolashaat.
Yee jîn gaxtoolat’aa.
Come ashore.
Here is the sandy beach.
We will give you fresh water.
We will warm your hands.
Name ____________________________ Date ____________________________

How does sound travel?

What does sound travel better through? Water  Air

What is pitch?

There is a drum that has skin stretched very tight. How will it sound?

There is a drum that has the skin stretched very loose. How will it sound?

Match the sound wave to the pitch.

Low pitch ■ ■

High pitch ■ ■

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Tlingit Paddling Commands

Paul Jackson, Kluwan
Franklin James, Kake
Mary Anderson, Whitehorse

Yan yeené! Get ready! (make sure you have a paddle)
Tliyéix’ gaykí! Sit still!
Kínde! Kíndei axáa! Up oars! (Hold the paddle straight up.)
Dákde! Dakdei axáa! Out oars! (Hold the paddle straight out)
Sheeyínáx on the right
S’átnáx on the left
Daak yaylatsaak! Gently push the boat away!
Yan yee yék! Stand by to paddle! (get ready to act.)
Góok! Go! Do it!
Yaagaxáa! Paddle!
Kúxde nú! Break water! (Hold paddles in the water, perpendicular to the canoe.)
Kúxdei axáa! Paddle backwards! (Reverse direction.)
Ayáx gaylatsaak! Stabilize the boat (Hold paddles straight down, parallel to the canoe.)
Tláakw! Hurry! (Paddle harder.)
Kagéináx! Slown down! (Paddle easier.)
Yaakw yíkdei axáa! Boat your oars! (Put the paddles in the canoe.)

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Yaakwx’ – Canoes Unit
Naatsilanéi retelling pieces
Lesson 1 Optional Activity

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Lesson 1
Vocabulary
1. Character of a Tlingit story Naatsilanéi
2. killer whale kéet
3. man káa
4. trees aasx'
5. spruce shéiyi
6. hemlock yán
7. yellow cedar xáay
8. red cedar laax
9. alder (beach) keishísh
10. wood (stick of wood) káas
Phrases
11. Do you see (trees)? (Aasx') gé iyatéen?
12. What do you see? Daa só iyatéen?
13. I see (yellow cedar). (Xáay) xaatéen.
14. Does (a stick) float? (Káas) gé at wulíhaash?
15. A (stick) floats. (Káas) at nálíhaashch.
16. Does (a spruce stick) sink? (Shéiyikáasi) gé yoo yataax'w?
17. (a spruce stick) sinks. (Shéiyi káasi) yoo yataax'w.
18. Pick up the (alder) branch. Ax’ yei nastí wé (keishísh) t’áni.
19. Flat hands t’áal’ i,jín
20. stiff fingers shigeel’ i tl’eik
21. pointy fingers tl’eik luyex’aan
22. not stiff fingers tléil shigeel’ i tl’eik
23. not pointy fingers tléil tl’eik luyex’aan
24. droopy hands and body jinlileil ka daalileil
25. soft flat hands kashix’ wál san jint’áal’
26. Hold up the picture of (hemlock). Kinđei gaylasháat wé (yán) yahaayí.
27. Point to the (red cedar). (Laax) at ch’éix’.
28. Touch the (yellow cedar). (Xáay) at shí.

Lesson 2
Vocabulary
29. canoe yaakw
30. paddle axaa
31. bow axées’i
32. stern a geek
33. mast a ka.aasi
34. sail yaakw s’íšaayí
35. seat yeek
36. rope/line tix’
37. large canoe yakwítélnx’
38. small canoe yakwyádi

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39. flat bottom canoe  ch'iyaash  
40. sea otter canoe  yáxwch'i yaakw  
41. small pointed prow canoe  seet  
42. cottonwood canoe  duk yaakw  
43. war canoe  xáa yeeyagú  
44. bark canoe  loon yaakw  
45. skin canoe  ch'akúx  

Phrases  
46. Is this a (large canoe)?  (Yakw'tléx') ákyá?  
47. Where is the (stern)?  Goósú wé (a géek)?  
48. A (warrior's canoe) is big.  (Xáa kayáagu) ligéi.  
49. Is (a sea otter canoe) big?  Ligéi gé (yáxwch'i yaakw)?  
50. (A flat bottom canoe) is small.  (Ch'iyaash) yéi googéink'.  
51. Is (a pointed prow canoe) small?  (Seet) gé yéi googéink'?  

Lesson 3  
Vocabulary  
52. rocks/reef  eech  
53. tree  aas  
54. forest  aas gutú  
55. canoe  yaakw  
56. beach  éek  

Phrases  
57. The (canoe) is fast.  Wé (yaakw) yasátk.  
58. Is the (canoe) fast?  Wé (yaakw) gé yasátk?  
59. The (canoe) is not fast?  Wé (yaakw) tléil usátk.  
60. Is the (canoe) not fast?  Wé (yaakw) tléil usátk gé?  

Lesson 4  
Vocabulary  
61. paddle  axáa  
62. rudder paddle  aat'eegí  
63. long  yayát'  
64. short  yei kakwliyáatl'  
65. strong  latséen  
66. raven  yéil  
67. eagle  ch'áak'  
68. sail  yaakw s'ísayi  
69. mast  yaakw ka.aasí  
70. wind  ooxjaa  
71. yellow cedar bark  xáay daalooní  

Phrases  
72. The paddle is (long).  Wé axáa (yayát').  
73. The paddle is (short).  Wé axáa (yei kakwliyáatl').  
74. The paddle has a (raven) on it.  (Yéil) axáax' yei yatee.  
75. The paddle has a (eagle) on it.  (Ch'áak') axáax' yei yatee.
76. The (paddle) is strong. Litseen wé (axáa).
77. The (rudder paddle) is strong. Litseen wé (at'eegi).
78. The (sail) is strong. Litseen wé (yaakw sísayi).
79. The (wind) is strong. Litseen wé (ooxjaa).
80. The (mast) is strong. Litseen wé (yaakw ka.aasí).
81. The (cedar bark) is strong. Litseen wé (xáay daalooní).
82. Row Your Boat Song Yaagəa I Yaagú X'asheeyí
Row, Row,
Your boat slowly i yaagú kageináx
Merrily, merrily, merrily, merrily Sigoo, sigoo, sigoo, sigoo
Life is like a dream kustí joon yáx yatee

Lesson 5
Vocabulary
83. net geiwú
84. salmon xáat
85. big ligéi
86. small yéi googéink'
87. heavy yadál
88. not heavy tlél udál
Phrases
89. The net is (empty). Wé geiwú (tlél kooda.ét)
90. The net is (full). Wé geiwú (shawahéek).
91. The (net) is heavy. Wé (geiwú) yadál.
92. Is the (salmon) heavy? Yadál gé wé (xáat)?
93. The (net) is not heavy. Wé (geiwú) tlél udál.
94. Is the (net) not heavy? Tlél gé udál wé (geiwú)?

Lesson 6
Phrases
95. This drum is (loud). Ya gaaw (ligaaw).
96. This drum is (quiet/not loud). Ya gaaw (tlél oolgaaw).
97. The drum is (vibrating). Wé gaaw (kawdinét).
98. Do you hear the (drum)? I ya.axch gé wé (gaaw)?
99. I hear (a voice). (Kaa s'é) xaa.áxch.
100. Where is this boat from? Goodáx ayaakw sáyá?
101. This boat is from (Juneau). (Dzántik'i héeni)dáx yáakw áyá.
102. Canoe Song Yaakw x'a sheeyí
Wei, wei, weiyaa hei
Wei, wei, weiyaa hei
aa, aa, aa
aa haa wei
ee yaa hei
aa haa wei yaa hei
ee yaa hei yaa.aa

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