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 Nelson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yanow 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.
Parts of a Spruce Tree Cards

- **shéiyi** spruce
- **aas kóox'ú** pitch
- **s'ós's'ani** cone
- **aas k'éeyi** trunk
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Let's Turn a Friend into a Spruce Tree

You'll need:
- Brown, Dark Green and Light Green Butcher Paper
- Brown or Black Permanent Marker
- Stapler
- Scissors
- Glue
- Knowledge about trees

Branch Head Piece

1. Cut **dark green** butcher paper into 3” x 5” rectangles.
2. Draw a line down the middle of the rectangle.
3. With a scissor make cuts to just before the line.
4. Repeat cutting on the other side

1. Round off the top end of the branch.

1. Cut **light green** butcher paper into 2” x 3” rectangles.
2. Draw a line down the middle of the rectangle.
3. With a scissor cut to just before the line.
4. Repeat cutting on the other side
|        | 1. Glue light green – new grow to the dark green branch.  
2. Crinkle cut edges as shown. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Cut 8” x 36” brown butcher paper.</td>
</tr>
<tr>
<td></td>
<td>1. Fold in thirds to form a headband.</td>
</tr>
<tr>
<td></td>
<td>1. Staple headband to fit students head.</td>
</tr>
<tr>
<td></td>
<td>1. Make a support piece across headpiece with the remaining headband piece.</td>
</tr>
<tr>
<td></td>
<td>1. Staple branches onto headband.</td>
</tr>
<tr>
<td>Roots</td>
<td>1. Cut 8” x 36” brown butcher paper.</td>
</tr>
<tr>
<td></td>
<td>2. Fold in thirds.</td>
</tr>
<tr>
<td></td>
<td>3. Cut in half to make to ankle pieces.</td>
</tr>
</tbody>
</table>
1. Cut root shapes with brown butcher paper.
2. Staple onto ankle pieces.

**Trunk Tunic**

1. Draw and cut arm holes.

1. Cut neck hole.

1. Cut down the center from the neck to the base.

1. Use a black marker to draw outer bark.

1. Staple front and back.
# Parts of a Spruce Tree

**Name** ____________________________  **Date** ____________________________

Using the Spruce Tree Worksheet ask the student the question, *Gósuné ________?* Mark the chart appropriately.

<table>
<thead>
<tr>
<th>Shéiyi</th>
<th>spruce tree</th>
<th>Aaá</th>
<th>Tlaih'</th>
</tr>
</thead>
<tbody>
<tr>
<td>aalsoní</td>
<td>branches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s'ósəní</td>
<td>cones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aaskd'ox'ú</td>
<td>pitch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aask’eeyi</td>
<td>trunk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xaat</td>
<td>roots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q’igaa</td>
<td>needles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**
Spruce Tree Labeling Activity

Name __________________________  Date  __________________________

Shéiyi – Spruce Unit
Lesson 1 – Assessment

Spruce Tree Labeling Activity

- branches
- bark
- cone
- trunk
- needles
- roots
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My Spruce Tree Journal

Name:  

Date:  

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Getting to Know a Spruce Tree

Name

Date

Tools needed to complete this job.
- Clipboard
- Pencil
- Crayons: brown, dark green, light green
- String
- Links, tiles or rulers

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Spruce Trees Around Our School

Work cooperatively with your partner to complete this job.
1. Shake hands with trees. Do you say “Ouch”? If you do it’s a Spruce tree. Take a tally of the spruce trees you find.
2. Add up tallies.
3. Write the number.

---

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Tallies</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spruce</td>
<td>When you shake hands with the spruce you’ll say <strong>“ouch!”</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Explore a Spruce Tree

Draw a picture of a spruce tree.
1. Find a Spruce tree. Shake hands. If you say “Ouch!” You’ve found one!
2. Use a pencil to draw your Spruce tree.
3. Remember to include:
   - Aas k'eejí – trunk
   - A't'áni – branches
   - Gítaa – needles
   - A't'ení – bark
   - S'ós'ani – cone
   - Aas k'óo – pitch
Branch Exploration

Explore the branch of a Spruce tree.
1. Draw the branch. Include the following:
   - A’l’ y’a – branch
   - Awas’ee – smaller sections connected to the branch
   - Gít’ga – needle
Cone Exploration

Explore a spruce cone.

1. Draw a cone.
   - S’oos’ani - cone
Bark Exploration

Explore the bark of the spruce tree.
1. Touch, Feel, and Look at the bark
2. Make a rubbing.
   a. Place this page on trunk.
   b. Hold page in place and color firmly with a crayon.
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Spruce Tree Circumference

1. Measure the circumference of a Spruce tree.
   a. Have a partner hold one end of the string.
   b. Walk around the tree with the string.
   c. With your pencil or crayon mark the string where the ends meet.
   d. Lay string on a flat surface and measure using links, tiles or rulers.

<table>
<thead>
<tr>
<th>Units Used</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to teacher:
Attach bag with measuring string.
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Kanals'áak Kusuyun Daa Sheeyi
By George Holly and David Katzeek

heihaa, heihaa,
heihaa heihaa heihaa heihaa,
heihaa, heihaa,
heihaa heihaa heihaa heihaa heihaa heihaa heihaa heihaa

Chitti chit ch'
Chitti chit chit
Whee!
Chitti chit ch'
Chitti chit chit
Whee!

Haagú kanals'áak
Haagú kanals'áak
Haagú kanals'áak
A xoonsishaklagéi

Chitti chit ch'
Chitti chit chit
Whee!
Chitti chit ch'
Chitti chit chit
Whee!

Yaadu a s'dos'ani
Yaadu a s'dos'ani
Yaadu a s'dos'ani
A xoonsishaklagéi

Chitti chit ch'
Chitti chit chit
Whee!
Chitti chit ch'
Chitti chit chit
Whee!

I xis
I xis
I xis
A xoonsishaklagéi

Chitti chit ch'
Chitti chit chit
Whee!
Chitti chit ch'
Chitti chit chit
Whee!

Yaadu a s'dos'ani.
Yaadu a s'dos'ani.
Yaadu a s'dos'ani.
A xoonsishaklagéi

Haagú kanals'áak.
Haagú kanals'áak.
Haagú kanals'áak.
A xoonsishaklagéi

Chitti chit ch'
Chitti chit chit
Whee!
Chitti chit ch'
Chitti chit chit
Whee!
Squirrel Tail Pattern

1. Enlarge tail pattern
2. Cut brown construction paper to size.
3. Fold construction paper in half.
4. Cut out tail pattern.
5. Trace pattern onto brown construction paper.
7. Staple tail pieces together.
8. Add crumpled recycled paper to the inside of tail.
10. Staple a string or rubber band to the bottom of the tail. This will allow the tail to be attached to a student’s belt loop.
Spruce Cone Coloring Page

Color and cut spruce cones.
Eagle Headdress

Enlarge to Legal Size
Spruce Root Digging Stick
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G w a l
Bag

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Roasting Spruce Roots
Eenaa

Split stick for peeling bark from roots
Removing Outer Bark
Peeled and unpeeled spruce roots
Splitting a Spruce Root

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Shéiyíká Xáay Yaakw
Spruce and Cedar Canoe
Spruce Root Hook
Haida Spruce Root Basket
Alaska State Museum Collection – 11-B-1619
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S'óos'aníka at'äk'äeidi
Cone and Seeds
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Dying Spruce Tree
Museum Activity

Name__________________________________________________________

Date__________________________________________________________

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Kākwáyá.  
This is a basket.

Draw the missing part.
Gáas’áyá.
This is a house post

Draw the missing part.
Sháaláyá.
This is a fish trap.

Draw the missing part.
Shadakóox'yáyá.
This is a woven hat with rings.

Draw the missing part.
Draw a museum treasure made from a spruce tree.
Lesson 1
Vocabulary
1. spruce
2. branches
3. bark
4. cone
5. pitch
6. trunk
7. needles
8. root
9. The spruce tree has (branches).
10. The spruce tree has (bark).
11. The spruce tree has (cones).
12. The spruce tree has (pitch).
13. The spruce tree has (a trunk).
14. The spruce tree has (roots).
15. The spruce tree has (needles).
16. Where is the (spruce tree)?
17. Where is the (branches)?
18. Where is the (bark)?
19. Where is the (pitch)?
20. Where is the (trunk)?
21. Where is the (roots)?
22. Where is the (needles)?
23. Put it on the tree.
24. Put the needles on the spruce tree.

Lesson 2
Vocabulary
25. forest
26. spruce tree
27. young spruce tree
28. hemlock
29. bark
30. branches
31. roots
32. needles
33. sap
34. clothes
35. spruce root digging stick
36. spruce root
37. spruce roots
38. clippers/scissors
39. gloves
40. bag
41. fire
42. split stick for peeling roots
43. water
44. spruce root basket
45. paddle
46. canoe
47. unfinished basket
48. rope
49. Let's take a walk in the forest. A t g a t o o d é n a x t o o a a d i .
50. I found a spruce tree. S h é i y i w a a t é i .
51. My tree's name is (__). A u a s í (__) yá o o d u w a a s a a k w .

Lesson 3

Vocabulary
52. smaller sections of branch a w a s ' e e
53. observed x w a t i l i t
54. measured x w a k a a
55. picture/rubbing y a b a a y i
56. spruce needles s h é i y i g í t g a a
57. hemlock needles y á n g í t g a a
58. book/journal x 'ú x'ú

Lesson 4

Vocabulary
62. spruce life cycle s h é i y i k u s t e e y i
63. cones s ' o o s ' a n i
64. seeds a t s a x h é d i
65. sprout/germination a s h a a d i
66. sapling a s s y á d i
67. Christmas Tree K i s w á s a a s i
68. spruce tree S h é i y i
69. dying tree l ' é l
70. grow k a n a s , á n
71. sun a g a a n
72. soil k ú t l k w
73. water h é e n

Lesson 5

Vocabulary
75. squirrel k a n a l s ' a a k
76. cones s ' o o s ' a n i
77. seeds a t s a x h é d i
78. squirrel's tail k a n a l s ' a a k f e e d i

Phrases
79. Come here squirrel. H a a g ú k a n a l s ' a a k .
80. My pretty friend. A k u o o n i s h a a k l a g á l i .
81. I love you, I love you a lot. L j i s í t h é n , l j i s í t h é n k ú n é .
82. Here is a cone. Y á t t a a s s ' o o s ' a n i .
83. Squirrel Song H a a g ú k a n a l s ' a a k .

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Lesson 6

Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>eagle</td>
<td>ch'áak'</td>
</tr>
<tr>
<td>85</td>
<td>young eagle (mottled)</td>
<td>ch'ak'yéis'</td>
</tr>
<tr>
<td>86</td>
<td>eaglet</td>
<td>kúr</td>
</tr>
<tr>
<td>87</td>
<td>nest</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>eagle's egg</td>
<td>ch'ák'k'wát'i</td>
</tr>
<tr>
<td>89</td>
<td>flying (fledging)</td>
<td>yaa nda'kín</td>
</tr>
<tr>
<td>90</td>
<td>fledgling</td>
<td>kich alga'í'ok</td>
</tr>
<tr>
<td>91</td>
<td>wonderful</td>
<td>likóodzi</td>
</tr>
</tbody>
</table>

Phrases

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>Where is the (eagle)?</td>
<td>Gossú wē (ch'áak')?</td>
</tr>
<tr>
<td>93</td>
<td>Where is the (young eagle)</td>
<td>Gossú wē (ch'ak'yéis')?</td>
</tr>
<tr>
<td>94</td>
<td>Where is the (eaglet)?</td>
<td>Gossú wē (ch'ak'yádi)?</td>
</tr>
<tr>
<td>95</td>
<td>Here is the (eagle).</td>
<td>Yáa du wē (ch'áak').</td>
</tr>
<tr>
<td>96</td>
<td>That's right!</td>
<td>Yéi áwé!</td>
</tr>
</tbody>
</table>

Lesson 7

Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>eagle</td>
<td>ch'áak'</td>
</tr>
<tr>
<td>98</td>
<td>young eagle (mottled)</td>
<td>ch'ak'yéis'</td>
</tr>
<tr>
<td>99</td>
<td>eaglet</td>
<td>kúr</td>
</tr>
<tr>
<td>100</td>
<td>nest</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>eagle's egg</td>
<td>ch'ák'k'wát'i</td>
</tr>
<tr>
<td>102</td>
<td>flying (fledging)</td>
<td>yaa nda'kín</td>
</tr>
<tr>
<td>103</td>
<td>fledgling</td>
<td>kich alga'í'ok</td>
</tr>
<tr>
<td>104</td>
<td>wonderful</td>
<td>likóodzi</td>
</tr>
<tr>
<td>105</td>
<td>basket</td>
<td>kée'</td>
</tr>
<tr>
<td>106</td>
<td>house post</td>
<td>guús'</td>
</tr>
<tr>
<td>107</td>
<td>fish trap</td>
<td>sháal</td>
</tr>
<tr>
<td>108</td>
<td>woven hat with rings</td>
<td>shadakóox'</td>
</tr>
</tbody>
</table>

Phrases

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>We're going on a field trip.</td>
<td>(Field trip) ga x̱ox̱aa.éat.</td>
</tr>
<tr>
<td>110</td>
<td>We will be respectful.</td>
<td>Woss yaa k'ayagak'üméí.</td>
</tr>
<tr>
<td>111</td>
<td>Draw the missing part</td>
<td>A eelinaa ee yatee.a k'ayahax'ít.</td>
</tr>
</tbody>
</table>

Lesson 8

Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>root</td>
<td>xaat</td>
</tr>
<tr>
<td>113</td>
<td>tongs</td>
<td>bënaa</td>
</tr>
<tr>
<td>114</td>
<td>digging stick</td>
<td>kals'owaa</td>
</tr>
<tr>
<td>115</td>
<td>pocket knife</td>
<td>ga lita lita</td>
</tr>
<tr>
<td>116</td>
<td>bag</td>
<td>gwéil</td>
</tr>
<tr>
<td>117</td>
<td>We're going on a field trip.</td>
<td>(Field trip) ga x̱ox̱aa.éat.</td>
</tr>
</tbody>
</table>

Phrases

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>We're going to dig spruce roots.</td>
<td>Xaatáá yá k'agagacháa.</td>
</tr>
<tr>
<td>119</td>
<td>We will be respectful.</td>
<td>Woss yaa k'ayagak'üméí.</td>
</tr>
</tbody>
</table>
Lesson 9
Vocabulary
120. pitch aas k'ósLv
121. spoon shál
122. firewood gán
123. matches ugan kás'
124. fire x'aan
125. leaves kayaaní

Phrases
126. We're going on a field trip. (Field trip) ga x'too x.át.
127. Thank you spruce tree Gunalchéesh shéiyi.