A series of elementary level thematic units featuring Haida language, culture and history were developed in Ketchikan and Hydaburg, Alaska in 2004-6. The project was funded by the U.S. Department of Education, Haida Language Immersion Program - Boosting Academic Achievement grant #S356A030046, awarded to the Sealaska Heritage Institute.

Lessons and units were written by a team including Jordan Lachler, project director and linguist specializing in documenting and revitalizing Native American languages. Lachler heads up the local field office of the Sealaska Heritage Institute in Ketchikan. Cherilyn Holter (T’áaw Kúns) grew up in Hydaburg, raised by her grandparents, Willis and Hazel Bell and has worked with the remaining fluent Haida Elders for years. She taught the Haida language to students since returning to Hydaburg in 1990. Linda Schrack (Skíl Jáadei) grew up in Ketchikan, spending a great deal of time with her grandparents, Robert and Nora Cogo. She worked for many years in the field of early childhood education, and is an accomplished Native artist and traditional Haida dance group leader. Julie Folta, a cultural curriculum specialist with years of experience developing and teaching thematic, child-centered curriculum in rural Alaska also contributed to lessons and Annie Calkins edited final drafts of the units.

All units are available online at sealaskaheritage.org.

The contents of this curriculum were developed under the Haida Language Immersion: Boosting Academic Achievement (2005) grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Dept. of Education and you should not assume endorsement by the Federal Government.
Parts of a Spruce Tree Cards

stl’áas k’ámaal
cones

k’áas
pitch
kiid
spruce

kiid hlúu
trunk
hliing
roots

kiid sk’a’ii
needles
kiid k'uj
bark

tláas
branches
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

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Round off the top end of the branch.</td>
</tr>
<tr>
<td>1.</td>
<td>Cut dark green butcher paper into 3” x 5” rectangles.</td>
</tr>
<tr>
<td>2.</td>
<td>Draw a line down the middle of the rectangle.</td>
</tr>
<tr>
<td>3.</td>
<td>With a scissor make cuts to just before the line.</td>
</tr>
<tr>
<td>4.</td>
<td>Repeat cutting on the other side</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cut light green butcher paper into 2” x 3” rectangles.</td>
</tr>
<tr>
<td>2.</td>
<td>Draw a line down the middle of the rectangle.</td>
</tr>
<tr>
<td>3.</td>
<td>With a scissor cut to just before the line.</td>
</tr>
<tr>
<td>4.</td>
<td>Repeat cutting on the other side</td>
</tr>
<tr>
<td>Steps</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Glue light green – new grow to the dark green branch.</td>
</tr>
<tr>
<td>2.</td>
<td>Crinkle cut edges as shown.</td>
</tr>
<tr>
<td>1.</td>
<td>Cut 8” x 36” brown butcher paper.</td>
</tr>
<tr>
<td>1.</td>
<td>Fold in thirds to form a headband.</td>
</tr>
<tr>
<td>1.</td>
<td>Staple headband to fit students head.</td>
</tr>
<tr>
<td>1.</td>
<td>Make a support piece across headpiece with the remaining headband piece.</td>
</tr>
<tr>
<td>1.</td>
<td>Staple branches onto headband.</td>
</tr>
<tr>
<td></td>
<td><strong>Roots</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Cut 8” x 36” brown butcher paper.</td>
</tr>
<tr>
<td>2.</td>
<td>Fold in thirds.</td>
</tr>
<tr>
<td>3.</td>
<td>Cut in half to make to ankle pieces.</td>
</tr>
<tr>
<td>Steps</td>
<td>Instructions</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Cut root shapes with brown butcher paper.</td>
</tr>
<tr>
<td>2.</td>
<td>Staple onto ankle pieces.</td>
</tr>
<tr>
<td></td>
<td><strong>Trunk Tunic</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Draw and cut arm holes.</td>
</tr>
<tr>
<td>1.</td>
<td>Cut neck hole.</td>
</tr>
<tr>
<td>1.</td>
<td>Cut down the center from the neck to the base.</td>
</tr>
<tr>
<td>1.</td>
<td>Use a black marker to draw outer bark.</td>
</tr>
<tr>
<td>1.</td>
<td>Staple front and back.</td>
</tr>
</tbody>
</table>
### Parts of a Spruce Tree

<table>
<thead>
<tr>
<th>Aang</th>
<th>Ge’é</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kiid</strong></td>
<td>spruce tree</td>
</tr>
<tr>
<td><strong>tláas</strong></td>
<td>branches</td>
</tr>
<tr>
<td><strong>sl'ás k'ámaal</strong></td>
<td>cones</td>
</tr>
<tr>
<td><strong>k'áas</strong></td>
<td>pitch</td>
</tr>
<tr>
<td><strong>kiid hlúu</strong></td>
<td>trunk</td>
</tr>
<tr>
<td><strong>hliing</strong></td>
<td>roots</td>
</tr>
<tr>
<td><strong>kiid sk'a’ii</strong></td>
<td>needles</td>
</tr>
</tbody>
</table>

Total
dlagw
Spruce Root Digging Stick
hlíing
Spruce Root
hl'íing
Spruce Roots
ts'i'íit'uu
Scissors
stla hlk’unk’
gloves
gwáahl
bag
Net Picker/Root Digger
ts'áanuu
Fire
Roasting Spruce Root
dánhlaaw
Split stick for peeling bark from roots
Removing Outer Bark
Peeled and unpeeled spruce roots
Split Spruce Root
Splitting a Spruce Root

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gándl
Rain Water
**kigw**

Spruce Root Basket
tlúu
Spruce and Cedar Canoe
Spruce Root Hook
Áal
Spruce wood Paddle
Alaska State Museum Collection – 11-B-1235-1
Kii’d – Spruce Unit

Spruce Root Basket
Alaska State Museum Collection – 11-B-1766
**kiid** – Spruce Unit

Study Print: Lesson 2 – 21 of 23

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**kiigw**

Haida Spruce Root Basket

Alaska State Museum Collection – 11-B-1619
kwáay
Spruce rope
Alaska State Museum Collection – 11-B-1456
kiid k'uj
bark

tlásaas
branches

hlíing
roots
gya’andaaw
clothes
My Spruce Tree Journal

Name

Date
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

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 “ouch!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:
   - **kiid hlúu** – trunk
   - **tláas** – branches
   - **kiid sk’alii** – needles
   - **kiid k’uj** – bark
   - **stl’ás k’ámaal** – cone
   - **k’aas** – pitch
Branch Exploration

Explore the branch of a Spruce tree.
1. Draw the branch. Include the following:
   - tláas – branch
   - kiid sk’a’ii – needle
Explore a spruce cone.
1. Draw the cone.
   • *stl’áas k’ámaal* - cone
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.
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.
Spruce Life Cycle

My Name ____________________________________ hín uu díi kya’áang

Date Áayaad uu ________________________________ iijang.
Stl'áas k'ámaal isgyáan Máahl
Cone and Seeds
Kiid Hlgwáay
Sapling
Kiid Sgáan K'íláa
Dying Spruce Tree
Squirrel Tail Pattern

Enlarge to Legal Size
Spruce Cone Coloring Page

Color and cut out spruce cones.
Spruce Tree Labeling Activity

<table>
<thead>
<tr>
<th>tláas</th>
<th>branches</th>
</tr>
</thead>
<tbody>
<tr>
<td>kíid k’uj</td>
<td>bark</td>
</tr>
<tr>
<td>stl’áas k’ámaal</td>
<td>cone</td>
</tr>
<tr>
<td>kíid hlúu</td>
<td>trunk</td>
</tr>
<tr>
<td>kíid sk’a’íí</td>
<td>needles</td>
</tr>
<tr>
<td>hlíing</td>
<td>roots</td>
</tr>
</tbody>
</table>
Eagle Headdress

Enlarge to Legal Size
Museum Activity

Name_____________________________________________________

Date_____________________________________________________

Kiid – Spruce Unit
Lesson 7 – Activity #2
Kigw uu iijang
This is a basket.

Draw the missing part.
Gáats’ uu íjang.
This is a house post.

Draw the missing part.
Chánhlk’aa tl’úwaan uu iijang.
This is a fish trap.

Draw the missing part.
Dajång sgíilaa uu iijang.
This is a woven hat with rings.

Draw the missing part.
Draw a museum treasure made from a spruce tree.