



Tlúu Canoes

Grade Level 2-3

Teacher Resources

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. Cheryl 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 (Skil 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.



Sealaska Heritage Institute

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



"Naatsilanéi" A Tlingit Story

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 *Naatsilanéi* even greater skills, arranged for his safe return to the village. *Naatsilanéi* 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 *Naatsilanéi* 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. *Naatsilanéi* 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 *Naatsilanéi* and so they took it for their crest. *Naatsilanéi* 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>

For full Tlingit version see *Haa Shuká, Our Ancestors*, Nora & Richard Dauenhauer, 1987.



Kíid
Spruce



Kíid
Spruce



K'áang
Hemlock



K'áang
Hemlock



Ts'úu
Red Cedar



Ts'úu
Red Cedar



Kál
Alder



Kál
Alder

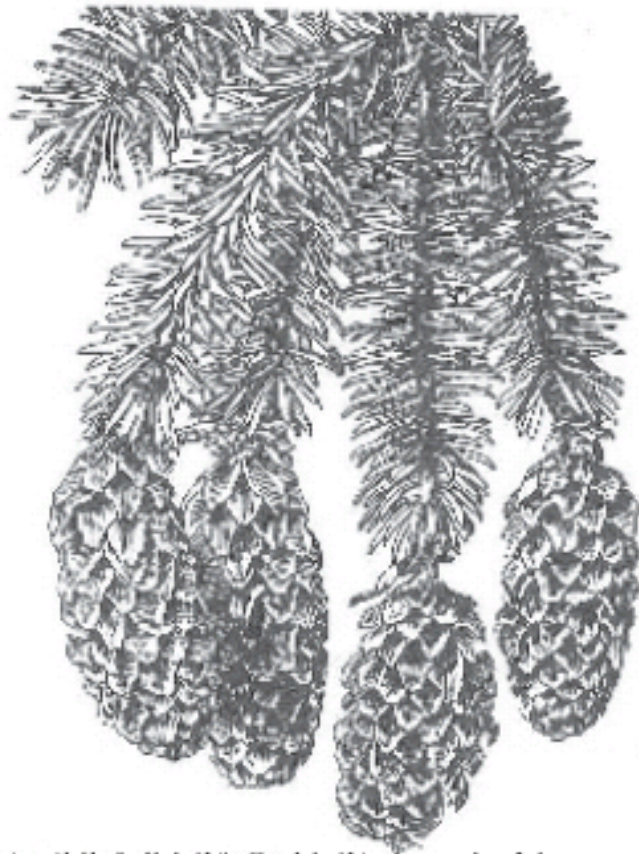
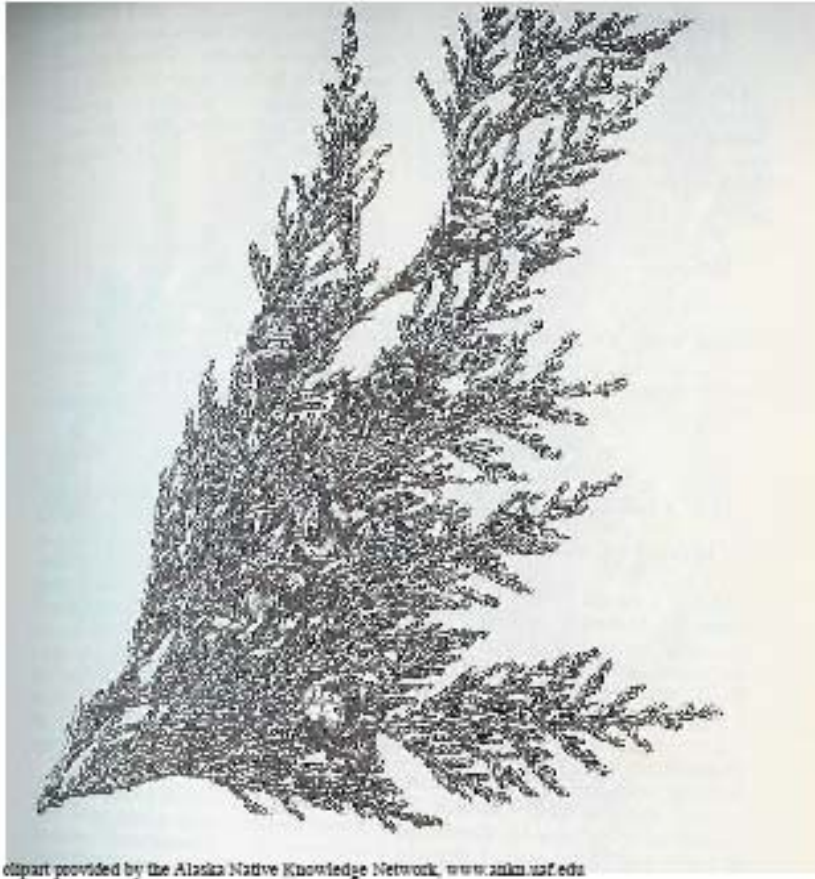


image provided by the Alaska Native Knowledge Network: www.ankn.unf.edu

Kiid uu Hl
kínggang.



K'áang uu Hl
kínggang.



Sgahláan uu Hl
kínggang.



Ts'úu uu Hl
kínggang.



illustration provided by the Alaska Native Knowledge Network, www.ankn.org

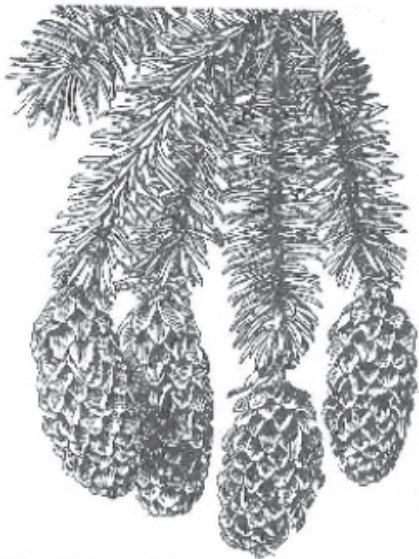
Kál uu Hl kínggang.

Kíid kwáan uu Hl kínggang.



Name _____

Date _____



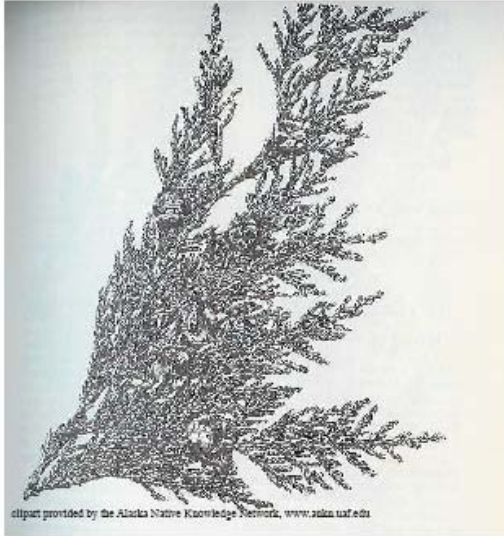
clipart provided by the Alaska Native Knowledge Network, www.ankn.usf.edu

Kíid uu Hl kínggang.



clipart provided by the Alaska Native Knowledge Network, www.ankn.usf.edu

K'áang uu Hl kínggang.



Sgahláan uu Hl
kínggang.



Ts'úu uu Hl kínggang.



clipart provided by the Alaska Native Knowledge Network, www.ankn.usf.edu

Kál uu Hl kínggang.

Híu gw qaqíng us?		Does it float?
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isn? gw qaáíng ()		Does () float?
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Eagíngang.

It floats.

Híú gw chah us?

Does it sink?

() gw chah us?

Does () sink?

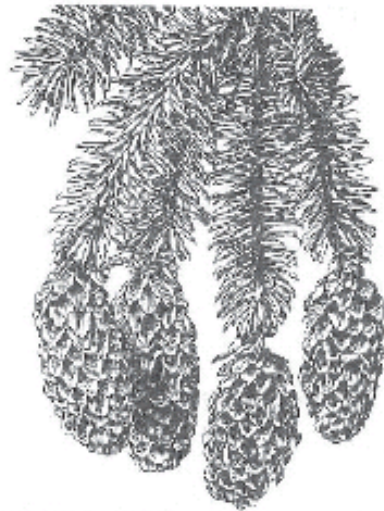
Chahgáng.		It sinks.
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Kíid kwáan uu Hl
kínggang.



Name _____

Date _____



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_____ uu Hl
kínggang.



clipart provided by the Alaska Native Knowledge Network, www.ankn.nal.edu

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kínggang.



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_____ uu Hl
kínggang.



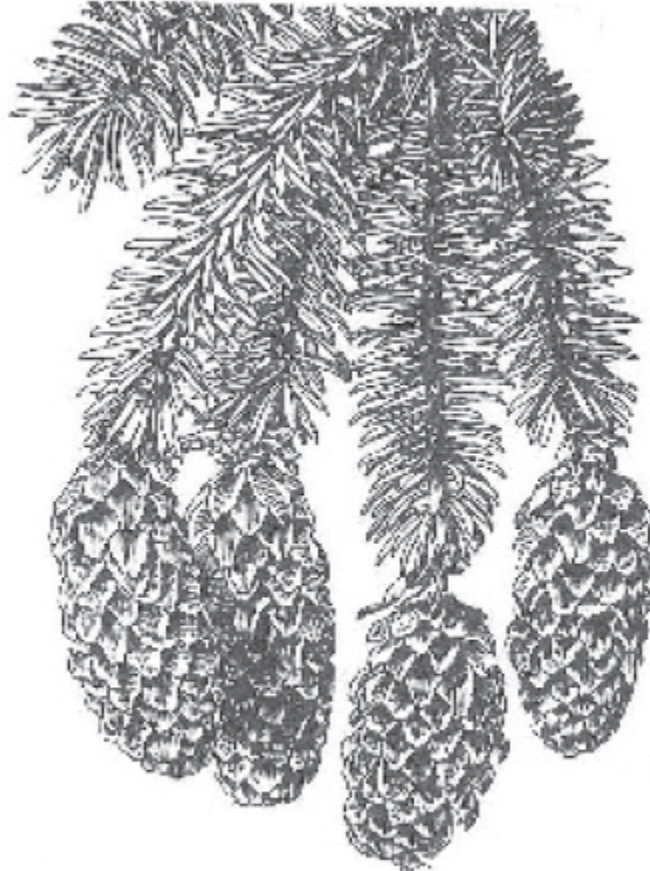
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_____ uu Hl
kínggang.



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kínggang.



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

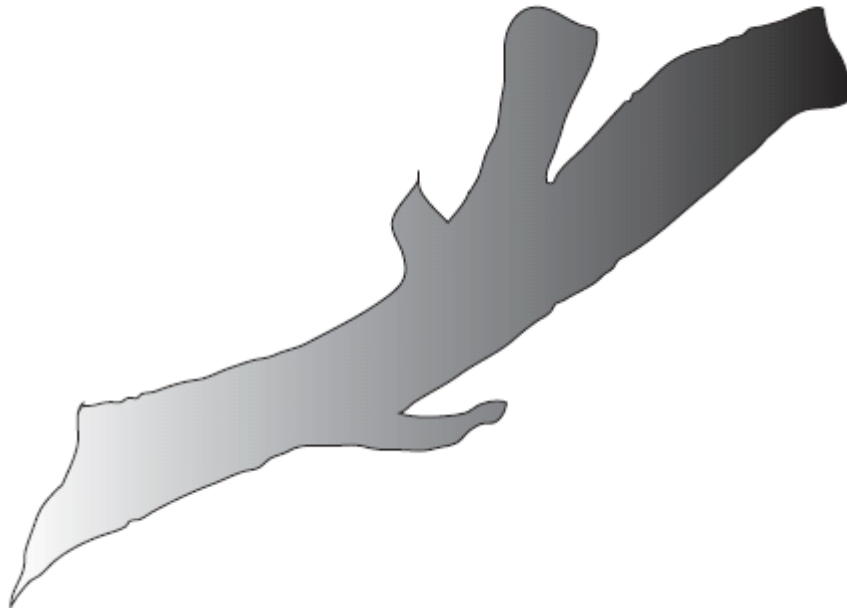
Kíid



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Kál

Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



Sk'áangw

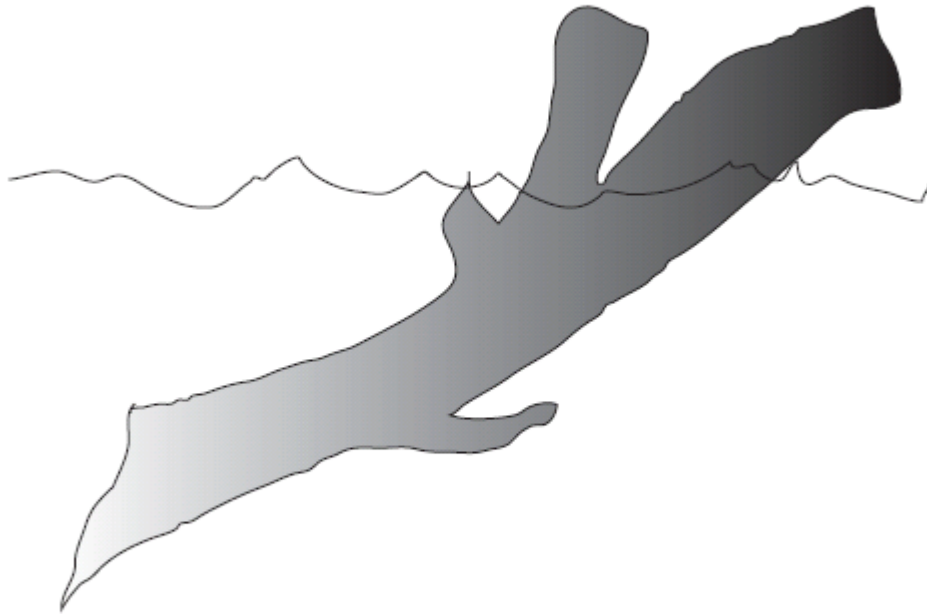
Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

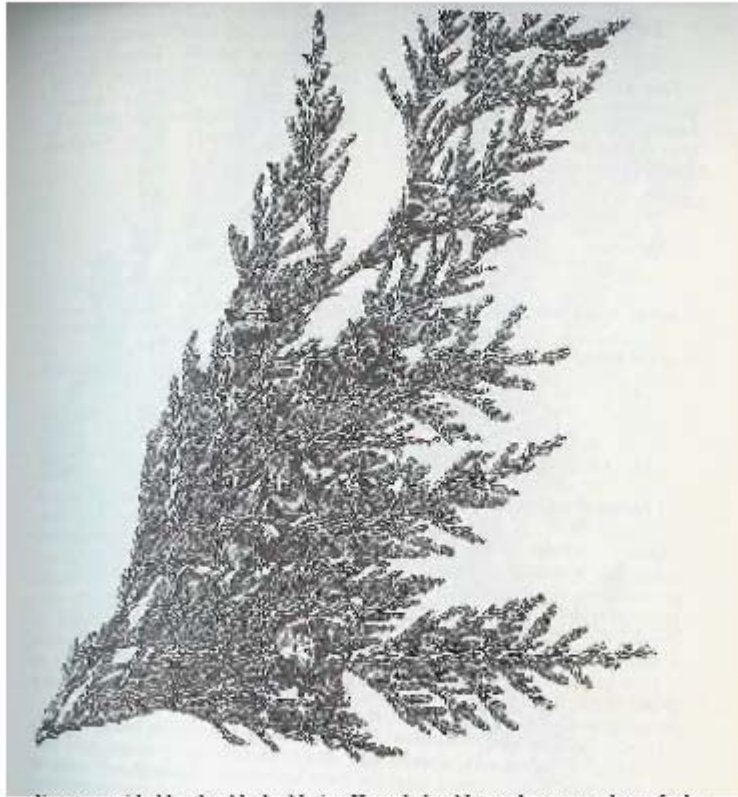
K'áang

Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



Gagínggang.

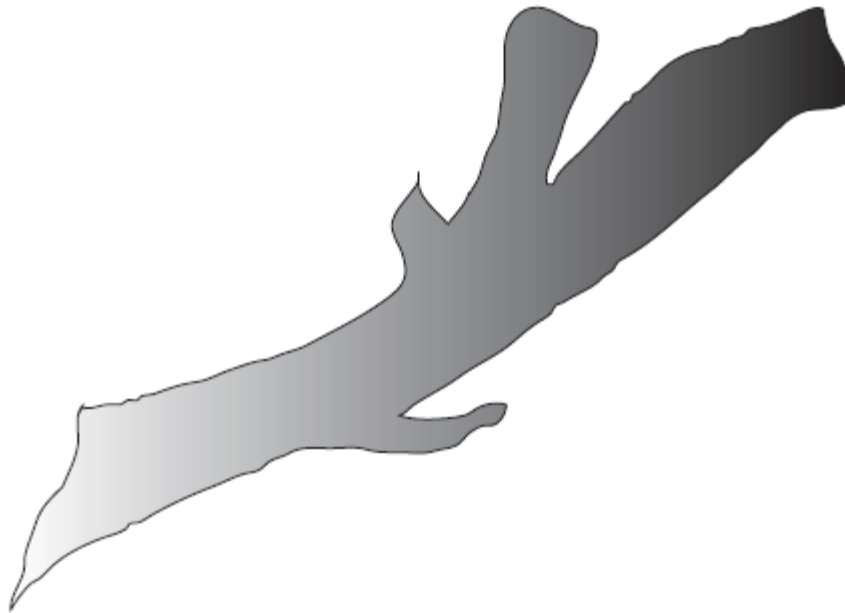
Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

Sgahláan

Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



Chahgáng.

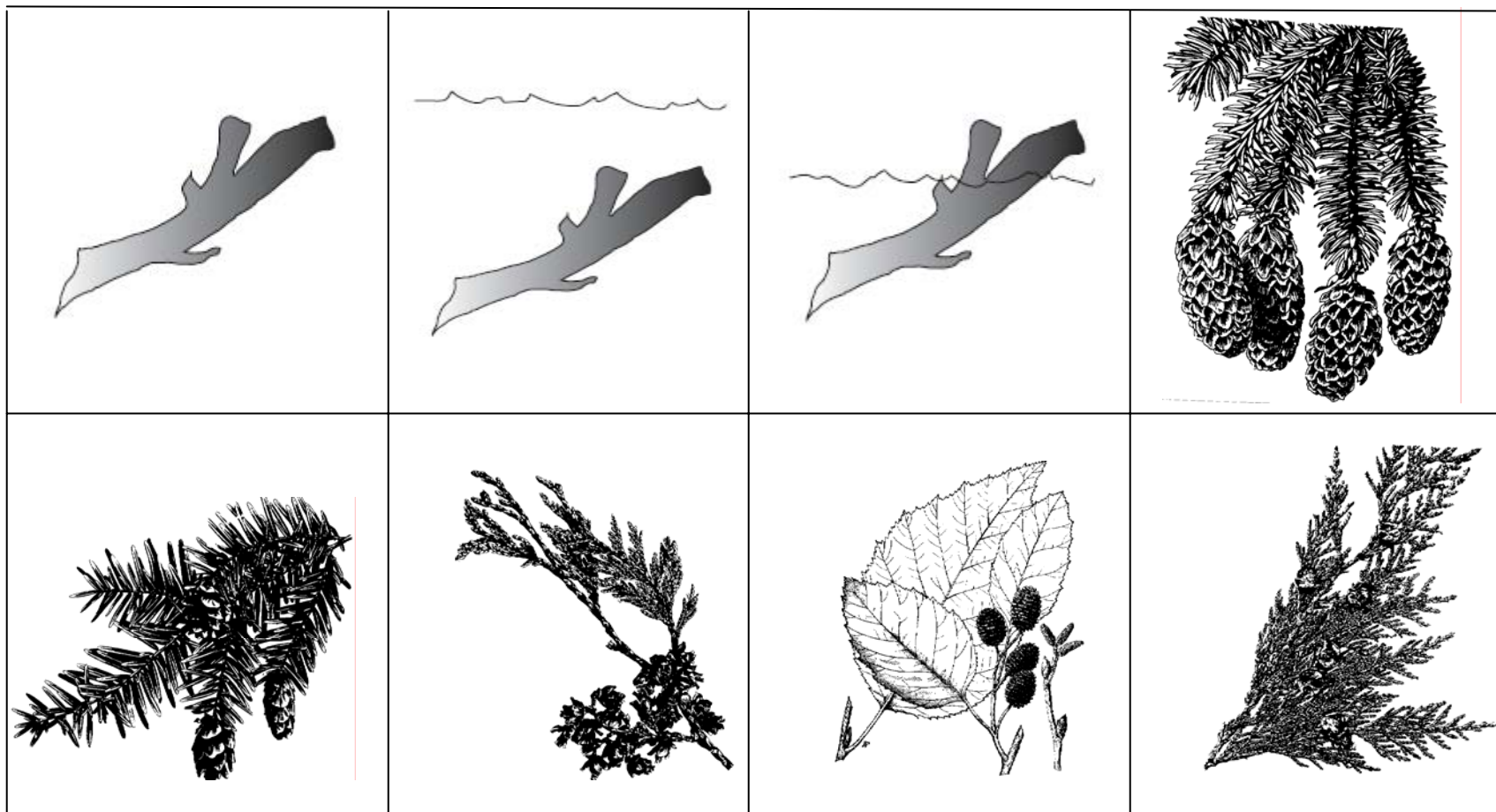
Tlúu – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

Ts'úu

Tlúu – Canoes
Lesson 1 – Activity 4
Matching Activity Game Cards



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Tlúu – Canoes
Lesson 1 – Activity 4
Matching Activity Game Cards

<i>sk'áangw</i>	<i>kál</i>	<i>k'áang</i>	<i>kíid</i>
<i>ts'úu</i>	<i>chahgáng</i>	<i>qagínggang</i>	<i>sgahláang</i>

Wood Floatation Experiment

Name:_____ **Date:**_____

1. What do you want to know?

2. Draw your experiment.

3. List the things you will need.

4. Record your data.

First rate the types of wood for floatability.

Float rating: 4=best floater 3=next best 2=second worst 1=worst floater

Type of wood	Float rating	# of tiles

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

6. **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?

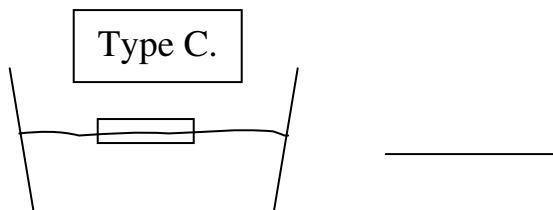
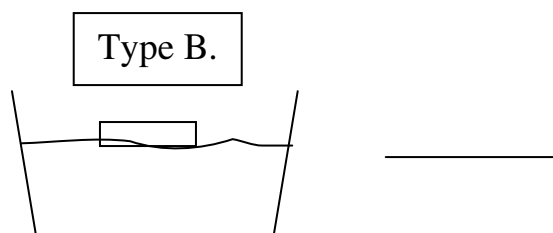
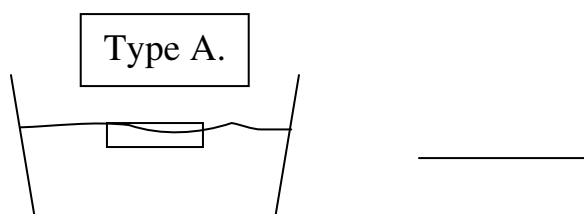
5. Which type of wood do you think would make the best canoe and why?

Name: _____ Date: _____

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 D.

Which type of wood do you think would hold the biggest load? Why?

tlúu

canoe

ípaí

paddle

sk'íw

bow

ᑭᐱᑦᑭᐱᑦ

stern

Tlúu – Canoes Unit
Lesson 2 – Activity #1
Pocket Chard Cards

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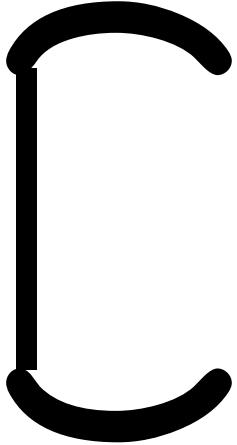
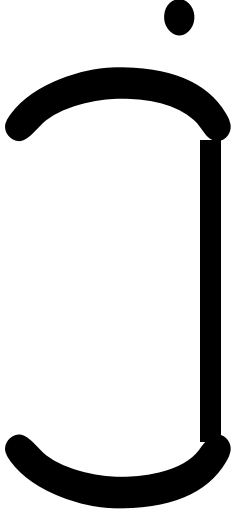
k'únk'una		Canoe with scarfed-on bow + stern
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ku tlúu		sea otter canoe
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tlúu in

Dugout canoe

tluwáay		
kíidaaw		
		war canoe

 uu ñjáng.		 This is C.
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<p>is! mb ()</p>		<p>Is this a ()?</p>
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Ti'áan uu
íijang?

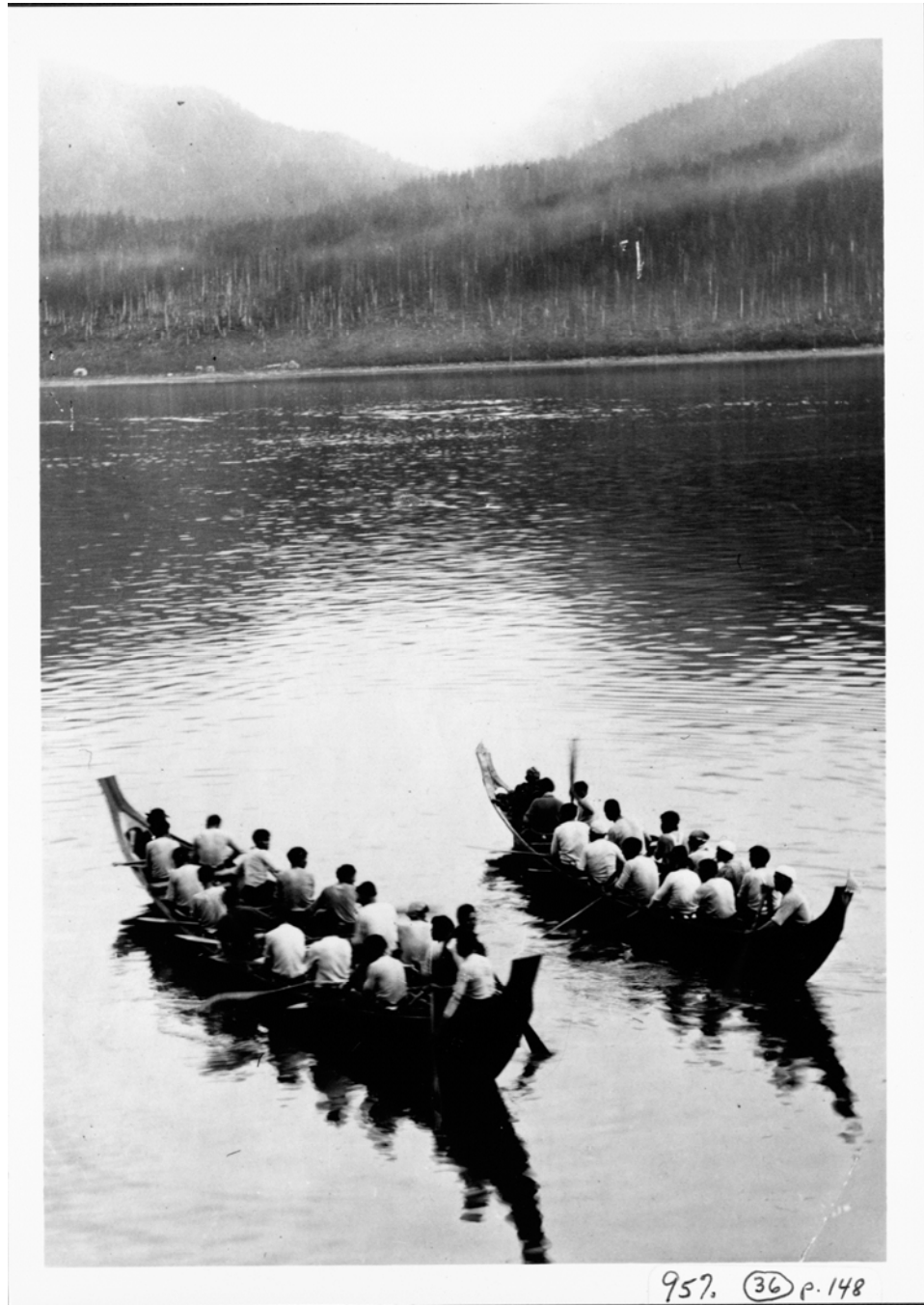
Where is the $()$?

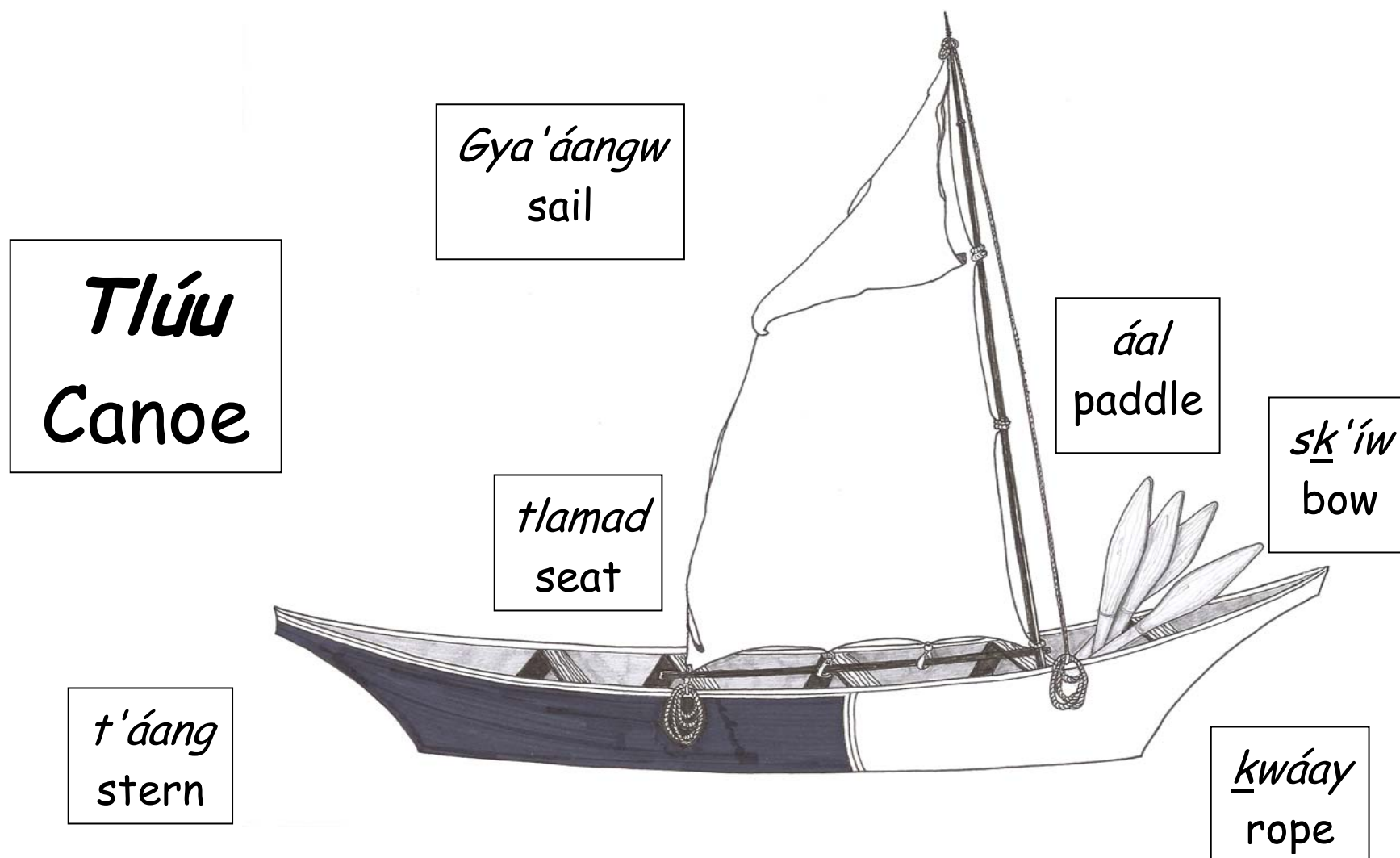


73% (99) p. 351

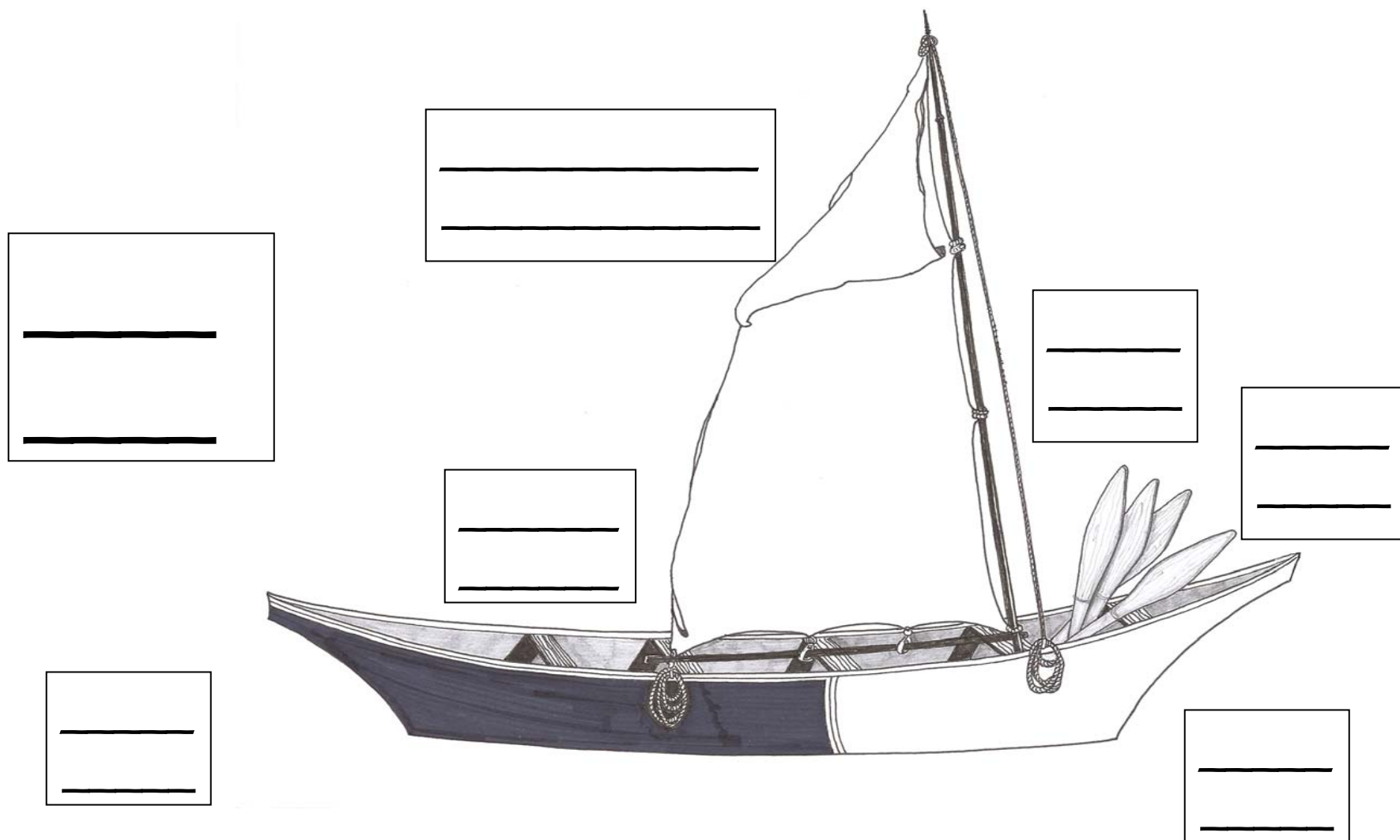


72% 66 p. 228





Tlúu - Canoes Unit
 Lesson 2 - Activity #2
 Canoe parts Worksheet





http://www.sealaskaheritage.org/news/photos/photos_canoe_carving_class_hoonah_2006.htm





http://www.sealaskaheritage.org/news/photos/photos_canoe_carving_class_hoonah_2006.htm





http://www.sealaskaheritage.org/news/photos/photos_canoe_carving_class_hoonah_2006.htm





http://www.sealaskaheritage.org/news/photos/photos_canoe_carving_class_hoonah_2006.htm



Tlúu Canoes



Jack Adams' racing canoe, Portage Bay, Seattle, 1909

In 1909, Jack Adams, a member of the Squamish Tribe, built a canoe. Seattle's Alaska-Native Pacific Exposition. He built the canoe from a single 48-foot log. On September 5, the canoeist raced in Portage Bay. In this photo, Adams and ten other men paddle the canoe on Portage Bay.

Negative Number: 1918.11.724
of History and Society, Seattle

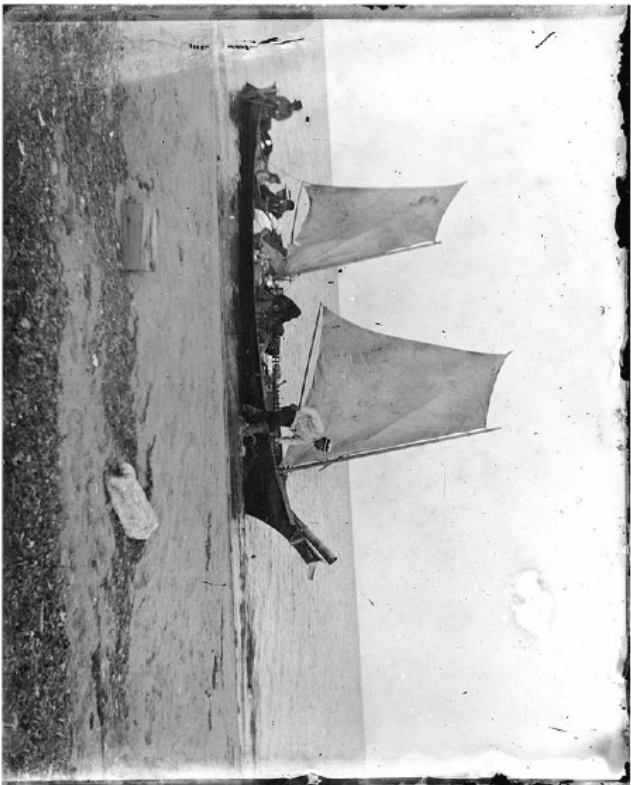
Collection: Seattle Historical Society Collection
<http://seattlehistory.org/online>

Repository: Museum



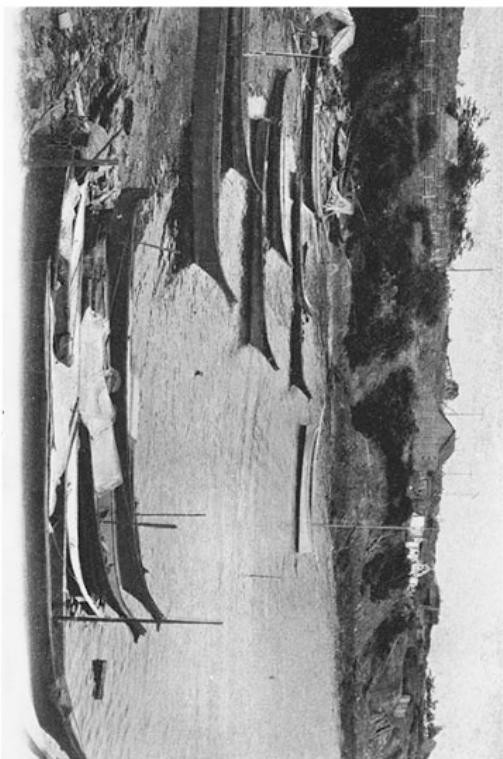
Three Indians in canoe, Valufat canoe.

Alaska State Library-Historical Collection: Collection Name: Shumuk, John Allen (Algonk Sawford), a summer in the Thule, 1888. ASD-2024-27. Identifier: ASD-2027-012. <http://library.athabasca.ca/>



Dugout canoe with two sails, ca. 1900

Photographer: McCurdy, James G. Negative Number: MOHAI 1955.970.470.513 Collection: McCurdy
Repository: Museum of History and Industry, Seattle <http://content.lib.washington.edu>



Canoes near village, Vancouver Island, British Columbia, ca. 1901.

Negative Number: NA4108 Collection: Native American Collection no. 275 Repository: University of
Washington Libraries, Special Collections Division <http://content.lib.washington.edu>



Makah sailing canoe, 1900

The Makah Indians built large ocean-going canoes which they used for whale hunting and for voyages around Puget Sound. By 1900, when this photo was taken, Makah canoes shared the waters with many large steamships and sailing craft. This photo, taken around 1900, shows two traditional vessels whose time is passing: a Makah sailing canoe and a large three-masted sailing ship.

Photographer: Wilse, Anders B. Negative Number: MOHAT 8833.25 Collection: Wilse Collection
Repository: Museum of History and Industry, Seattle <http://content.lib.washington.edu>



Chilkat women canoe up the Dyke River, Alaska, 1897

Chilkat canoe moves up the Dyke River, paddled by two women in kerchiefs, with a small child leaning over the side.

Photographer: La Roche, Frank Negative Number: NA935 Collection: Frank La Roche Collection no. 283
Repository: University of Washington Libraries, Special Collections Division <http://content.lib.washington.edu>



Tlingit canoe on display at Sitka, Alaska, about 1908

Photographer: Nowell, Frank H. Negative Number: NA2206 Collection: Frank H. Nowell Collection no. 316
Repository: University of Washington Libraries, Special Collections Division <http://content.lib.washington.edu>



Tlingit Chief Shakes' canoe and house, Wrangell, Alaska, 1916.

Negative Number: NA3707 Collection: Viola Garfield Collection no. 130 Repository: University of Washington
Libraries, Special Collections Division <http://content.lib.washington.edu>



Tlingit Indians fishing, Boca de Quadra, Alaska, August 2, 1904.

Photographer: Cobb, John N. Negative Number: NA2590 Collection: John N. Cobb Collection no. 418
 Repository: University of Washington Libraries, Special Collections Division, Special Collections, Manuscripts and
 University Archives Division <http://content.lib.washington.edu>



Tlingit women and children cleaning fish, southeastern Alaska, about 1907

Negative Number: NA1370 Collection: Presch Indian Albums Collection no. 18 Repository: University of
 Washington Libraries, Special Collections Division <http://content.lib.washington.edu>



Tlingit seal hunters in canoe, Alaska, ca. 1898

Two men in a canoe hunt seals; one is paddling, the other is standing in the bow preparing to throw a spear.

Photographer: Miller, N. B. Negative Number: NA3061
Collection: University of Washington Libraries, Special Collections Division

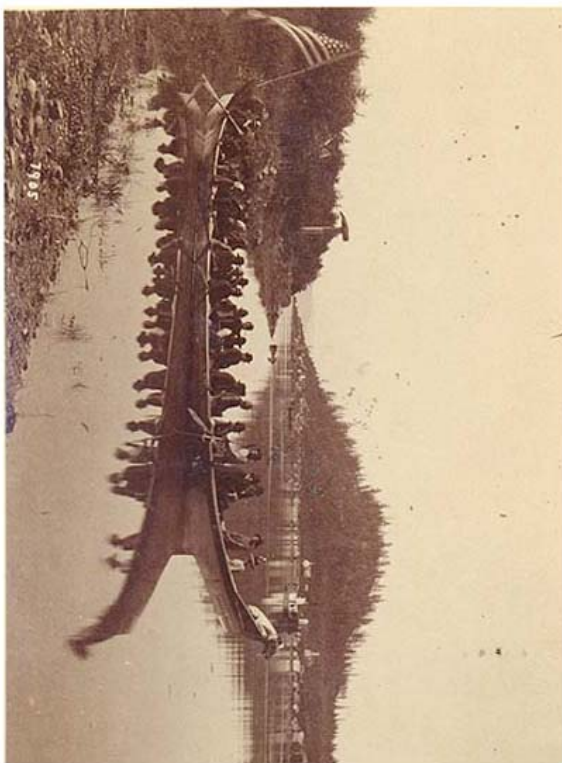
Repository: University of Washington Libraries, Special Collections Division
<http://content.lib.washington.edu>



Alaskan woman working on a canoe by a river, about 1898 - 1920

Photographer: Johnson, Negative Number: SHS 14.168
Collection: Museum of History and Industry, Seattle

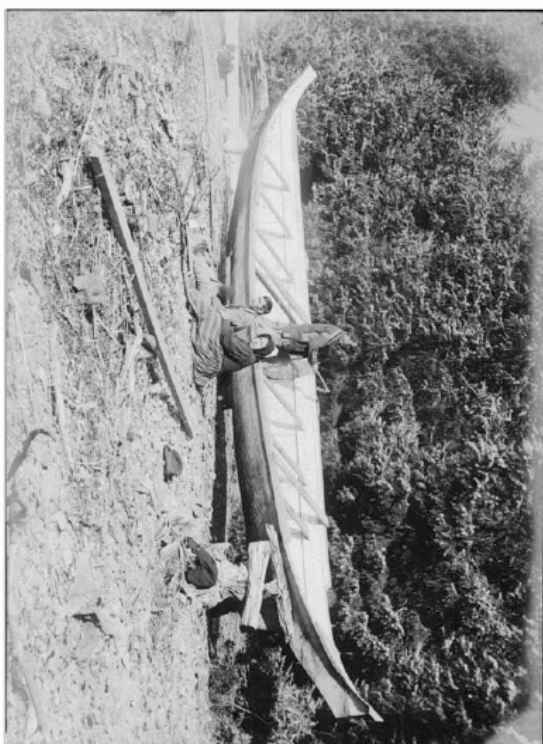
Repository: Seattle Historical Society
<http://content.lib.washington.edu>



Tlingit canoe carrying many people pushes off from shore, Wrangell, Alaska, 1887

Large canoe with carved prow (and American flag flying in stern) sets off from shore carrying men & women in western-style clothing. Behind them on shore is a carved whale. Wrangell visible in background across water.

Photographer: Partridge, W. H. and Partridge, E. J. Negative Number: NA2549 Collection: Partridge, E.J. Collection no. 322 Repository: University of Washington Libraries: Special Collections Division



Canoe makers at lunch

Canoe on beach, two people sitting by canoe, with coffee pot and eating utensils, perhaps taking their mid-day meal. One man standing inside canoe holding an adz.

Alaska State Libraries- Historical Collections Collection Name: William A Kelly Photographs, ca. 1885-1904. ASL-PCA 427 Identifier: ASL-P427.12 <http://library.state.ak.us/wida>



Indian dugout canoe in front of Auk Village, Juneau with 16 men and a boy.

Canoe marked "Juneau Canoe" and probably was in a Fourth of July race. Several of the paddlers wear sashes decorated with a star design.

Alaska State Libraries- Historical Collections
ASL-PCA-87 Identifier: ASL-P87-1348

Collection Name: Winter and Pond Photographs, 1893-1943.
<http://library.state.ak.us/aida>



Gantegastaki [Yun-doy-stuck-e-yoh] Village at Mouth of Chilkat River, Alaska. about 1895.

Canoes by Yindastukl [Gantegastaki] village at mouth of Chilkat River, six men with two dugout canoes with sails on frozen river, part of village in background.

Alaska State Libraries- Historical Collections
ASL-PCA-87 Identifier: ASL-P87-0046

Collection Name: Winter and Pond Photographs, 1893-1943.
<http://library.state.ak.us/aida>



Shore seining five miles from cannery site in canoe.

Five men and a boy with a cedar canoe on the beach. The canoe is outfitted with oar locks and oars, as well as traditional paddles. One man is gutting fish on a rock; another is working with the seine net.

Alaska State Library-Historical Collections Collection Name: Alaska State Library Place File, Photographs ASL Identifier: ASL-Sitka-Indians-31 <http://library.state.ak.us/vilda>



Three Indians in canoe, Yakutat canoe.

Alaska State Library-Historical Collections Collection Name: Shattuck, Mrs. Allen (Agnes Swineford), A summer on the Tietis, 1888, ASL-P-CA-27 Identifier: ASL-P27-O32 <http://library.state.ak.us/vilda>

Í'waañ-gang.

It is big.

<p>í'waaŋ?</p> <p>Húu gw</p>		<p>Is it big?</p>
------------------------------	--	-------------------

<p>big. () si ()</p>		<p>() i'waan- qang.</p>
------------------------	--	------------------------------

<p>!waaan?</p> <p>gw ()</p>		<p>Is () big?</p>
------------------------------	--	--------------------

Ts'úyjuqang.

It is small.

<p>Húu gw ts'újuu?</p>		<p>Is it small?</p>
------------------------	--	---------------------

<p>() ts'újuugang.</p>		<p>() is small.</p>
-------------------------	--	----------------------

<p>ts'újuu? () gw</p>		<p>Is () small?</p>
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tlúu
canoe

William A Kelly Collection, ASL-P427-12
Canoe Makers at Lunch, Sitka ca. 1885-1904

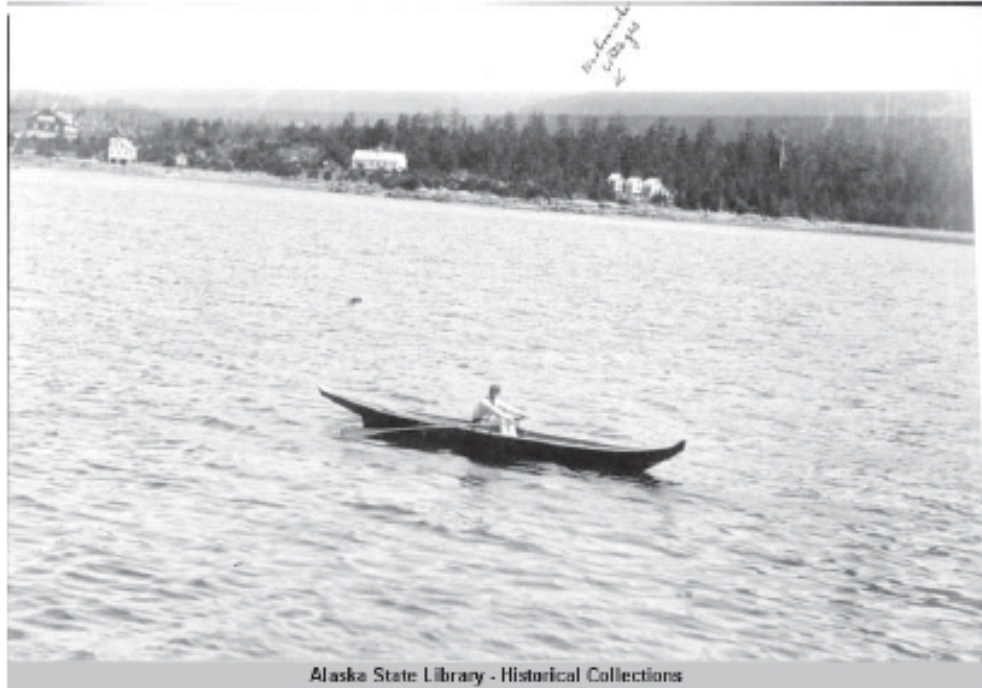


tlúu
canoe



tlúu í'waan
large canoe

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



tlúu ts'úujuu
small canoe

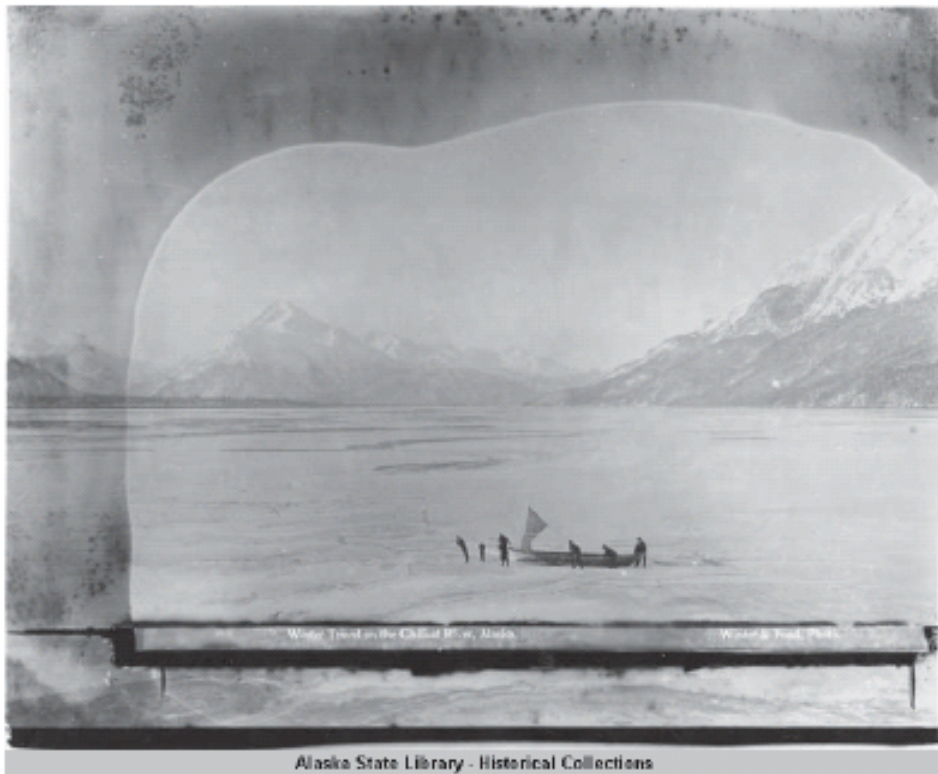
Shattuck, Mrs. Allen (Agnes Swineford) Collection, ASL-PCA-27
Small cedar canoe, 1888



Indians in Canoe. - Yvetté canoe
Alaska State Library - Historical Collections

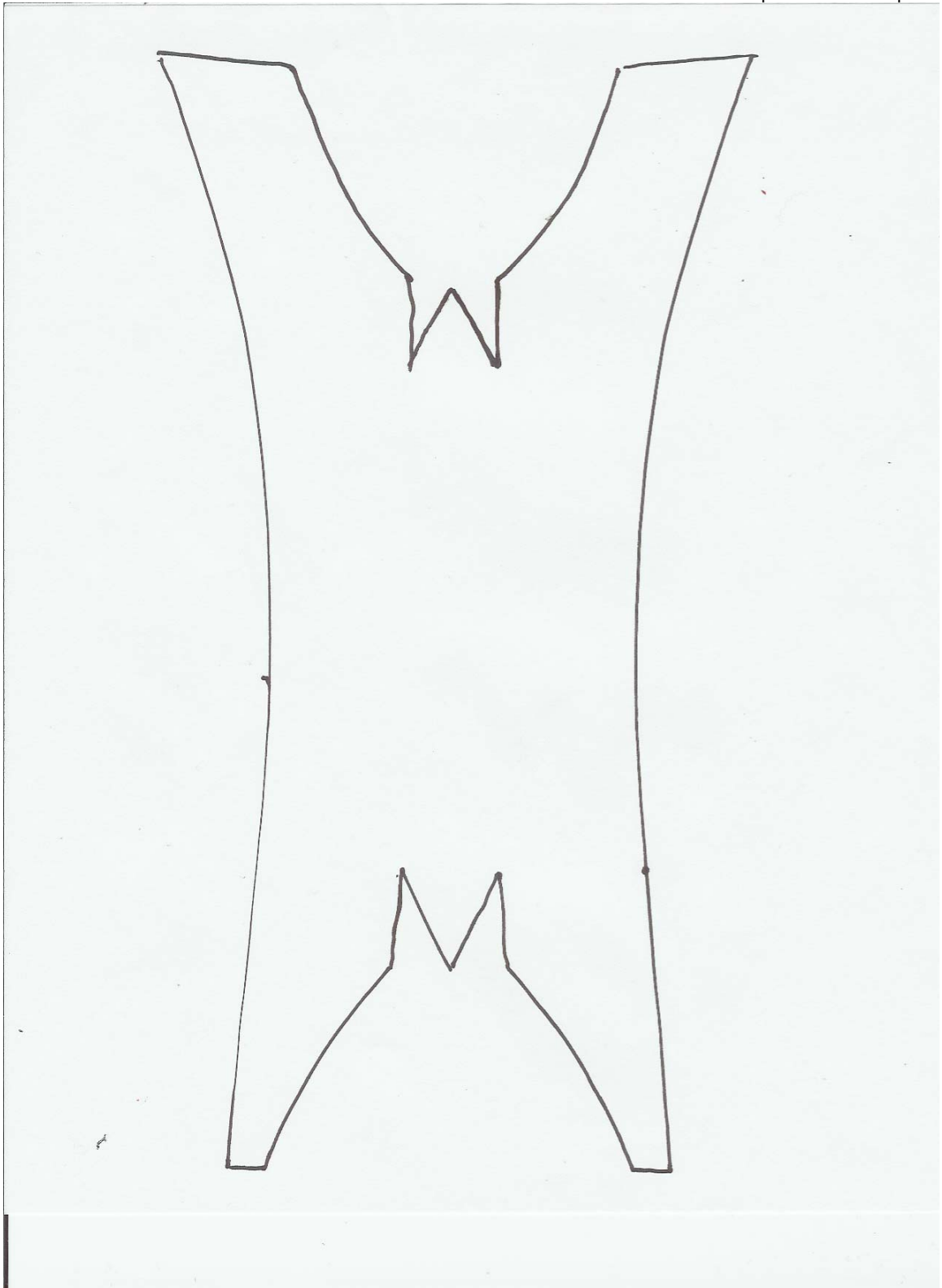
ku tlúu
sea otter canoe

Shattuck, Mrs. Allen (Agnes Swineford) Collection ASL-P27
A summer on the Thetis, 1888



gya' áangw
sail

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



Tlúu – Canoes Unit
Lesson 3 – Activity #2
Canoe Launch Environment



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Friction Experiment

Name: _____ Date: _____

1. What do you want to know?

2. Draw the experiment.

3. Which variables will not change?

4. 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. Record your data.

<u>I</u> Type of surface	<u>S</u> Speed

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?

Rocky Beach

Sandy Beach

Draw a picture of a good canoe launch.



áal
paddle

Vincent Soboleff, ca. 1886-1920. ASL-P 1 022



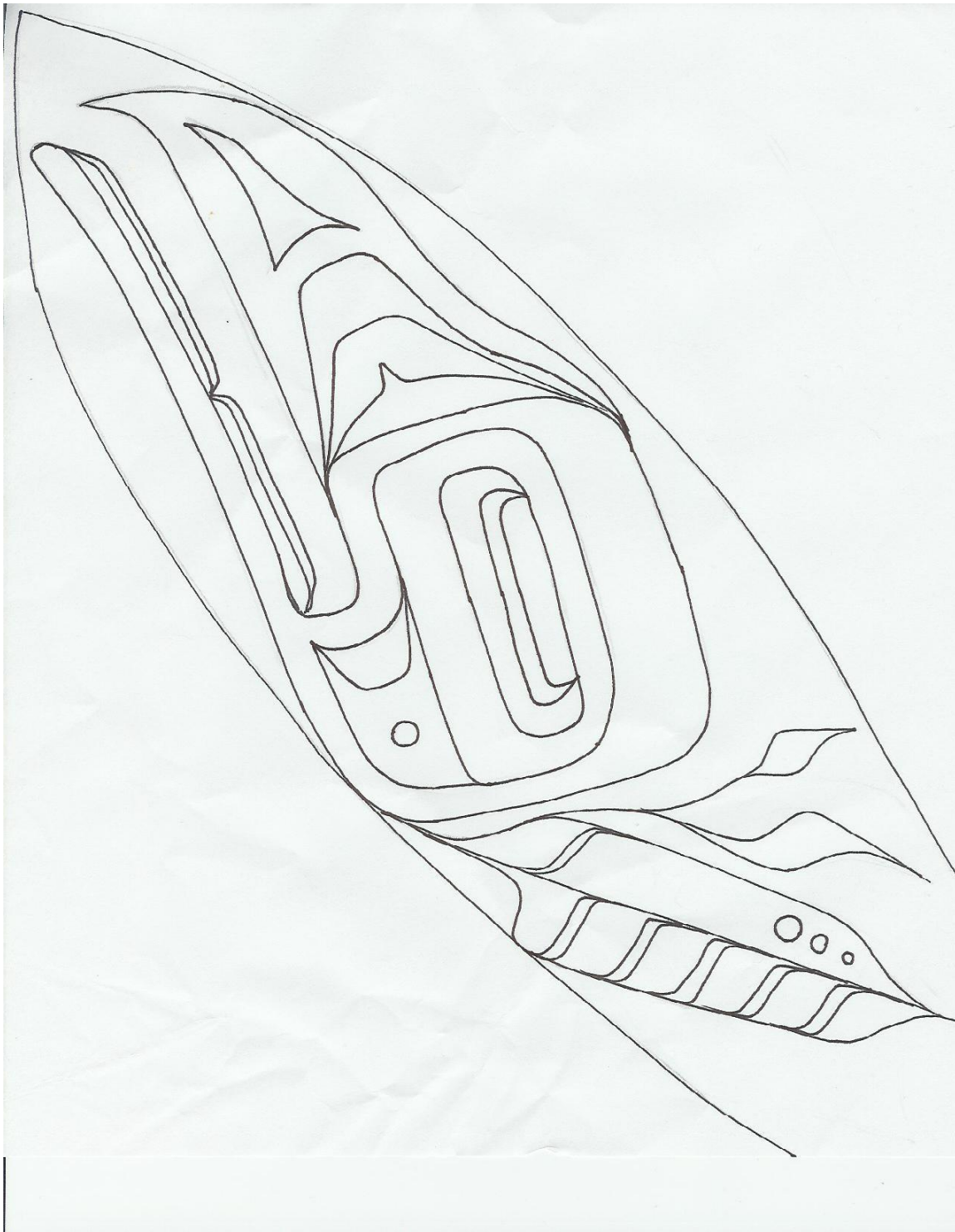
<http://content.lib.washington.edu/aipnw/copyrights.html>

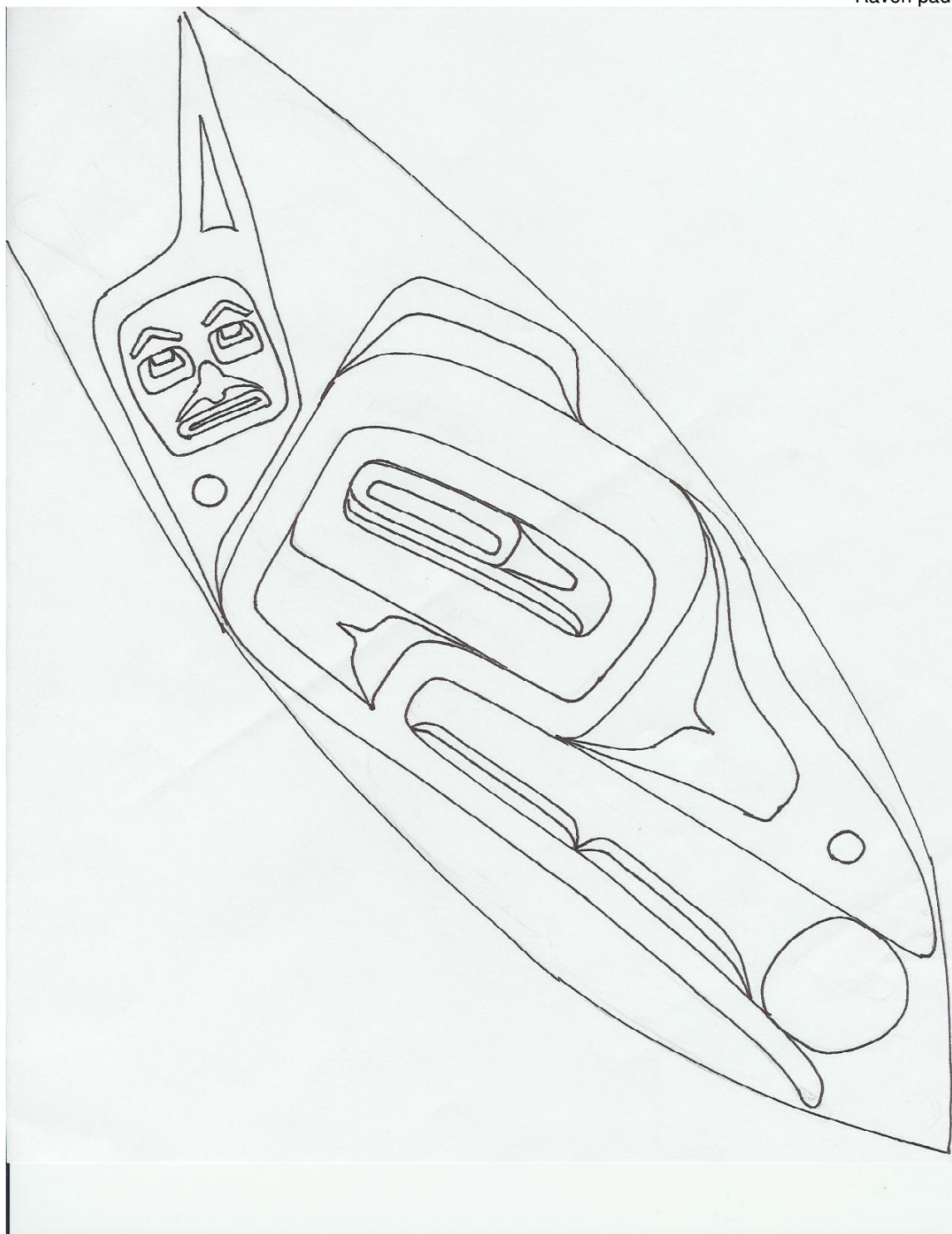
tlúu isgyáan gya' áangw

canoe and sail

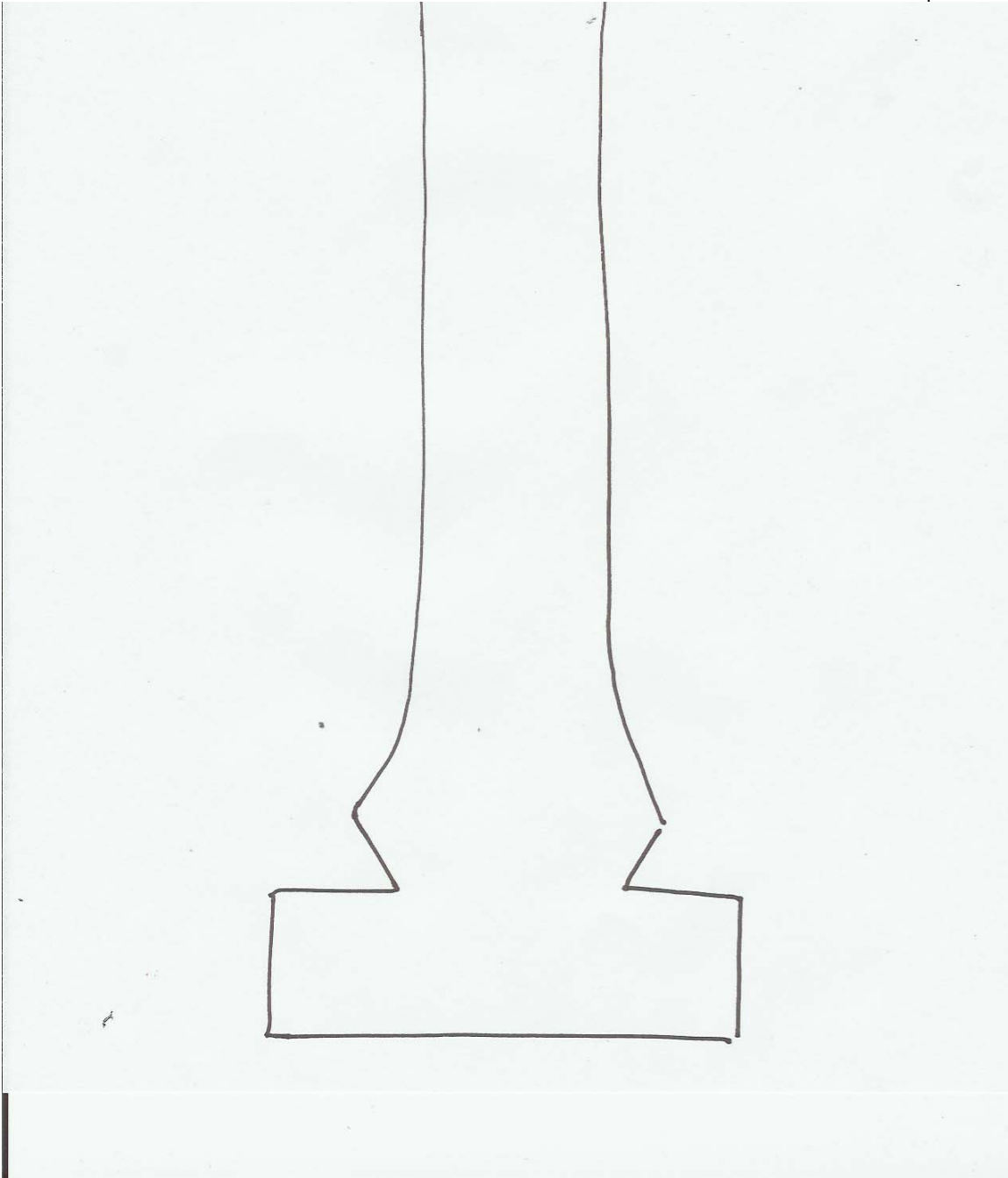
Museum of History and Industry, Seattle McCurdy, James G.
Collection MOHAI 1955.970.470.513

Dugout canoe with two sails, ca. 1900





Tlúu – Canoes Unit
Lesson 4 – Activity #3
Paddle template - handle





Kináang.
It's heavy.



Kiyáang.
It is light.



Í'waan-gang.
It's big.



Ts'úujuugang.
It's small.



Ts'úujuugang.



Í'waan-gang.



Kiyáang.



Kináang.



aad



chíin

aad



"Seine Nets" book-Use with Canoe Unit, Lesson 3, Activity 1 & 2
Funded by U.S. Department of education-Alaska Native Education Funds-Building on Success

Photos on cover:
Alaska State Museum II-E-103: net - snew; rawhide; netted. Collection Name: Education collection

The contents of this curriculum were developed under the Haida Language Immersion Program (2004) and Building on Excellence (2005) grants 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.

Net-Weight Experiment

Name: _____ Date _____

1. What do you want to know?

2. Draw the experiment.

3. What variables will not change?

4. What variables will change?

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. Record your data.

<u>W</u> Weight (number of fish)	<u>F</u> Force (number of kids)

8. Which weight required the least amount of force?

9. Which weight required the most amount of force?

10. What did you learn?

Name _____ Date _____

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



1



2



3

2. What is force? _____

Would picture A go with picture 2? Why or why not? _____



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



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

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 ■



Tlúu- Canoes Unit
Additional Resources-Calendar Icons

