



Yaakwx'

Canoes

Grade Level 2-3

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 Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow 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.

TEACHER RESOURCES



Sealaska Heritage Institute



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"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.



Shéiyi

Spruce



Shéiyi

Spruce



Yán

Hemlock



Yán

Hemlock



Laax

Red Cedar



Laax

Red Cedar



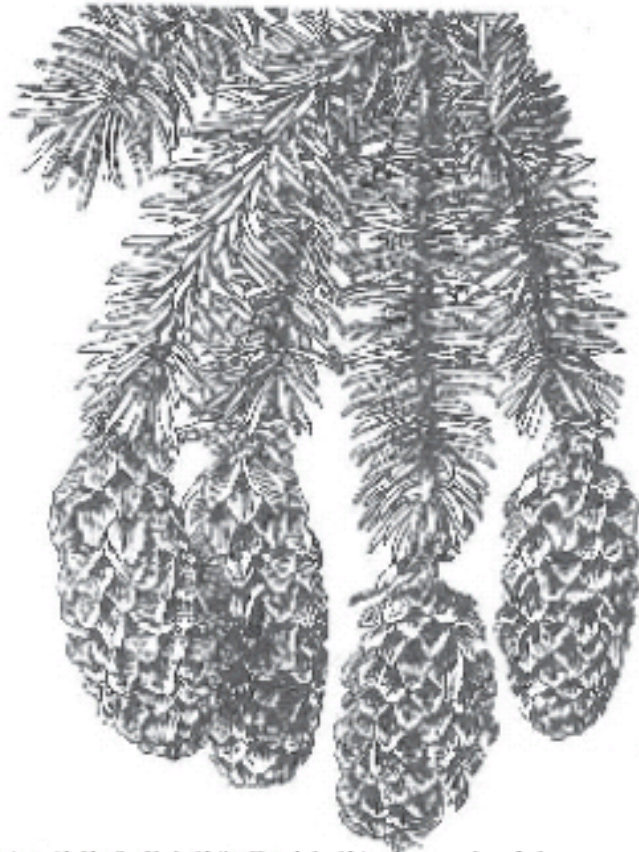
Keishísh

Alder



Keishísh

Alder



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

Wé shéiyi
xaatéén.



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

Wé yán xaatéén.



Wé xáay xaatéen.



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

Wé laax xaatéen.



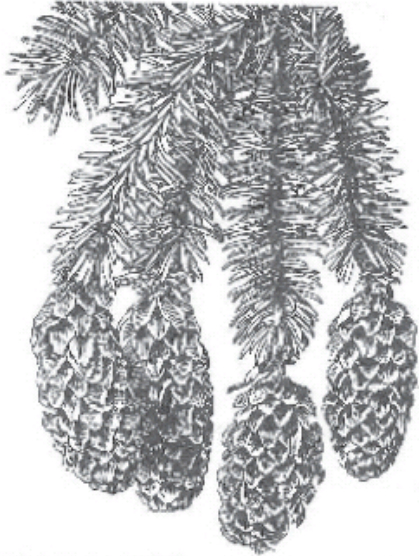
Wé keishísh xaatéén.

Wé áasx' xaatéen.



Name _____

Date _____



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

Wé shéiyi xaatéén.



Wé yán xaatéén.

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Wé laax xaateén.

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Wé keishísh xaatéen.

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Does it float?

At du lihaash

áqé?

<p>qéi?</p> <p>) at lihaash</p>		<p>Does () float?</p>
---------------------------------	--	------------------------

<p>It floats.</p>		<p>At du lihaash.</p>
--------------------------	--	----------------------------------

Does it sink?

A ya wootaāx'w
áqé?

qéi?

m, x̄baax'w
() ya wootaax'w

Does () sink?

It sinks.

Á ya

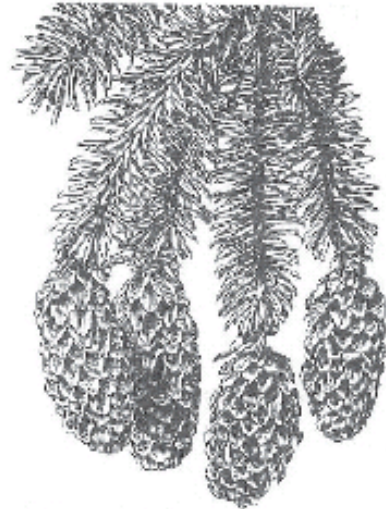
wootaaq̄'w.

Wé áasx' χaatéen.



Name _____

Date _____



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

Wé _____
xaatéen.



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

Wé _____
xaatéen.



Wé _____
xaatéén.

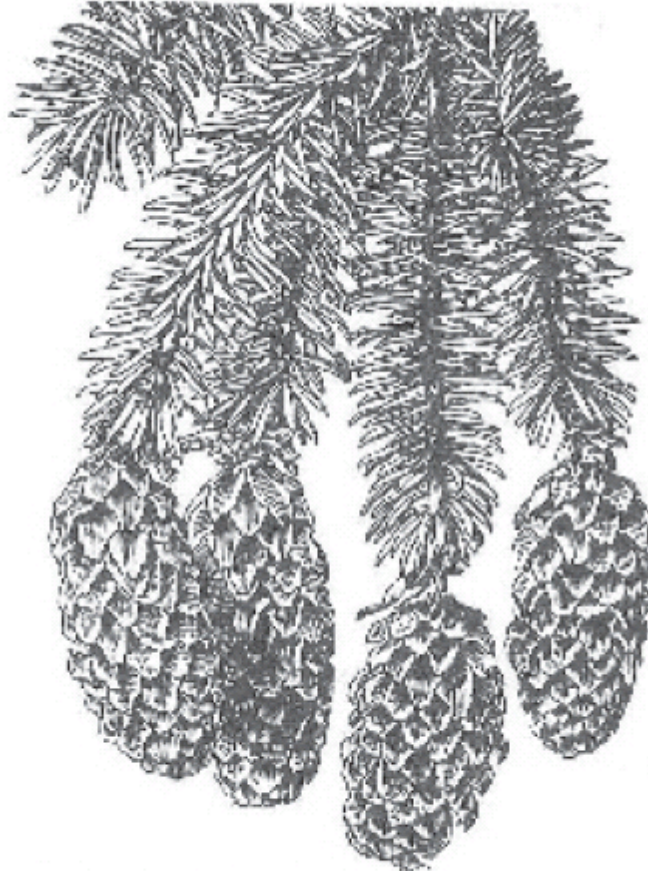


Wé _____
xaatéén.



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

Wé _____
xaatéen.



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

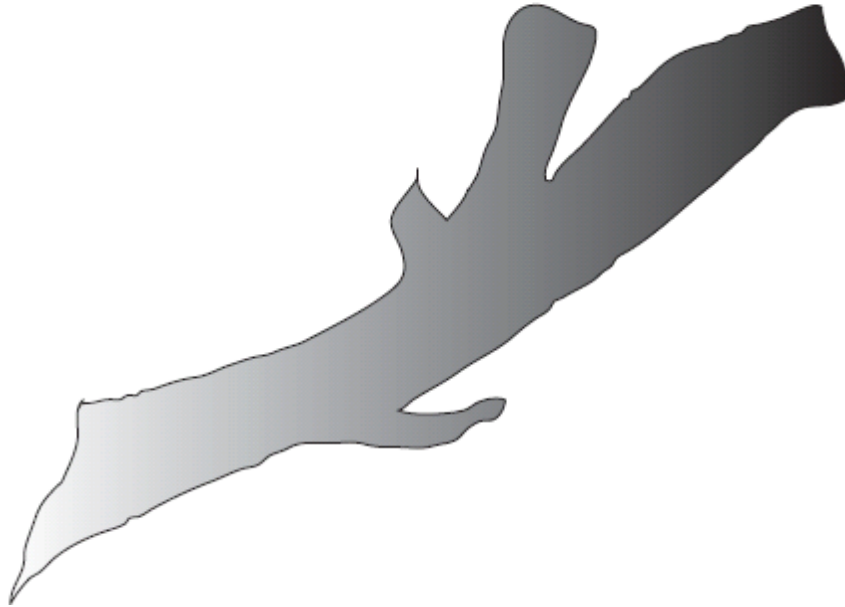
Shéiyi



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Keishísh

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



Káas

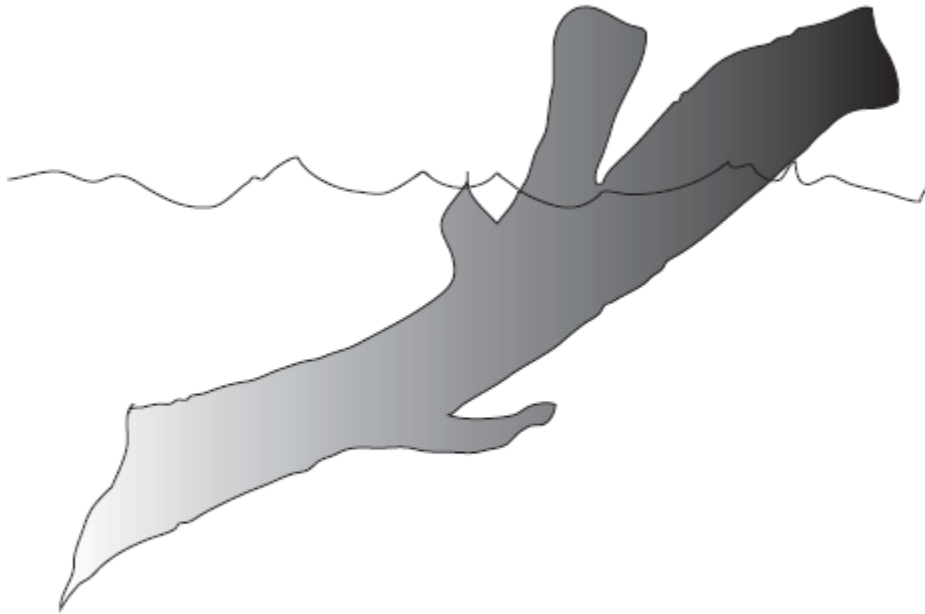
Yaakwx' – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

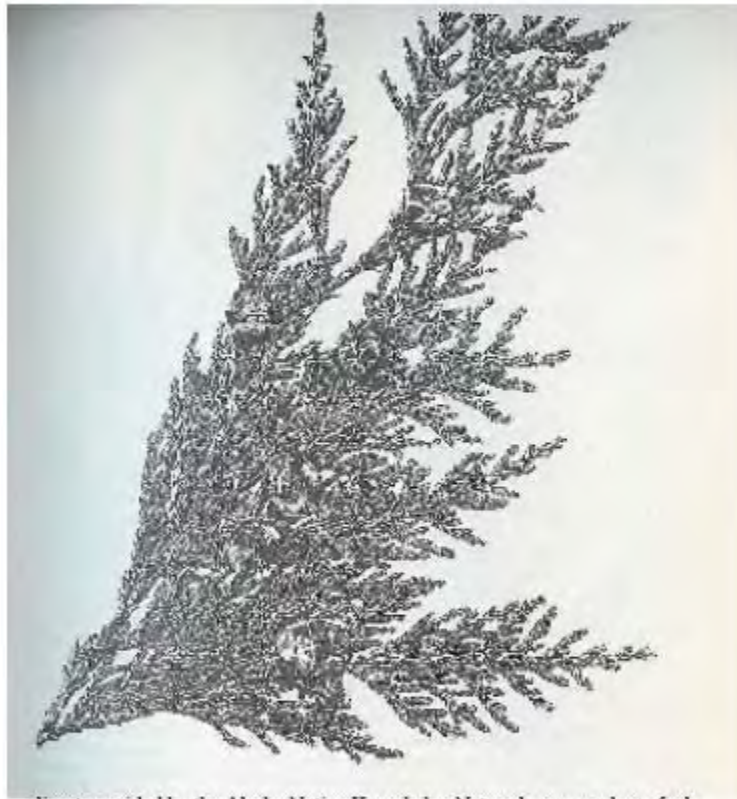
Yán

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



Li hásh

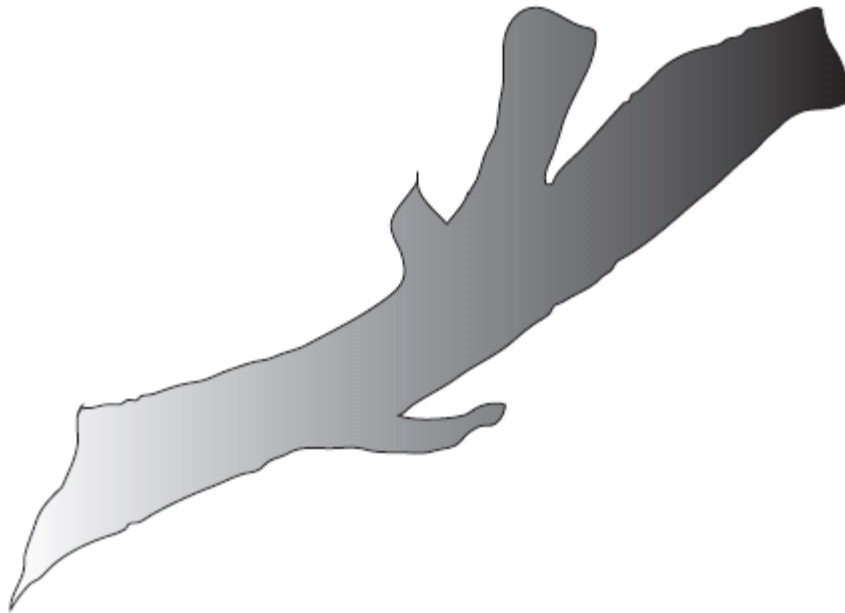
Yaakwx' – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

Xáay

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



Ya taax'w

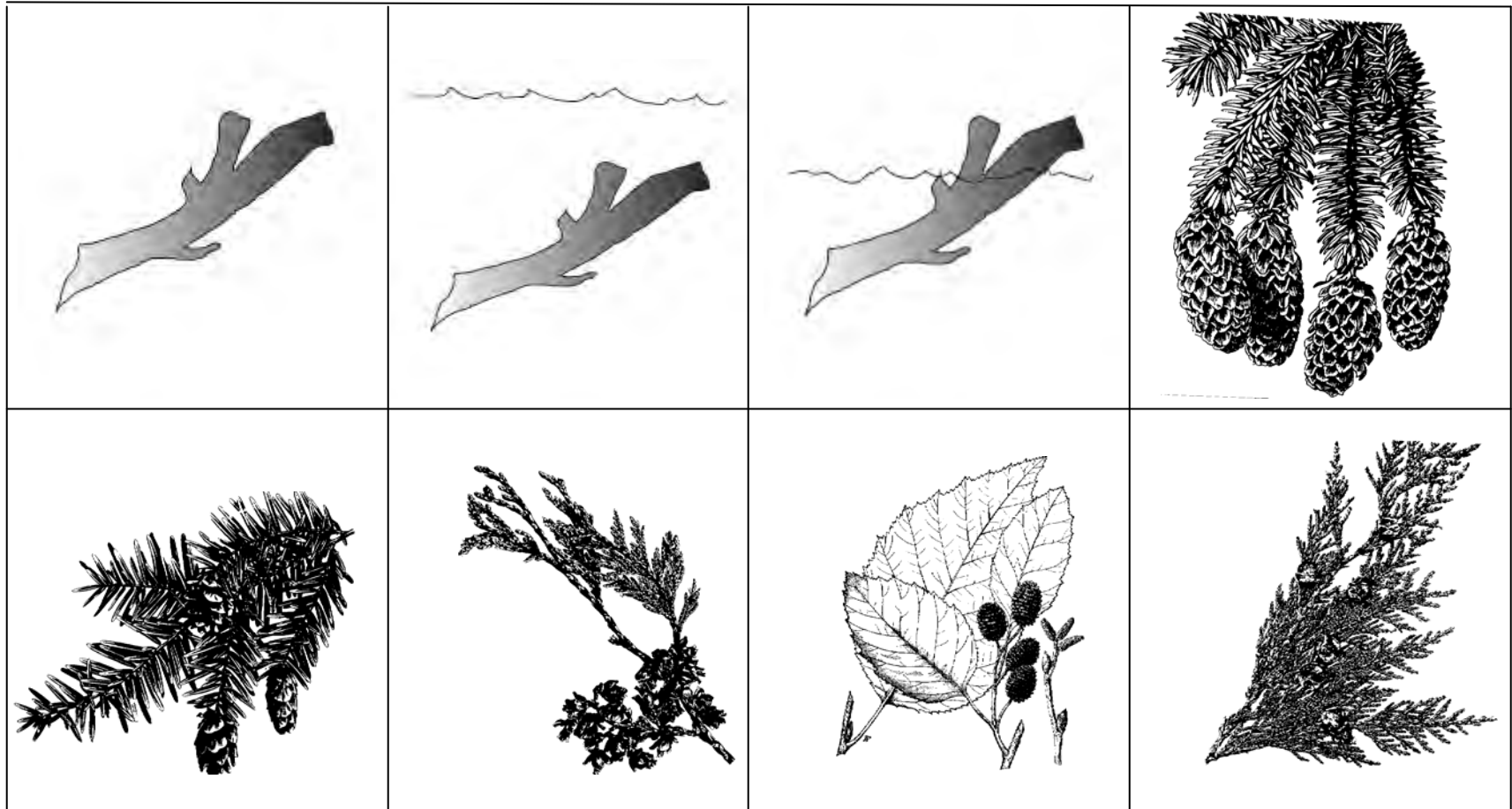
Yaakwx' – Canoes Unit
Lesson 1 – Activity #4
Matching Activity Wall Cards



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

Laax

Yaakwx' – Canoes
Lesson 1 – Activity 4
Matching Activity Game Cards



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<i><u>k</u>áas</i>	<i>keishísh</i>	<i>yán</i>	<i>shéiyi</i>
<i><u>x</u>áay</i>	<i>ya taax'w</i>	<i>li hásh</i>	<i>laax<u>x</u></i>

Káas Lihásh Koonajíyaa Káax'i
Wood Floatation Experiment

I saayí:
Name: _____

Yagiyee:
Date: _____

1. *Daa sá i tuwaa sigoo isikóo?*
What do you want to know?

2. *I koonajíyaa káax'i yahaayí kayshaxít.*
Draw your experiment.

4. *Atx' kayshaxít daa sá eeteenáx yatee.*
List the things you will need.

5. *At wuskú kayshaxít.*

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

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?

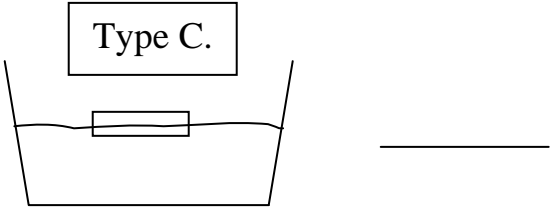
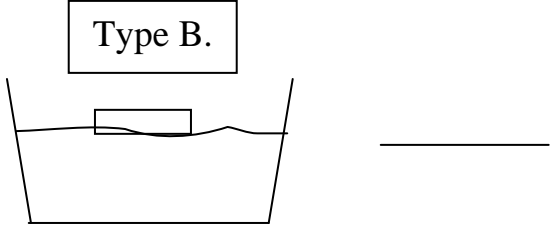
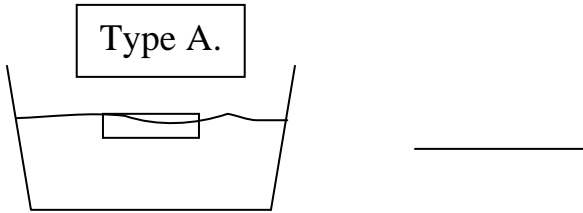
5. Which type of wood do you think would make the best canoe and why?

I saayí: _____ Yagiye: _____
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?

yaakw

canoe

ᐃᑭᑦᐃ

paddle

a x'ées'i

moq

a q'éek

stern

a ka. qasi'

mast

<p>sa'il</p>	<p>yaakw yik s'isay!</p>
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yáək

seat

ᵛᵛᵛ ᵛᵛᵛᵛᵛ ᵛᵛᵛ ᵛᵛ

cross piece

yakwtlénx'

large canoe

yakwyádi

small canoe

ysaap'yaash

flat bottom

canoe

yaakw

yáxwch'!

sea otter canoe

seet

**small canoe with pointed
prow**

xáa kayáqun

warriors

canoe

áwé.
)

This is)
si
siht

ákyá? ()

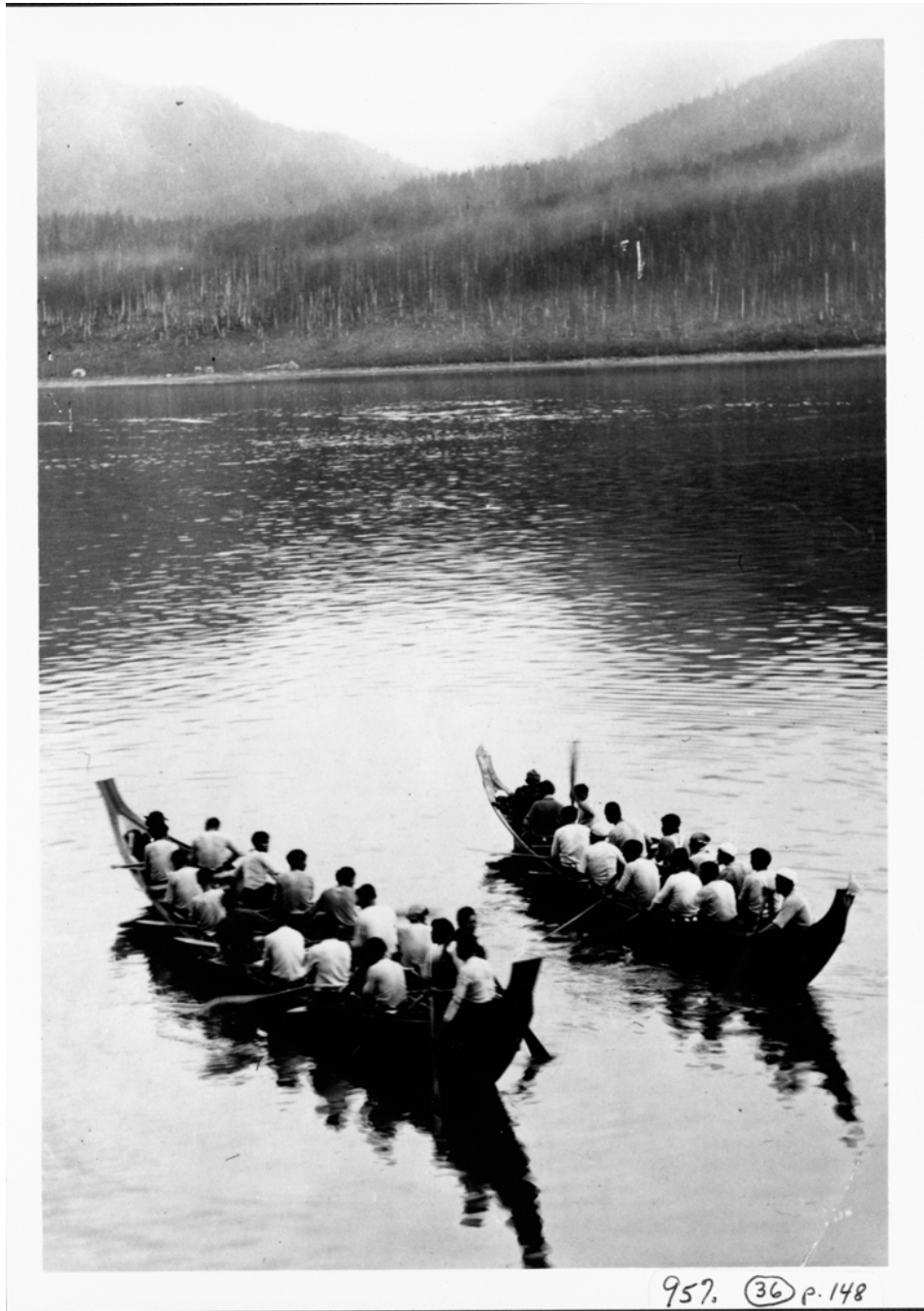
Is this a
SI

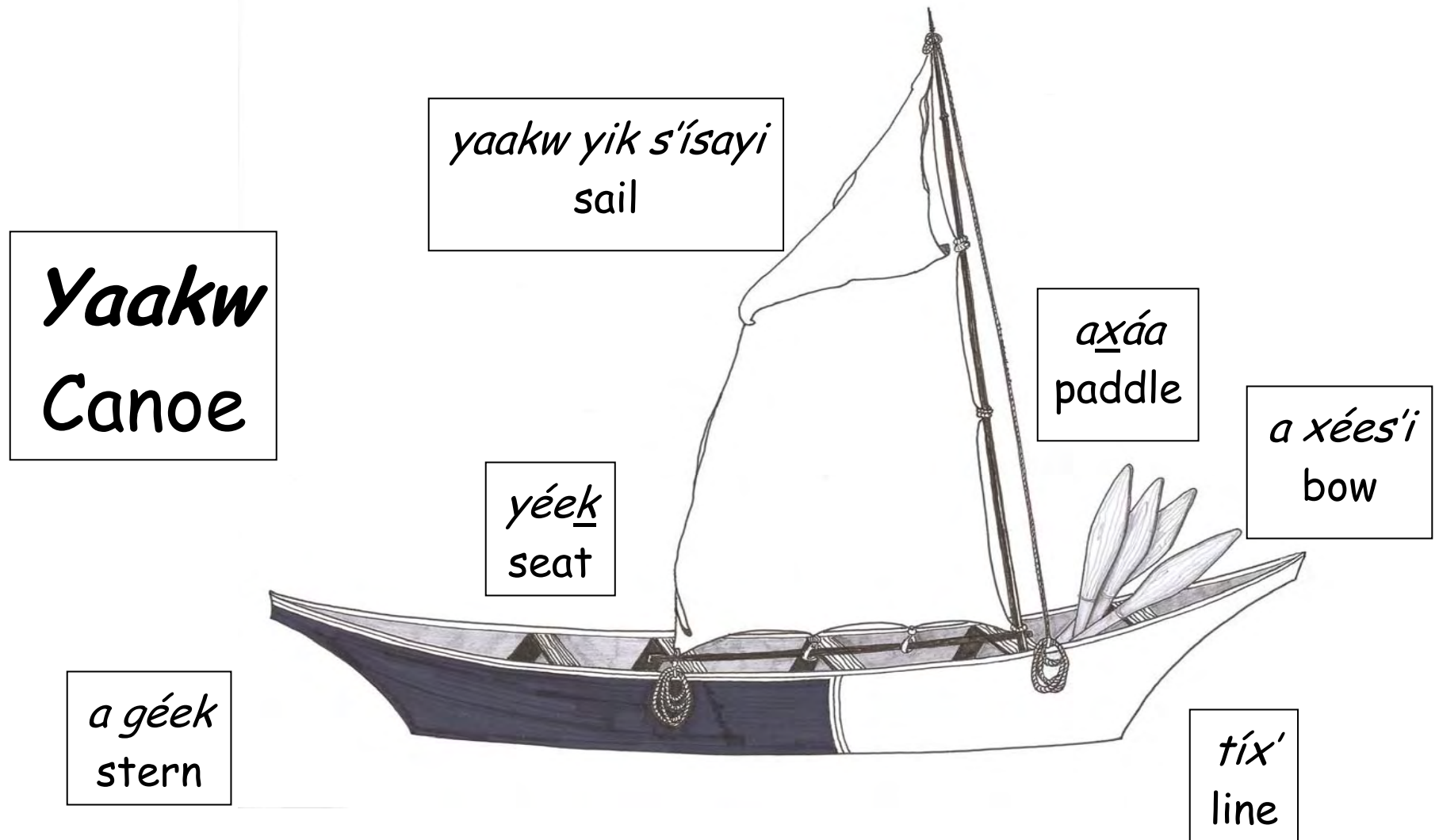
()?

<p>Where is the ()?</p>	<p>Goosú wé ()?</p>
------------------------------	--------------------------

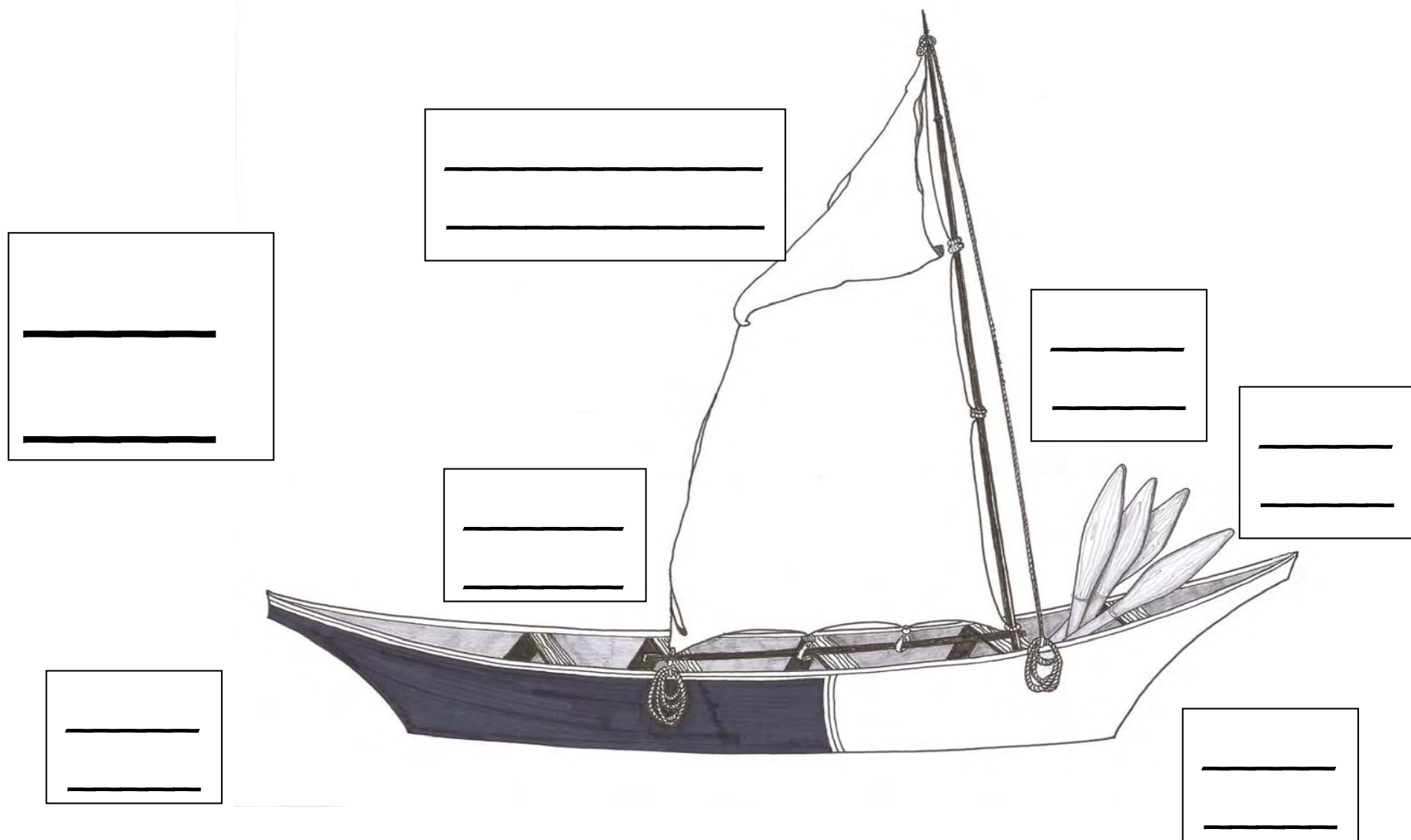








Yaakwx' - Canoes Unit
Lesson 2 - Activity #2
Canoe parts Worksheet





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





Jack Adams' racing canoe, Peirage 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 canoe raced in Peirage Bay. In this photo, Adams and ten other men paddle the canoe on Peirage Bay.

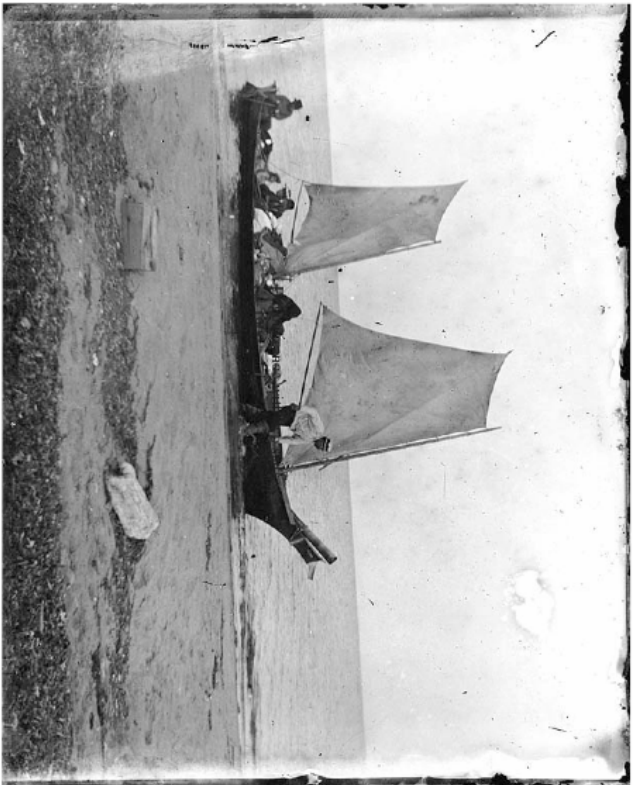
Register Number: 1918.11.214 Collection: Seattle Historical Society Collection Repository: Museum of History and Industry, Seattle URL: <http://www.history.org/learn>

Yaakwax'
Canoes



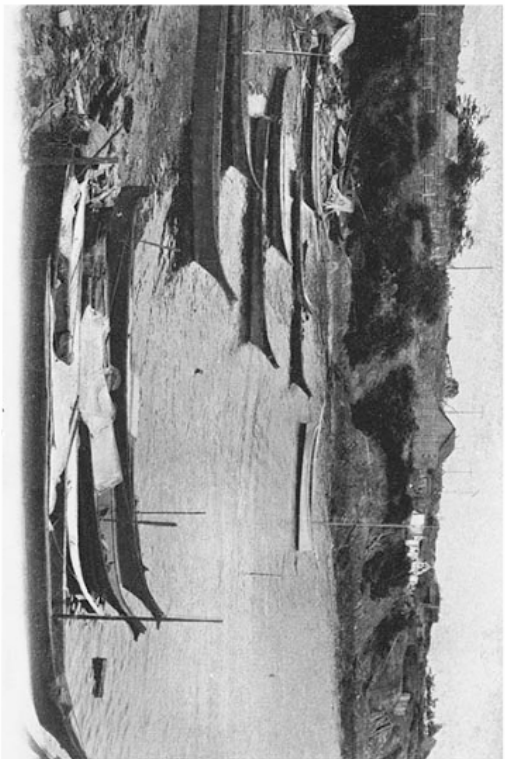
Three Indians in canoe, Yalutut canoe.

Alaska State Library-Historical Collection Collection Name: Seward, Sir, John (John Seward), a member of the Tribe, 1888. ASD-1024-27 Identifier: ASD-1024-27 URL: <http://library.alaska.gov>



Dugout canoe with two sails, ca. 1900

Photographer: McCurdy, James G. Negative Number: MOH-AT 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 883325 Collection: Wilse Collection
Repository: Museum of History and Industry, Seattle <http://content.lib.washington.edu>



Chilkat women canoe up the Dyea River, Alaska, 1897

Chilkat canoe moves up the Dyea 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: NA 2206 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 Gerfield 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: NA2690 Collection: John N. Cobb Collection no. 418
Repository: University of Washington Libraries Special Collections, 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: Pusch 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

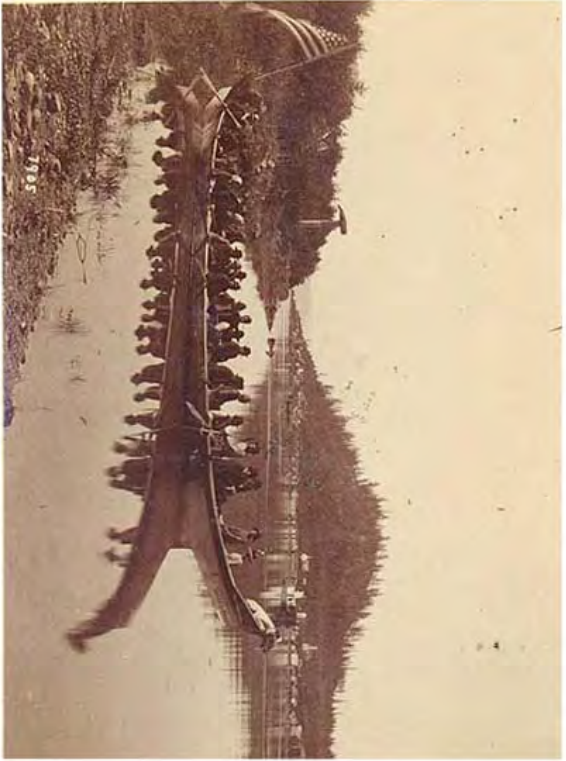
Two men in a canoe hunt seals: one is paddling, the other is standing in the bow preparing to throw a spear.

Photographer: Miller, N. B. Negative Number: NA.3061
Collector: Alaska Collection 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: Seattle Historical Society
Repository: Museum of History and Industry, Seattle
<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_4427_12. <http://library.state.ak.us/vid4>



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>



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

Canoes by Yindastukl [Gantegastak] 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-PC-27 Identifier: ASL-P27-032 <http://library.state.ak.us/vilda>

Liqéi.

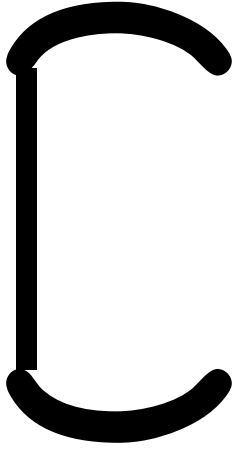
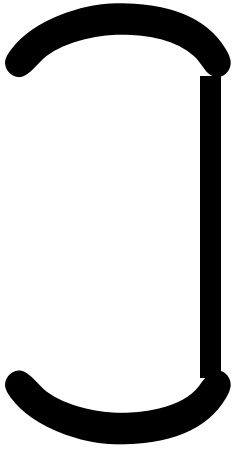
It is big.

Liǵéi! áǵéi?
Is it big?

Is it big?
Is it big?

liqéi.

si () is big.

 <p>liqé! qé?</p>		<p>big?</p>  <p>SI</p>
----------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------

qushniqéink'.

Yéi

It is small.

Is it small?

Yéi qushniqéink'

áqéi?

<p>gushniqéink'.</p> <p>() yéi</p>		<p>() is small.</p>
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Is () small?

() yéi qushigéink'
gèi?



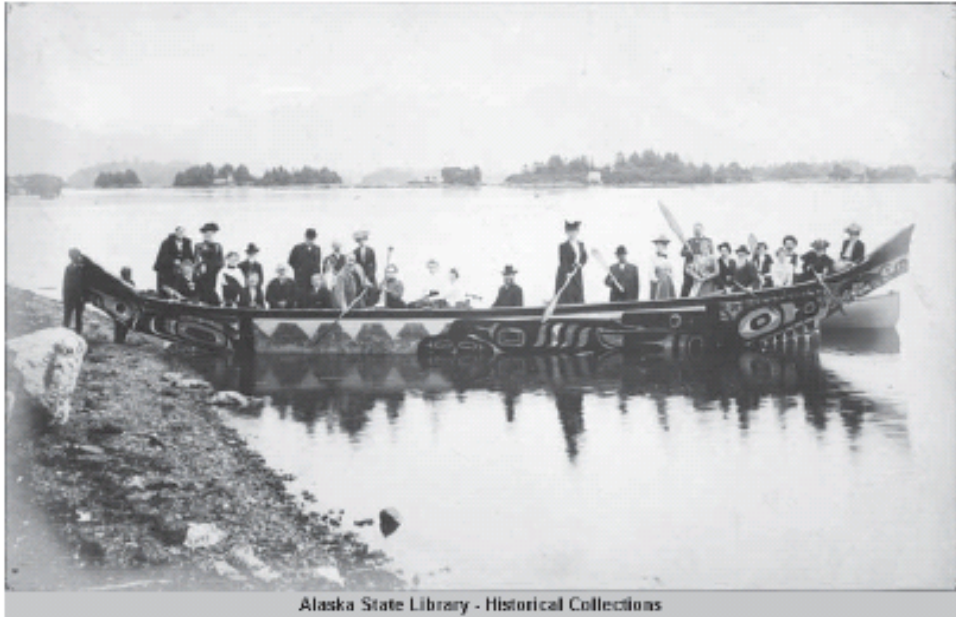
yaakw canoe

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



ch'iyaash

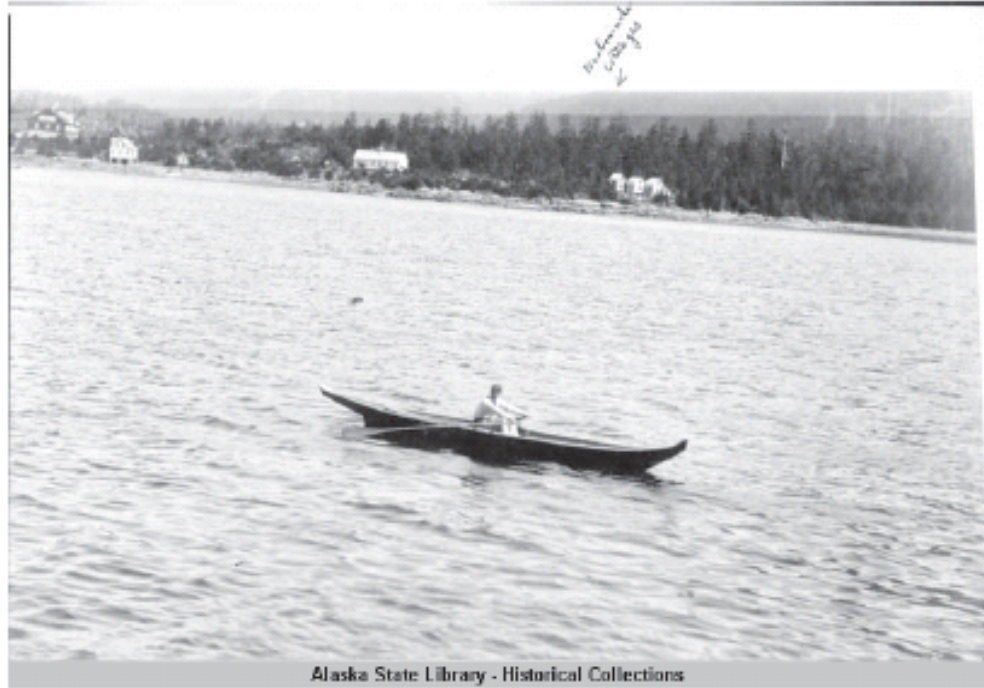
flat bottom canoe



yakwtlénx'

large canoe

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



yakwyádi

small canoe

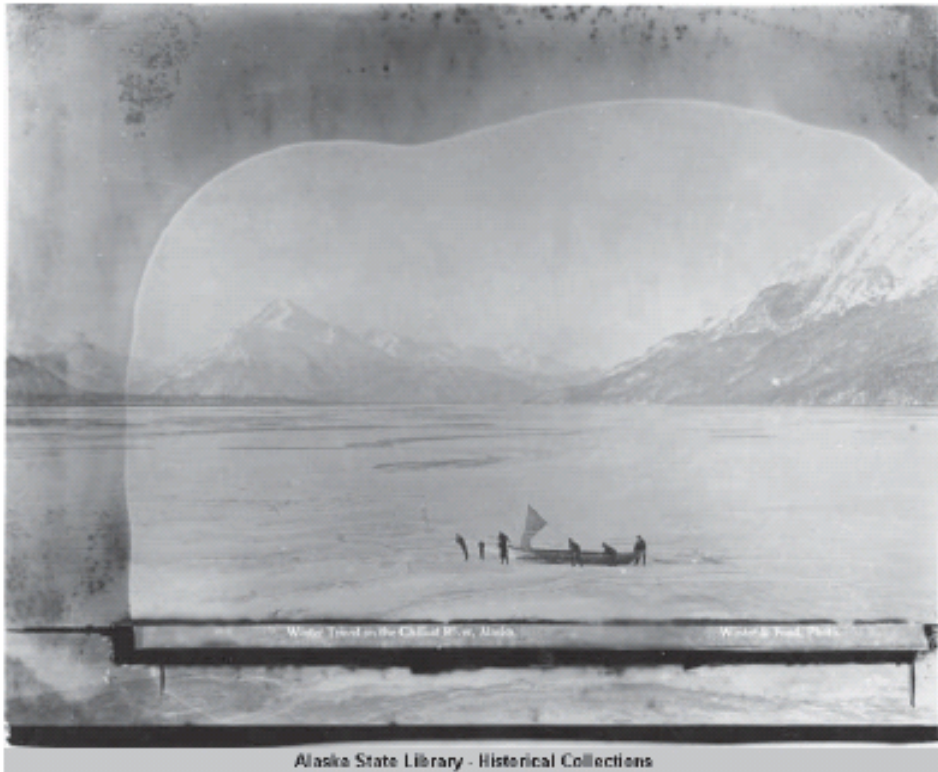
Shattuck, Mrs. Allen (Agnes Swineford) Collection, ASL-PCA-27
Small cedar canoe, 1888



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

yáxwch'i yaakw sea otter canoe

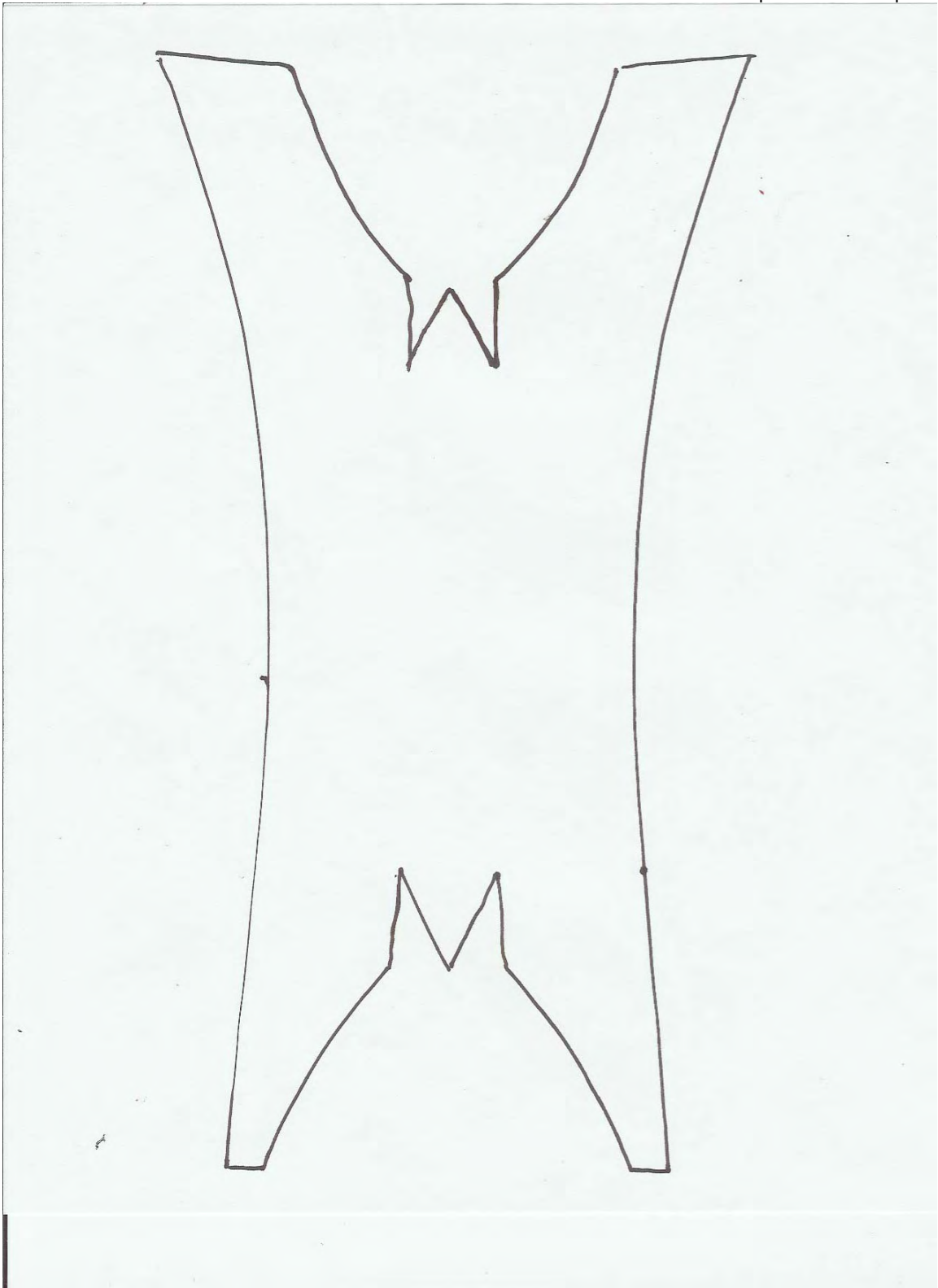
Shattuck, Mrs. Allen (Agnes Swineford) Collection ASL-P27
A summer on the Thetis, 1888



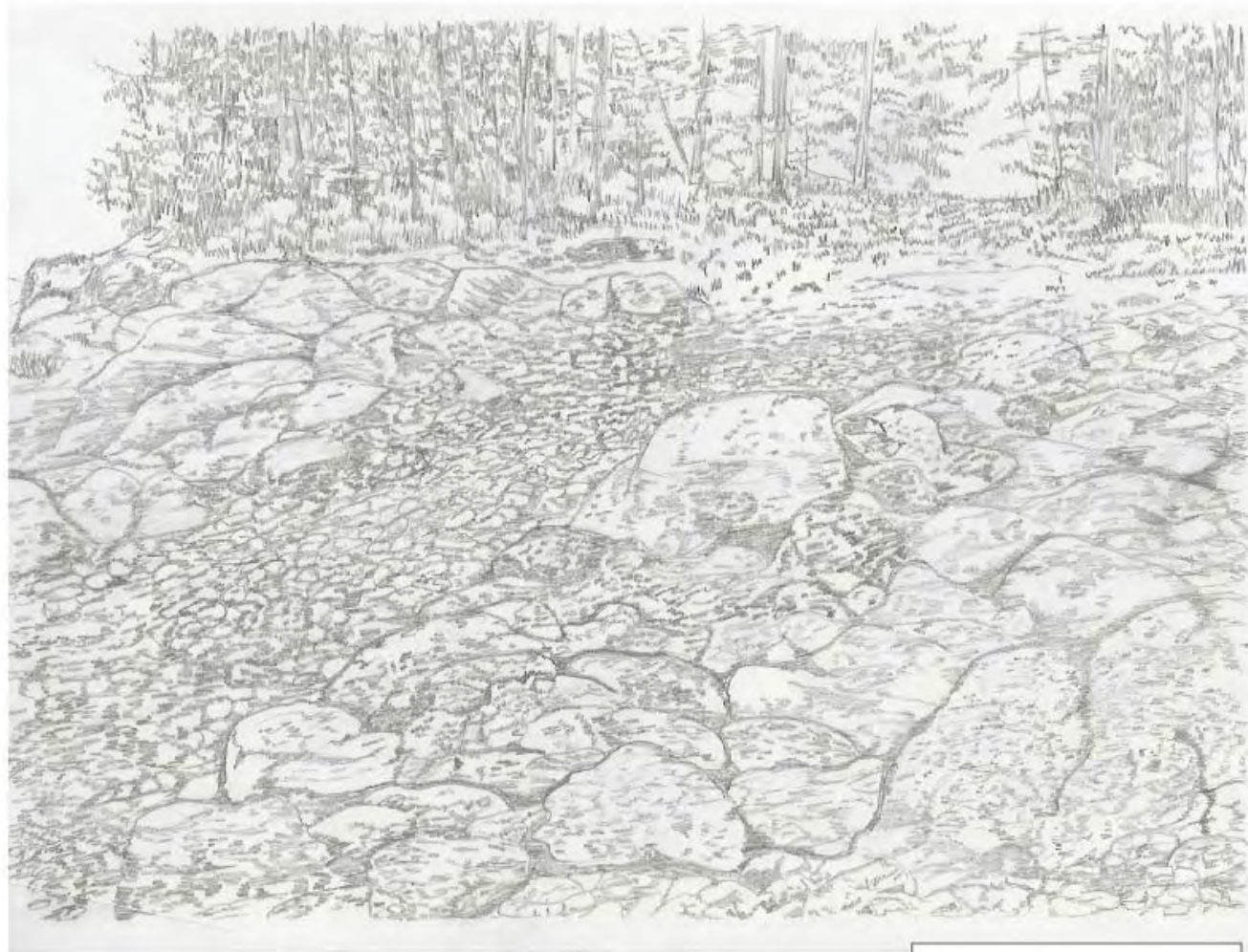
yaakw yik s'ísayi

sail

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



Yaakwx' – Canoes Unit
Lesson 3 – Activity #2
Canoe Launch Environment



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Friction Experiment

I saayí:

Name: _____

Yaa yagiyee:

Date: _____

1. *Daa sá i tuwaa sigoo isikóo?*
What do you want to know?

2. *Wé koonajíyaa káax'i yahaayí kayshaxít.*
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.

I Type of surface	S 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?

Té éegi
Rocky Beach

Xákw
Sandy Beach

Yaakw éegi yahaayí kayshaxít.
Draw a picture of a good canoe launch.



Axáa

paddle

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

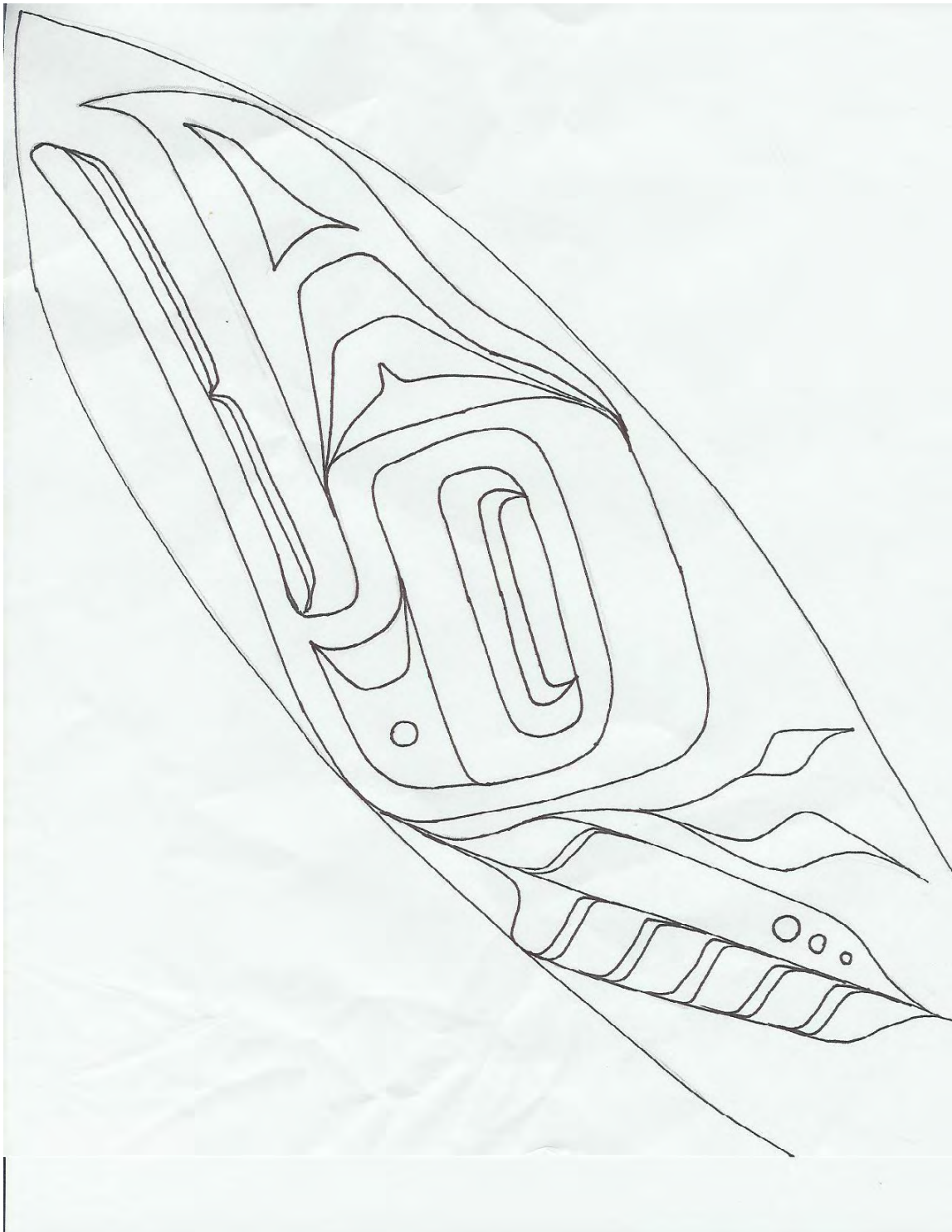


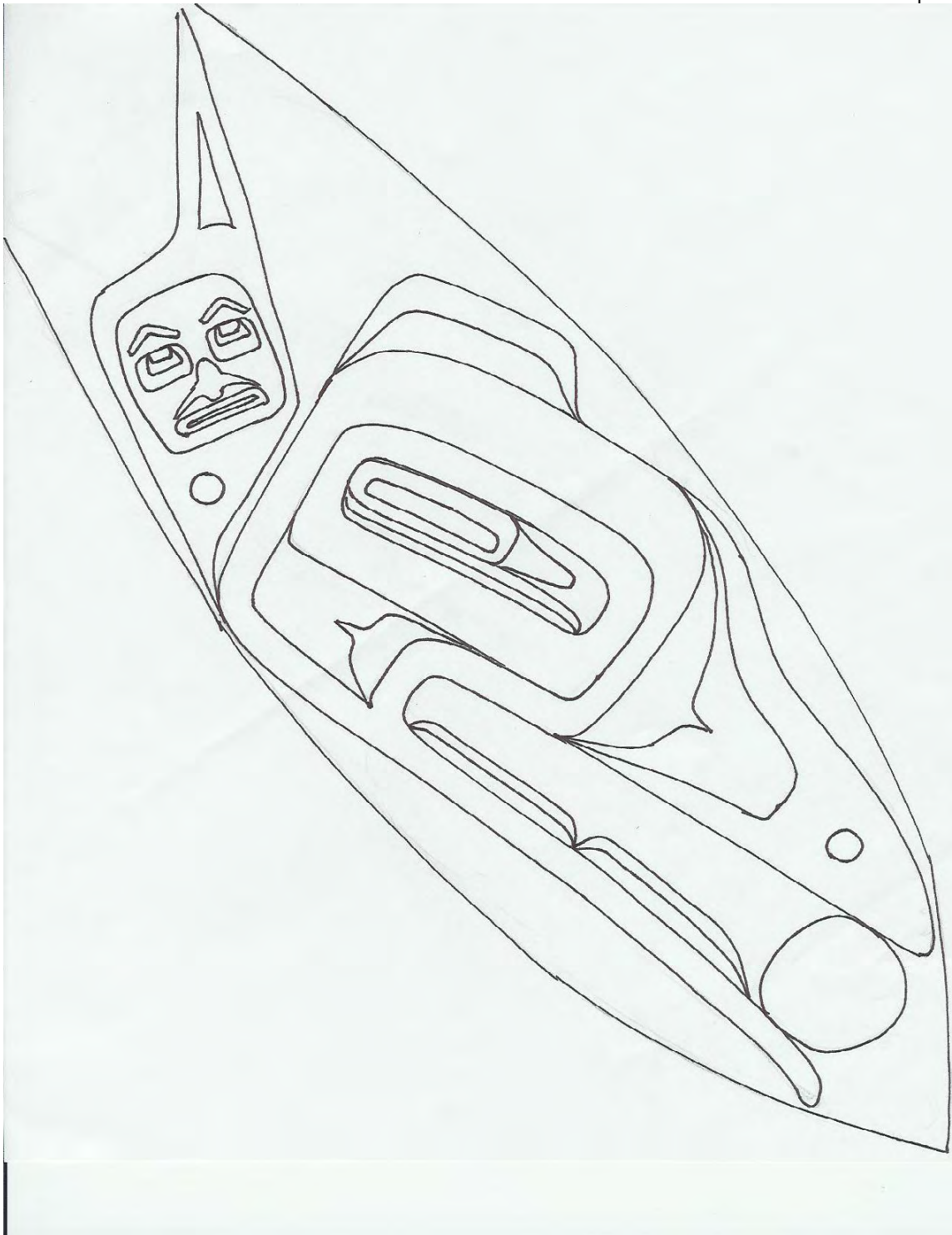
<http://content.lib.washington.edu/aipnw/copyrights.html>

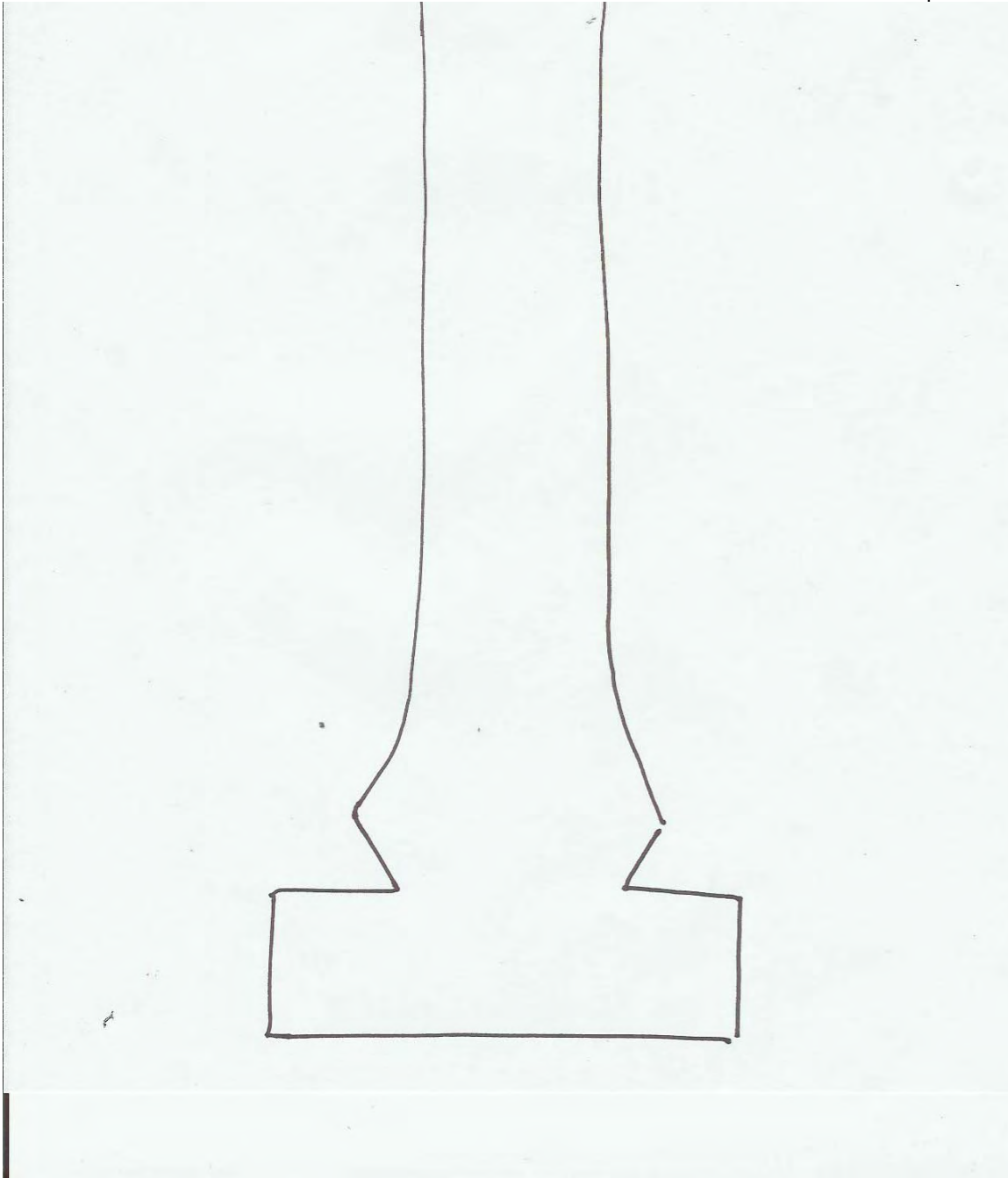
Yaakw yik s'ísayi canoe with sail

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

Dugout canoe with two sails, ca. 1900







Paddle Your Canoe Song
Yaagaxaa I Yaagú Sheeyí

Paddle, Paddle
Your canoe slowly
Happy, happy, happy, happy
Life is like a dream

*Yaagaxaa, Yaagaxaa,
I yaagú kageináx
Sigoo, sigoo, sigoo, sigoo
Kustí joon yáx yatee*

Paddle, Paddle
Your canoe slowly
Happy, happy, happy, happy
Life is like a dream

*Yaagaxaa, Yaagaxaa,
I yaagú kageináx
Sigoo, sigoo, sigoo, sigoo
Kustí joon yáx yatee*



Yadál
its heavy



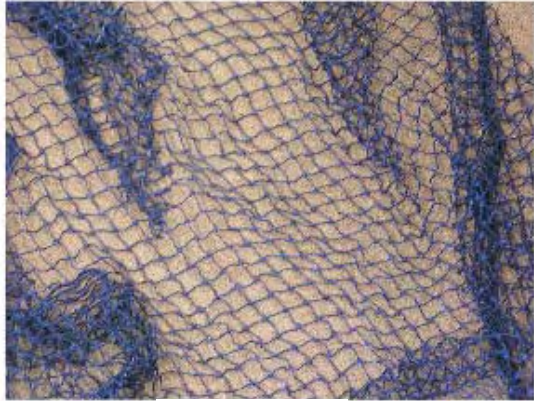
Tlél udál
not heavy



Ligéi
its big



Yéi googéink'
small



Yéi googéink'



Ligéi



Tléi uddá



Yadál



Geiwú



Xáat

Geiwú



"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 - siwew: rawhite; netted, Collection Name: Education collection

Geiwú kakudáali koonajíyaa káax'i
Net-Weight Experiment

I saayí:
Name: _____

Yagiyee:
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?

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.

<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. *Daa sá ishigóok?*

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

The contents of this curriculum were developed under the Tlingit 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



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

Yaakw Sheeyí
Canoe Song

Wei, wei, eeyaa hei,
Wei, wei, eeyaa hei
Aa aahaa eeyaa hei eeyaa hei,
aahaa eeyaa hei eeyaa hei yaa

Ceremonial Greeting

Spokesman on shore:

Goodáx aayaakw sáyá?

Where is this canoe from?

Spokesman on canoe reply:

Dzántik'i héenidáx aa yaakw áyá!

This canoe is from Juneau!

Spokesman on shore:

Yándeí gaxyeekoox.

Come ashore.

Yáadu yak'éiyi l'éyi l'éiw.

Here is the sandy beach.

Héenák'w yee jeedéi gaxtoolashaat.

We will give you fresh water.

Yee jín gaxtoolat'aa.

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 its 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 ■



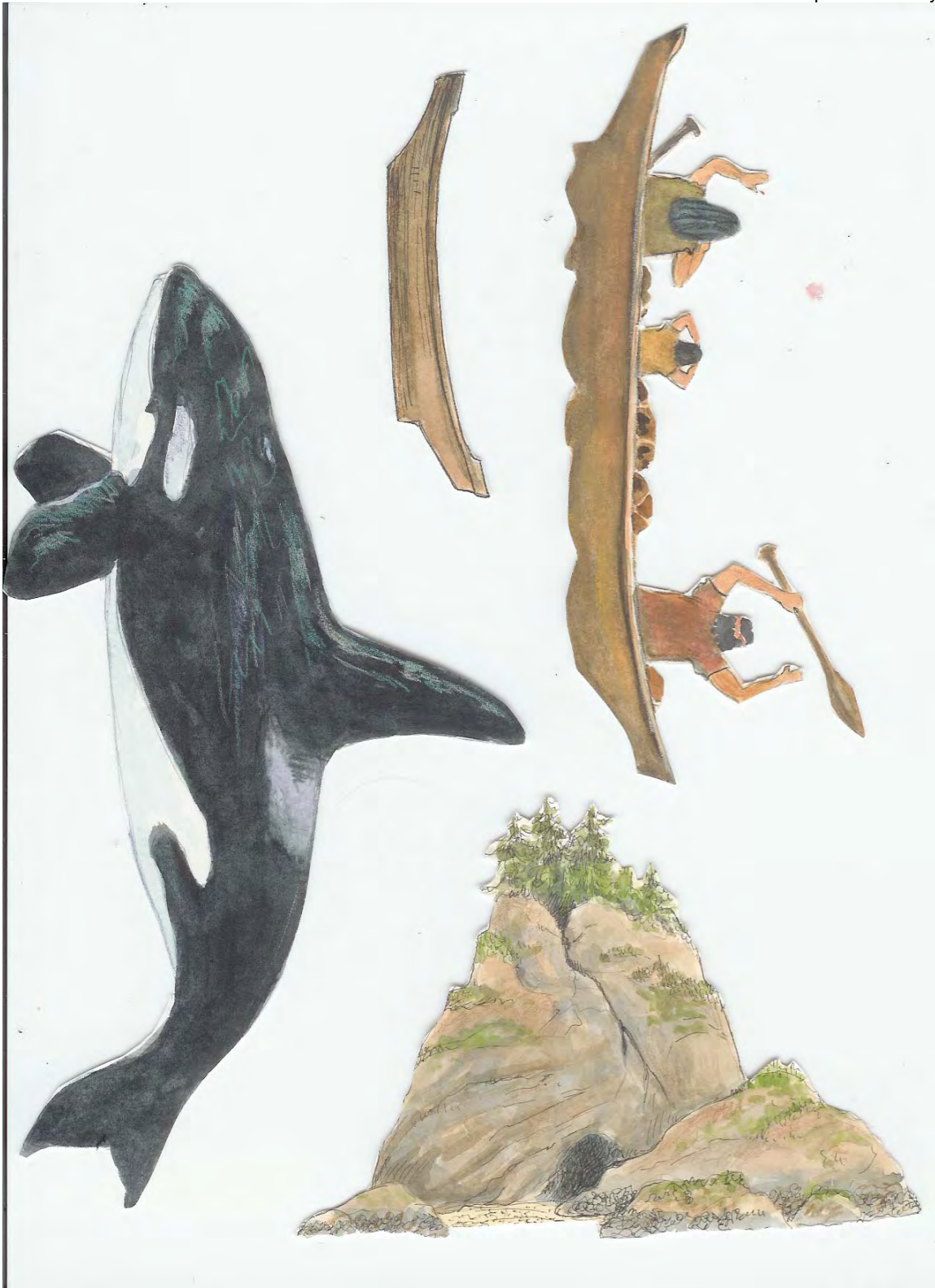
Tlingit Paddling Commands

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

<i>Yan yeené!</i>	Get ready! (make sure you have a paddle)
<i>Tliyéix' gaykí!</i>	Sit still!
<i>Kínde! Kíndeí axáa!</i>	Up oars! (Hold the paddle straight up.)
<i>Dá_kde! Da_kdei axáa!</i>	Out oars! (Hold the paddle straight out)
<i>Sheeyínáx</i>	on the right
<i>S'átnáx</i>	on the left
<i>Daak yaylatsaak!</i>	Gently push the boat away!
<i>Yan yee yék!</i>	Stand by to paddle! (get ready to act.)
<i>Góok!</i>	Go! Do it!
<i>Yaagaxáa!</i>	Paddle!
<i>Kúx_{de} nú!</i>	Break water! (Hold paddles in the water, perpendicular to the canoe.)
<i>Kúx_{dei} axáa!</i>	Paddle backwards! (Reverse direction.)
<i>Ayáx gaylatsaak!</i>	Stabilize the boat (Hold paddles straight down, parallel to the canoe.)
<i>Tláakw!</i>	Hurry! (Paddle harder.)
<i>Kagéináx!</i>	Slown down! (Paddle easier.)
<i>Yaakw yík_{dei} axáa!</i>	Boat your oars! (Put the paddles in the canoe.)

Yaakwx' - Canoes Unit
Additional Resources-Calendar Icons



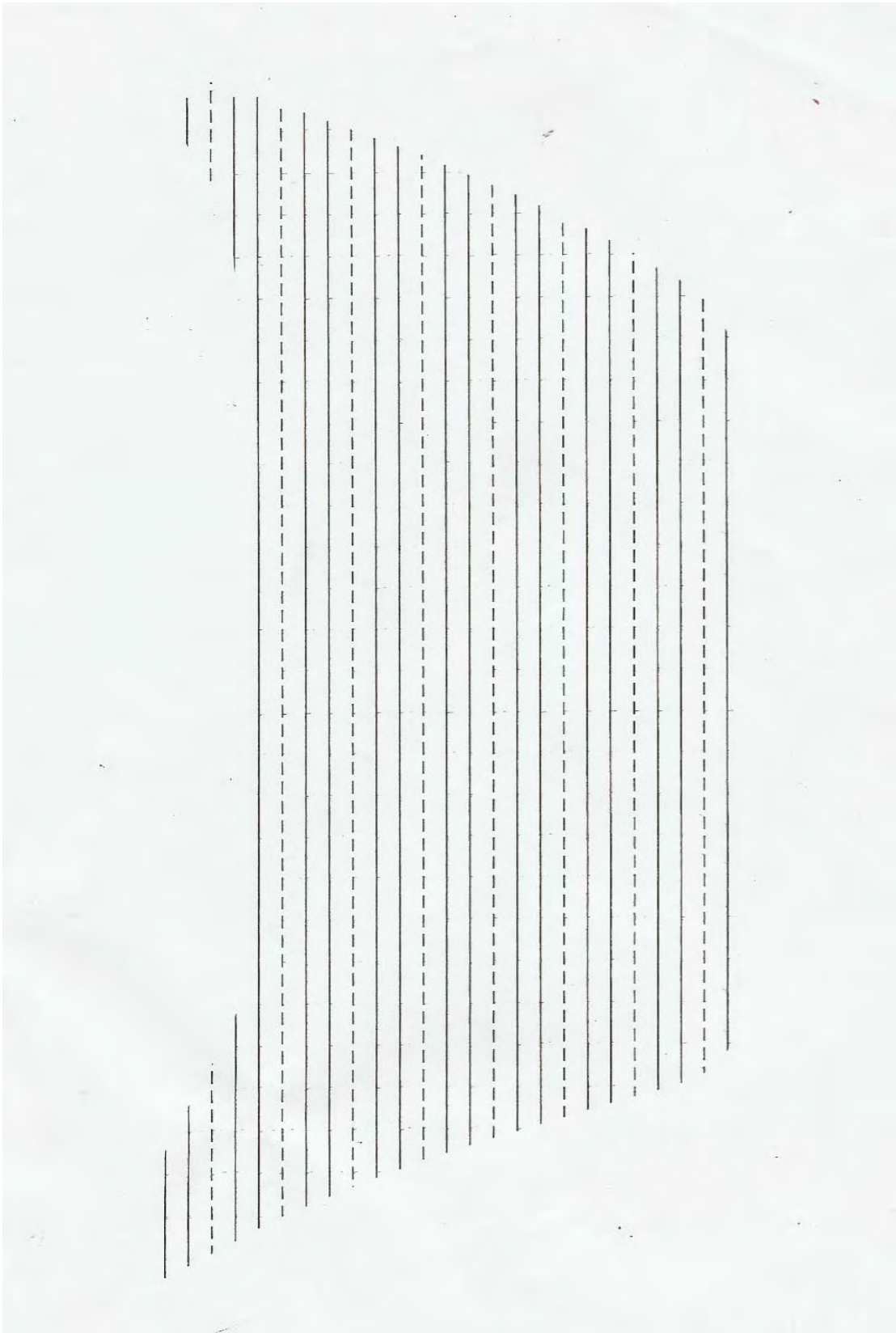












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Yaakwx' - Canoes Unit
Tlingit Components

Lesson 1

Vocabulary

1.	Character of a Tlingit story	<i>Naatsilanéi</i>
2.	killer whale	<i>kéet</i>
3.	man	<i><u>k</u>áa</i>
4.	trees	<i>aasx'</i>
5.	spruce	<i>shéiyi</i>
6.	hemlock	<i>yán</i>
7.	yellow cedar	<i><u>x</u>áay</i>
8.	red cedar	<i>laax</i>
9.	alder (beach)	<i>keishísh</i>
10.	wood (stick of wood)	<i><u>k</u>áas</i>

Phrases

11.	Do you see (trees)?	<i>(Aasx') gé iyatéen?</i>
12.	What do you see?	<i>Daa sá iyatéen?</i>
13.	I see (yellow cedar).	<i>(Xáay) xaatéen.</i>
14.	Does (a stick) float?	<i>(Káas) gé at wulihaash?</i>
15.	A (stick) floats.	<i>(Káas) at nalhaashch.</i>
16.	Does (a spruce stick) sink?	<i>(Shéiyikáasi) gé yoo yataax'w?</i>
17.	(a spruce stick) sinks.	<i>(Shéiyi <u>k</u>áasi) yoo yataax'w.</i>
18.	Pick up the (alder) branch.	<i>Ax' yei nastí wé (keishísh) t'áni.</i>
19.	Flat hands	<i>t'áal' i jín</i>
20.	stiff fingers	<i>shigeel' i tl'eik</i>
21.	pointy fingers	<i>tl'eik luyex'aan</i>
22.	not stiff fingers	<i>tléil shigeel' i tl'eik</i>
23.	not pointy fingers	<i>tléil tl'eik luyex'aan</i>
24.	droopy hands and body	<i>jinlileil ka daalileil</i>
25.	soft flat hands	<i>kashix'wál'san jint'áal'</i>
26.	Hold up the picture of (hemlock).	<i>Kíndeí gaylasháat wé (yán) yahaayí.</i>
27.	Point to the (red cedar).	<i>(Laax) at ch'éix'.</i>
28.	Touch the (yellow cedar).	<i>(Xáay) at shí.</i>

Lesson 2

Vocabulary

29.	canoe	<i>yaakw</i>
30.	paddle	<i>a<u>x</u>aa</i>
31.	bow	<i>axées'i</i>
32.	stern	<i>a geek</i>
33.	mast	<i>a ka.aasí</i>
34.	sail	<i>yaakw s'ísaayi</i>
35.	seat	<i>yee<u>k</u></i>
36.	rope/line	<i>tíx'</i>
37.	large canoe	<i>yakwtlénx'</i>
38.	small canoe	<i>yakwyádi</i>

- | | |
|------------------------------|----------------------|
| 39. flat bottom canoe | <i>ch'iyaash</i> |
| 40. sea otter canoe | <i>yáxwchí yaakw</i> |
| 41. small pointed prow canoe | <i>seet</i> |
| 42. cottonwood canoe | <i>duḵ yaakw</i> |
| 43. war canoe | <i>ḵáa yeeyaagú</i> |
| 44. bark canoe | <i>loon yaakw</i> |
| 45. skin canoe | <i>ch'aḵúx</i> |

Phrases

- | | |
|--------------------------------------|-----------------------------------|
| 46. Is this a (large canoe)? | <i>(Yakwtlénx') ákyá?</i> |
| 47. Where is the (stern)? | <i>Goosú wé (a géek)?</i> |
| 48. A (warrior's canoe) is big. | <i>(Ḷáa kayáagu) ligéi.</i> |
| 49. Is (a sea otter canoe) big? | <i>Ligéi gé (yáxwch'i yaakw)?</i> |
| 50. (A flat bottom canoe) is small. | <i>(ch'iyaash) yéi googéink'.</i> |
| 51. Is (a pointed prow canoe) small? | <i>(Seet) gé yéi googéink'?</i> |

Lesson 3

Vocabulary

- | | |
|----------------|-----------------|
| 52. rocks/reef | <i>eech</i> |
| 53. tree | <i>aas</i> |
| 54. forest | <i>aas gutú</i> |
| 55. canoe | <i>yaakw</i> |
| 56. beach | <i>éek</i> |

Phrases

- | | |
|------------------------------|-----------------------------------|
| 57. The (canoe) is fast. | <i>Wé (yaakw) yasátk.</i> |
| 58. Is the (canoe) fast? | <i>Wé (yaakw) gé yasátk?</i> |
| 59. The (canoe) is not fast? | <i>Wé (yaakw) tléil usátk.</i> |
| 60. Is the (canoe) not fast? | <i>Wé (yaakw) tléil usátk gé?</i> |

Lesson 4

Vocabulary

- | | |
|-----------------------|------------------------|
| 61. paddle | <i>aḵáa</i> |
| 62. rudder paddle | <i>aat'eegí</i> |
| 63. long | <i>yayát'</i> |
| 64. short | <i>yéi kakwliyáat'</i> |
| 65. strong | <i>latséen</i> |
| 66. raven | <i>yéil</i> |
| 67. eagle | <i>ch'áak'</i> |
| 68. sail | <i>yaakw s'ísayi</i> |
| 69. mast | <i>yaakw ka.aasí</i> |
| 70. wind | <i>ooxjaa</i> |
| 71. yellow cedar bark | <i>ḵáay daalooní</i> |

Phrases

- | | |
|-------------------------------------|------------------------------------|
| 72. The paddle is (long). | <i>Wé aḵáa (yayát').</i> |
| 73. The paddle is (short). | <i>Wé aḵáa (yéi kakwliyáat').</i> |
| 74. The paddle has a (raven) on it. | <i>(Yéil) aḵaax' yéi yatee.</i> |
| 75. The paddle has a (eagle) on it. | <i>(Ch'áak') aḵaax' yéi yatee.</i> |

- | | |
|------------------------------------|------------------------------------|
| 76. The (paddle) is strong. | <i>Litseen wé (axáa).</i> |
| 77. The (rudder paddle) is strong. | <i>Litseen wé (at'eegí).</i> |
| 78. The (sail) is strong. | <i>Litseen wé (yaakw s'ísayi).</i> |
| 79. The (wind) is strong. | <i>Litseen wé (ooxjaa).</i> |
| 80. The (mast) is strong. | <i>Litseen wé (yaakw ka.aasí).</i> |
| 81. The (cedar bark) is strong. | <i>Litseen wé (xáay daalooní).</i> |
| 82. Row Your Boat Song | <i>Yaagaxaa I Yaagú X'asheeyí</i> |
| Row, Row, | <i>Yaagaxaa, Yaagaxaa,</i> |
| Your boat slowly | <i>i yaagú kageináx</i> |
| Merrily, merrily, merrily, merrily | <i>Sigoo, sigoo, sigoo, sigoo</i> |
| Life is like a dream | <i>kustí joon yáx yatee</i> |

Lesson 5

Vocabulary

- | | |
|---------------|----------------------|
| 83. net | <i>geiwú</i> |
| 84. salmon | <i>xáat</i> |
| 85. big | <i>ligéi</i> |
| 86. small | <i>yéi googéink'</i> |
| 87. heavy | <i>yadál</i> |
| 88. not heavy | <i>tléil udál</i> |

Phrases

- | | |
|-----------------------------|----------------------------------|
| 89. The net is (empty). | <i>Wé geiwú (tléil kooda.ét)</i> |
| 90. The net is (full). | <i>Wé geiwú (shawahéek).</i> |
| 91. The (net) is heavy. | <i>Wé (geiwú) yadál.</i> |
| 92. Is the (salmon) heavy? | <i>Yadál gé wé (xáat)?</i> |
| 93. The (net) is not heavy. | <i>Wé (geiwú) tléil udál.</i> |
| 94. Is the (net) not heavy? | <i>Tléil gé udál wé (geiwú)?</i> |

Lesson 6

Phrases

- | | |
|------------------------------------|----------------------------------------|
| 95. This drum is (loud). | <i>Ya gaaw (ligaaw).</i> |
| 96. This drum is (quiet/not loud). | <i>Ya gaaw (tléil oolgaaw).</i> |
| 97. The drum is (vibrating). | <i>Wé gaaw (kawdinét).</i> |
| 98. Do you hear the (drum)? | <i>I ya.axch gé wé (gaaw)?</i> |
| 99. I hear (a voice). | <i>(Kaa s'é) xaa.áxch.</i> |
| 100. Where is this boat from? | <i>Goodáx aayaakw sáyá?</i> |
| 101. This boat is from (Juneau). | <i>(Dzántik'i héeni)dáx yáakw áyá.</i> |
| 102. Canoe Song | <i>Yaakw x'a sheeyí</i> |

Wei, wei, weiyaa hei

Wei, wei, weiyaa hei

aaa , aa, aa, aaa

aa haa wei

ee yaa hei

aa haa wei yaa hei

ee yaa hei yaa.aa