



# Gáan

# BERRIES

Grade Levels K-1

## Haida Cultural Significance

Of all the natural subsistence foods of the Haida people, the wild berry, rich in vitamins and minerals, balances their diet. Before refined sugar was introduced into the Haida diet, berries were the sweeteners. Wild berries are still very special traditional foods.

Some wild berries are not exactly palatable eaten alone. For example, currants and soap berries are best mixed with sweeteners. Some berries, like the salmonberry, are usually served mixed with cultivated berries or other fruits such as bananas. This mixture is a common food at Haida events and ceremonies.

Traditional methods of preserving berries are drying them into cakes or coating the berries in seal or hooligan oils and mixing them in the roe of fish. Berries are also used for flavoring the flesh of fish, seal or deer. Contemporary methods of preservation include jarring and freezing berries of all kinds.

## Elder/Culture Bearer Role

Elders or culture bearers may enrich these lessons with their knowledge of the traditional names and uses for berries. They might also talk about traditional ways of gathering and preparing berries, the types of containers used for gathering and how berries were preserved. For example, at memorial ceremonies berries are served according to cultural protocol and an Elder might describe how that is so for the class.

## Overview

Southeast Alaska has abundant resources and Haida people developed food gathering techniques around these seasonal resources, including fish, berries, and game. This unit is an introduction to gathering berries for primary students.

In Lesson #1, *Berries I Know About*, students share their knowledge of local berries and begin to learn the Haida names for berries.

Lesson #2, *Do You Have the Berries?* introduces students to the berries found in Southeast Alaska. They practice using the Haida names of these berries.

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 Dr. Jordan Lachler (Yáahl K'ángkwangaa), project director and linguist specializing in documenting and revitalizing Native American languages. 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 (Sikí Jáadei) grew up in Ketchikan, spending a great deal of time with her grandparents, Robert and Nora Cogo. She worked for many years in 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 on line at [sealaskaheritage.org](http://sealaskaheritage.org).



Sealaska Heritage Institute



In Lesson #3, Blueberry Math, teaches students to count from 1-10 in Haida and work on 1-1 number correspondence.

In Lesson #4, Raven Goes Berry Picking, students use this story to learn about oral storytelling, a tradition of Haida people, and participate in a stick puppet play.

Lesson #5, How Many Berries Do You Count? Students learn how to ask this question in Haida, In the activity they practice counting from 1-10 in Haida and English.

In Lesson #6, I am Picking Berries. Students learn berry picking phrases in Haida and role play berry picking.

In Lesson #7, Let's Gather Berries. Students learn about the importance of gathering berries.

Lesson #8, Let's Make Fruit Leather. Students learn the steps of making this delicious treat and share their product with others – a traditional custom.

## Alaska State Standards

English/Language Arts

A3) When speaking, demonstrate skills in volume, intonation, and clarity

E1) Use information, both oral and written, and literature to understand self and others

Math

A1a) Understand and use numbers, number systems, counting numbers, whole numbers

A6) Represent, analyze, and use mathematical patterns using methods such as tables and graphs

Science

A14) Understand the interdependence between living things and their environments

A15) Use science to understand and describe the local environment

Cultural Standards

A4) Practice traditional responsibilities to the surrounding environment

C1) Perform subsistence activities in ways that are appropriate to local cultural traditions

D1) Acquire cultural knowledge through participation and meaningful interaction with Elders

## Lesson #1 Berries I Know About

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### Objective

Students

- Name, identify and describe at least 3 of the many berries found in Southeast Alaska/ blueberry, high bush cranberry, salmonberry, huckleberry, thimbleberry and strawberry.

### Time

45 minutes



## Materials

- Berry study prints (See Resources)
- Large drawing paper
- Colored pencils or felt markers

## Haida Vocabulary

|                                |                       |
|--------------------------------|-----------------------|
| <b>gáan, gáanaay</b>           | (the) berry           |
| <b>xil, xiláay</b>             | (the) leaf            |
| <b>sk'áwaan, sk'áwanaay</b>    | (the) salmonberry     |
| <b>hldáan, hldánaay</b>        | (the) blueberry       |
| <b>hilda'áang, hildaangáay</b> | (the) strawberry      |
| <b>sgidluu, sgidluwáay</b>     | (the) red huckleberry |
| <b>xabtl'iid, xabtl'adáay</b>  | (the) soapberry       |

## Sample Haida Phrases

|                                     |                              |
|-------------------------------------|------------------------------|
| <b>Áa uu gáan ijang.</b>            | This is a berry.             |
| <b>Xiláay hl díig isdáa.</b>        | Give me the leaf.            |
| <b>Sk'áwanaay iik hl stlajúu.</b>   | Point to the salmonberry.    |
| <b>Tl'áan uu hldánaay ijang?</b>    | Where is the blueberry?      |
| <b>Hilda'áang gw is us?</b>         | Is this a strawberry?        |
| <b>Gíisd uu sgidluwáay da'áang?</b> | Who has the red huckleberry? |
| <b>Xabtl'iid uu hl k'inggang.</b>   | I see some soapberries.      |

## Activity #1

### What kind of berry is this?

Show the berry cards to students, asking them to name various berries and parts of a berry bush. Tell them the names of any berries that they do not already know or recognize. After learning the names in English, introduce the corresponding name in Haida. Ask students to repeat the Haida names of berries after you. **Hldáan uu ijang.** – This is a blueberry.

Have student's participate in a guessing game using berry cards. Begin like this: "In my hand, I am holding a berry that is dark in color. What berry could it be?" Another description might be, "In my hand, I see a berry that looks like a bunch of fish eggs. What berry could it be?"

Ask students to say the names of the berries in Haida and English.

## Activity #2

### Berry observations

Group students into pairs. Tell each pair that they will take turns to describe their favorite berry to the friend sitting next to them. The pairs then take turns sharing their descriptions of their favorite berry, by using the following questions:



What color is the berry?  
What shape is it?  
How does this berry feel?  
How does it taste?

## Activity #3

### Berry drawing

Give each student a half sheet of large drawing paper. Have students draw and color their favorite berry. Ask them to sign their drawings. When they are done, students bring their pictures to the meeting area. Guide them through a graphing activity, where the favorite kinds of berries are placed on a bar graph. Label each bar with the name of the berry in English and Haida. Ask students to count the number of people who chose one berry or another as their favorite. Practice using both the English and Haida names for each berry on the graph.

### Assessment

Meet with individual students to look at his/her drawing of a favorite berry. Ask him/her to answer the questions used in the activity regarding color, shape, feel/texture and taste.

Record if any of the students can use the Haida words for the berries introduced.

## Lesson #2

### Do You Have the Berries?

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#### Objectives

Students

- Learn the Haida phrase, **Dáa gw \_\_\_ da'áa us?** Do you have \_\_\_?
- Practice the Haida names for the berries of Southeast Alaska

#### Time

45 minutes

#### Materials

- Berry Study Prints (see resources)
- Blue or red ball
- Bingo cards
- Bingo pieces
- Plastic blueberry (or simulation)



## Haida Vocabulary

|                                     |                          |
|-------------------------------------|--------------------------|
| <b>hláay, hláayaay</b>              | (the) highbush cranberry |
| <b>stl'a gudíis, stl'a gudajáay</b> | (the) thimbleberry       |
| <b>áang</b>                         | yes                      |
| <b>ge'é</b>                         | no                       |
| <b>tláan</b>                        | stop                     |

## Sample Haida Phrases

|  |                                       |
|--|---------------------------------------|
| <b>Tl'áan uu stl'a gudajáay ijang?</b> | Where are the thimbleberries?         |
| <b>Áatl'an aa.</b>                     | Here (they are).                      |
| <b>Dáa gw hláayaay da'aa?</b>          | Do you have the highbush cranberries? |

## Activity #1

### Learning Haida phrases

Say the Haida phrase, **Tl'áan uu hldáanaay ijang?** Where are the blueberries? Ask students if they are familiar with any of the words. Have them repeat the phrase and model how to pantomime looking for and not finding blueberries. All students should join in the pantomime action as they understand the phrase. Repeat this format for each of the berries found in Southeast Alaska.

## Activity #2

### Dáa gw game

Introduce the game, **Dáa gw hldáanaay da'áa us?** Do you have the blueberry? This game is similar to "Button, button who has the button?"

Students sit in a circle on the floor. One student is chosen to be "it" and leaves the circle to sit in the center of the circle. "It" covers his/her eyes. The teacher hands a plastic **hldáan** – blueberry - to one other student. Students pass **hldáanaay** behind their backs until 'it' says **Tláan!** Stop! "It" uncovers his/her eyes, points to one student and asks, **Dáa gw hldáanaay da'áa us?** Do you have the blueberry? to which the student responds **áang** yes or **ge'é** no. "It" continues to ask students until **hldáanaay** is found. The person with **hldáanaay** becomes "it" for the next round.

This game can be played using any of the traditional berries students have been learning about.

## Activity #3

### Berry bingo

Distribute berry bingo cards to students. Use the game pieces to call out the names of the berries as the class plays bingo.



## Assessment

Observe students as they interact while playing games. Note who understands the question, who is able to respond to the question and who is able to formulate a question. Using a rubric or checklist, note which students can do this unassisted, with assistance, and who needs more practice to learn the phrases.

## Lesson #3 Blueberry Math

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### Objectives

Students

- Recognize numbers 1-10
- Use one-one number correspondence from 1-10
- Use the Haida and English names for blueberry and numbers 1-10.

### Time

45 minutes

### Materials

- Blueberries for Sal, by Robert McCloskey, Viking Juvenile, 1948, ISBN 0670175919.
- How many berries in my bucket Math Book
- How many berries in my bucket Activity Page







## Haida Vocabulary

|                                  |                    |
|----------------------------------|--------------------|
| <b>ᵗʰiit'aas, ᵗʰiit'ajaay</b>    | (the) berry basket |
| <b>k'wáayanda</b>                | to count something |
| <b>skáasᵍwaansang</b>            | one small round    |
| <b>skáasdang</b>                 | two small round    |
| <b>skáa hlgúnahl</b>             | three small round  |
| <b>skáa stánsang</b>             | four small round   |
| <b>skáa tléehl</b>               | five small round   |
| <b>skáa tla'únhl</b>             | six small round    |
| <b>skáa jagwaa</b>               | seven small round  |
| <b>skáa sdáansaangaa</b>         | eight small round  |
| <b>skáa tláahl ᵍwáansang gúu</b> | nine small round   |
| <b>skáa tláahl</b>               | ten small round    |

## Sample Haida Phrases

|  |                                   |
|--|-----------------------------------|
| <b>Hldánaay t'aláng k'wáayandaa ts'an.</b> | Let's count the blueberries.      |
| <b>Gíisdluu hldáan dáng da'áang?</b>       | How many blueberries do you have? |
| <b>hldáan skáasᵍwaansang</b>               | one blueberry                     |
| <b>hldáan skáasdang</b>                    | two blueberries                   |
| <b>hldáan ᵗwáan</b>                        | lots of blueberries               |

## Activity #1 Blueberries for Sal

Show students the book *Blueberries for Sal*. Ask them, "What do you think this book is about?" Read the book aloud. Guide the students into a re-telling of the story, focused on sequencing – ask them to recall what happened at the beginning, middle and end of the story.

## Activity #2 Counting blueberries in your bucket

Return to the page in *Blueberries for Sal*, where Sal has a bucket full of berries. Ask students how many berries Sal dropped into her bucket. Using an enlarged drawing of the bucket from the activity, "How Many Blueberries are in My Bucket" (see Resources). Role model coloring blueberries and placing them and the corresponding number on the page into the bucket. Explain to students that they will be completing this activity on their own.

Have the students practice counting the blueberries out loud in Haida as they complete the activity.

## Assessment

Observe and record whether each student can make one-one number correspondence with berries placed in the bucket.



## Additional Resources

- Berry Picking in Alaska is Fun: An Introduction to Traditional Berry Picking in Southeast Alaska by Pauline Duncan, <http://www.ankn.uaf.edu/Curriculum/Tlingit/PaulineDuncan/books/Berry/index.html>

## Optional Extension Activity

Students complete the additional math activity book included in the Resources.

## Lesson #4

### Raven Goes Berry Picking (Read Aloud)

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#### Objectives

Students

- Use prior knowledge about Raven and his character to predict what a new story will be about.
- Learn new Haida words and phrases

#### Time

30-40 minutes

#### Materials

- Book: Raven Goes Berrypicking by Anne Cameron
- Multiple copies of pictures from the text.
- Word cards: (Raven/**Yáahl**) (Canoe/**Tlúu**)
- crayons/colored markers
- Recorded pronunciation of **Yáahl**.
- Reader's theatre rendition of Raven Goes Berrypicking (optional activity resource)







- Taped version of the story. (optional activity resource)
- Popsicle sticks (8/child)

## Haida Vocabulary

|                                   |                                    |
|-----------------------------------|------------------------------------|
| <b>yáahl, yáalaay</b>             | (the) raven                        |
| <b>k'yáalaaw, k'yáalaawaay</b>    | (the) cormorant                    |
| <b>sk'in, sk'iinaay</b>           | (the) seagull                      |
| <b>was, wajáay</b>                | (the) puffin                       |
| <b>tlúu, tluwáay</b>              | (the) canoe                        |
| <b>tl'úxtl'uú, tl'úxtl'uúgaay</b> | (the) oysters                      |
| <b>gáwjaaw, gáwjuwaay</b>         | (the) sardines (lit. "needlefish") |

## Activity #1

### Introduce Raven Goes Berry Picking

#### Background Information for Teacher

Raven Goes Berrypicking is a Native story from Vancouver Island - it is not considered a story owned by the Haida people of Southeast Alaska. It is however a delightful story where Raven is up to his usual antics, tricking others into doing his work for him. Students may be able to identify Raven as a trickster from other stories they have heard. Storytelling among the Haida involves story ownership and who has the right to tell a story. Raven Goes Berrypicking, as a published story from another Native group, does not present this ownership issue, yet still provides a context familiar to many Native children.

## Activity #2

### Read aloud: Raven Goes Berry Picking

Introduce the book Raven Goes Berrypicking. Talk about the origin of the book, ownership of this story and stories in general. Ask students if they have heard of other stories with Raven. Discuss the type of character Raven usually is -- a trickster. Given the title, Raven Goes Berrypicking, ask students to predict what trick Raven might do in this book. Ask if anyone knows the Haida word for Raven -- **yáahl**. Show them the word in print and pronounce it. Use the taped pronunciation if needed.

Look at the first page of the book showing Raven in a canoe. Point out that in this book the canoe is called a dugout -- **tlúu**. Show them the word in print and pronounce it. Use the taped pronunciation if needed.

Read aloud Raven Goes Berrypicking, stopping to discuss ideas, vocabulary and concepts as needed.

## Activity #3

### Make stick puppets

Distribute a copy of the puppet coloring pages (see Resources) to each child. Have students color the characters and props, and then cut and tape them onto popsicle sticks. Divide students into groups of 5: Raven, Cormorant, Seagull, Puffin and the props — berries, oysters, sardines and a dugout canoe. Have students retell the story with their stick puppets within their group.



## Activity #4

### Retell Raven Goes Berry Picking with stick puppets

**Note to teacher:** Because Haida culture is rooted in oral traditions, it is important that students learn the art of re-telling stories. In the old days, grandparents would gather youngsters around a fire to share clan stories and legends. The expectation was that children listen attentively – they did, because in days to come they would be asked to re-tell the story as far as they could. It was in this way that cultural history was passed down through the generations. Listening remains an important tribal value for Native people in Southeast Alaska.

Have students re-tell the story with their stick puppets within their groups. They might want to switch the roles they play, to practice telling different parts of the story. Students then take home their stick puppets and re-tell the story to their families.

### Assessment

At the end of the book, Raven states, “Nobody trusts me.” Ask students to share an answer to the following with a friend (or with the group, if desired) “Would you trust Raven? Why or why not?” Any answer is acceptable, as long as the student justifies it.

#### Optional Extension Activities

- Invite parents to a puppet play brown bag luncheon
- Students listen to a taped version of the story and follow along with the text
- Students who are able to read Raven Goes Berrypicking independently might do so during guided reading
- After practicing reading, students might like to read this book to students from another classroom

## Lesson #5

### How Many Berries Do You Count?

#### Objectives

Students

- Practice counting by completing the berry counting book
- Use the Haida and English name for berries

#### Time

45 minutes

#### Materials

- Berry counting math book
- Berry counting cards (1 set/student)

#### Sample Haida Phrases

**Sán gáan gid uu dáng da’áang?**

What kind of berry do you have?

**Hidáan uu Hl da’áang.**

I have a blueberry.

**Gánaay t’aláng k’wáayandaa ts’an.**

Let’s count the berries.



## Activity #1

### Berry counting card game

**\*Prior to this activity make a set of berry counting cards for each student.**

Role model playing berry-counting Concentration. Place two sets of berry cards face down in the meeting area. Choose one student to demonstrate the game with you. Pick up one card, say the berry name and the number of berries on the card in Haida and English, **hldáan skáasdang** ~ two blueberries. Turn over another card, say the berry name and number. If the berry name and number of berries on the card matches the previous card, keep the pair. The next player then begins.

Distribute a set of cards to each student. Have them cut out and put their names on the back of each card so they will have their own set to play with peers and families.

## Activity #2

### Blueberry addition

Distribute a Blueberry addition packet to each student. They will practice their tally and number sentence writing as they count the wild berries on each page.

**\*Prior to this activity make copies of addition book for each student.**

## Assessment

Assess each student by observing his/her participation in the berry counting game. Check each student's addition book for completion and accuracy.





## Lesson #6 I am Picking Berries

### Objective

Students

- Role play berry picking.
- Listen and repeat Haida phrases and berry names.

### Time

45 minutes

### Materials

- “I am picking berries” booklet
- Berry type activity page
- Jamberry, by Bruce Degen, HarperCollins; Reissue 1983, ISBN 0060214163
- Imitation berry bushes for the classroom

### Sample Haida Phrases

|  |                            |
|--|----------------------------|
| <b>Gúus uu dǎng isdaang?</b>             | What are you doing?        |
| <b>Hldáan-gyaag uu Hl skáadaanggang.</b> | I’m picking blueberries.   |
| <b>Hldáan uu Hl táagang.</b>             | I’m eating blueberries.    |
| <b>Tl’áan uu hldánaay ijang?</b>         | Where are the blueberries? |
| <b>Áatl’an uu íjang.</b>                 | (They are) Right here.     |

### Activity #1

#### Read Jamberry

Read aloud the book *Jamberry*, by Bruce Degen to the class. The rhymes and rhythmic cadence to the book are an enthusiastic introduction to berry picking.

### Activity #2

#### Listen and repeat berry names





Say the Haida phrase, **Hldáan-gyaag uu HI skáadaanggang** I am picking blueberries. Ask students if they are familiar with the phrase. Have them repeat the phrase and pantomime picking blueberries. Repeat this format for other Southeast berries. Handout the booklet pages for “I am picking \_\_\_\_.” Depending on the ages of students and their Haida language knowledge you may ask students to:

- Color the pictures as they listen to the phrases a second time;
- Point to the words as you read the phrases;
- Join in orally as you read the phrases;
- Point to or hold up the appropriate page as you read the phrases (students will need to know the berry names in order to do this).

## Activity #3

### Simulated berry picking

Imitation berry bushes are set up in the class (or students use laminated coloring pages with color coded labeling dots attached). Roam the room as students work on the bushes or coloring sheets, “picking” berries. Ask the students **Gúus uu dǎng isdaang?** What are you doing? Students reply with the name of the berry they are picking -- **(Berry name)-gyaag uu HI skáadaanggang**. I am picking some (berry name).

### Assessment

Note individual student responses to the question, **Gúus uu dǎng isdaang?** What are you doing? Provide more practice for those who need it and continue on-going assessment until all have correct pronunciation and usage.

## Lesson #7

### Let's Gather Berries

#### Objectives

Students

- Learn the importance of picking berries as a food source in Southeast Alaska
- Become familiar with the different berries that are harvested
- Practice using the Haida and English names for berries.

#### Time

45 minutes

4 hours, if going out to pick berries

#### Materials

- Permission forms or notes to families about the berry picking field trip
- Berry picking buckets or zip lock sandwich bags
- Snack
- Drinking water or juice



- Measuring cups
- Large graph paper

## Sample Haida Phrases

**Gúus uu gwáalaay aa ijang?** What's in the bag?

**Gúus uu gudáay aa ijang?** What is in the box?

## Activity #1

### Gather berries from home

If this unit is happening when berries are out of season, send home the letter provided with the Resources asking families to donate berries.

## Activity #2

### What's in the bag?

Gather jarred, canned or store bought berries. Explain to students that all of jarred, frozen or canned berries that they brought to school have been placed in box/bag and we are going to play a guessing game to find out the types of berries that were brought to school. Place the berries in a large paper bag or box. Have students meet in a large group.

Engage students in a GUESSING ACTIVITY using the phrase **Gúus uu gwáalaay aa ijang?** What's in the bag? Students will reply in Haida or English the names of the berries that may be in the box or bag. Remind students to participate appropriately - no shouting out guesses. Students raising their hands will be called on. Once students have made the correct guess bring out the berries.

## Activity #3

### Let's go berry picking

**Notes to teacher: Prior to this field trip make sure you have sent home permission slips and made travel arrangements.**

Discuss with students traditional ways of showing respect in berry picking areas. This is a good time to invite an Elder or culture bearer to share traditional ways of talking to bears, as there may be signs of bears in the area you have selected to pick berries. One traditional phrase used is : "Grandfather, let us pass safely through this place. We are only picking what we need. We will leave berries for you." Also talk about the way to treat the bushes and the trees in the area – respect for nature is an important tribal value for Native people in Southeast Alaska.

You will also want to establish safety rules such as:

- Stay within sight of all of your friends and adults when berry picking.
- Talk and sing and say, "Yoo hoo," to let the bears know you are present.

Walk, take a bus or have parents drive students to a local berry picking spot. When you arrive:

- Distribute berry picking cans or zip lock bags labeled with each child's name.
- Designate the berry picking area.
- Remind students to use traditional words of respect and to follow safety rules.
- Pick a pre-determined length of time - 20 – 30 minutes – and tell students how they





will know when the time is done and where they are to gather back as a group.

At the designated time,

- Gather students together, close the zip lock bags and put them all in a box or bucket to transport back to school.
- Count heads to be sure all children are present and ready to travel back to school.

## Activity #4

### Measuring and graphing berries

Once back in the classroom, divide the students into small groups. Have each student use measuring cups to measure the amount of berries picked. Have them write down their results on a scrap piece of paper and bring it to the meeting area.

Graph the amounts picked by each child on butcher paper. When you have finished with all groups, share the findings with the class. Ask students to observe who picked the most berries, whether any two students picked the same amount, etc. Ask them to describe how they picked as many berries as they did and recall other things they noticed while picking.

### Assessment

Observe students as they pick berries, to see if they are using the Haida words and phrases learned in class and whether they are being respectful to the environment. Ask students to draw a picture or write a story about the berry picking adventure, and to tell you about the picture.

## Lesson 8

### Let's Make Fruit Leather

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#### Objectives

Students

- Learn the steps for making fruit leather
- Learn the Haida and English names for the tools needed to make fruit leather

#### Time

45 minutes

#### Materials

- Tubs
- Water
- Potato masher
- Wire mesh strainers or sieve
- Plastic wrap
- Oven



## Sample Haida Phrases

|                                 |                           |
|---------------------------------|---------------------------|
| <b>Gúus uu dǎng isdaang?</b>    | What are you doing?       |
| <b>Gáanaay HI tla skúnaang.</b> | I'm cleaning the berries. |
| <b>Gáanaay HI tla'únggang.</b>  | I'm mashing the berries.  |
| <b>Gáanaay HI xiláadaang.</b>   | I'm drying the berries.   |

## Activity #1 Making blueberry leather

Invite an Elder or culture bearer to come in to talk to students about berry preservation. Haida families traditionally preserved berries by coating them in seal or ooligan oil, drying them or making berry cakes. Perhaps the Elder has a story about a time he/she picked and preserved berries.

Explain to students that they will be making blueberry leather. Throughout the process use as many Haida words and phrases learned in previous lessons with the students. As the leather is drying in the oven you may want to re-read favorite berry stories or have students tell personal stories about what their families do with the berries they pick. Write down their stories. These stories could be made into a class booklet and stored in the class library. (See fruit leather directions in teacher resource pages.)

## Extension Activity

Reserve some berries and make blueberry muffins using the recipe provided in the Resources. Share the muffins with another class, at a family gathering, or give to Elders in the community.

## Assessment

Observe students as they participate in making fruit leather. Are they following the steps correctly? Are they working cooperatively with others? Are they using the Haida words and phrases they learned previously?





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