

Sáaw

HOOOLIGAN



Grade Levels K-2

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.

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All units are available online at:
www.sealaskaheritage.org.



Sealaska Heritage Institute

Haida Cultural Significance

The Nass River, in Nisga'a and Tsimshian territory on the coast of British Columbia, have been a rich food source for Haida people for hundreds of years. The first high tide in May brings the celebration of returning ooligan, with seagulls, seals and seal lions, eagles, ravens, crows and people all joining in this welcoming of spring. Students learn the cultural and ecological rules to guarantee the return of this valuable food source in this unit.

Elder/Culture Bearer Role

Elders and culture bearers who have fished for ooligan, prepared them for winter use in a smokehouse, and who know the rules of respect necessary to insure the return of the ooligan each year will have much to share with the students. The best learning will happen when an Elder can participate in all activities of these lessons, adding personal stories, cultural wisdom and language to make the "pretend" seem real.

Overview

This unit begins with planning a preparation for the ooligan run in the month of April and ending with participating in ooligan fishing and preparation of family food in May.

Lesson #1 – When Are the Ooligan Coming?

Students make a moon calendar for the months of April and May. This lesson should begin toward the end of April, presenting information and activities before the actual beginning of the typical ooligan run in early May. Students use a current tide book to find and mark on the calendar the first high tide in May. The days before this date can be counted in anticipation of the ooligan run.

Lesson #2 - How Many Seagulls Are Arriving?

Students make a river mural for the classroom wall or the floor, showing mountains, forest, river, river rocks, etc. Paper seagulls are added each day until twenty or more have been added.

Lesson #3 – What Tools Do We Need?



This is an opportunity to look at the real tools used for fishing – an ooligan net, the twine and needles used to mend a net, buckets, boots, gloves, etc. Children set up a play fishing area in the classroom. An Elder can discuss traditional methods of gathering ooligan.

Lesson #4 - Make a Puppet Show

Children make a puppet show dramatizing the traditional rules to welcome the ooligan. The show is accompanied with the recorded sounds of many seagulls. Students make a school of ooligan on strings to be the puppets for the show.

Lesson #5 – Let’s Go Fishing

This lesson invites students to role play the experience of ooligan fishing as they catch ooligan with nets in a tub of water. They count the number of fish caught and place them in groups of ten. Male and female ooligans are placed on a mat to make a pattern.

Lesson #6 - Who Eat’s Ooligan?

Children play a Ooligan Escape! game with a partner to learn about predators in the ocean and rivers. They measure time and distance to help a ooligan escape being eaten.

Lesson #7 – Let’s Dry and Eat Ooligan!

Students role play getting ooligan ready for the smokehouse by fastening them together and putting them on sticks to dry. An Elder can demonstrate twining the dried ooligan into mats for winter storage. In a playhouse center, children play family roles as they cook, serve and eat pretend ooligan.

Lesson #8 – Let’s Go Fishing with our Families

Children join their families to take part in ooligan fishing. Students bring an ooligan to school to draw and measure and compare male/female ooligan. The lesson ends with a Ooligan feast in the classroom, which all families are invited to attend.

Background Information

Ooligans are smelt, about 8 – 10 inches long. Females are all silver in color. Males have a blueish color along the back and are sometimes a little larger than the females. They come into the Chilkoot and Chilkat Rivers around the first high tide in May. Haidas know that they are very sensitive fish, easily disturbed in their natural habitat. Traditional rules have been made to encourage the ooligan to continue to return. Because they are the first spring fish to arrive in the rivers, they are called the “cleaning committee” for all the other species that will come during the summer. They have been observed moving their fins and bodies against the moss-covered rocks in the river, making the way clean for those who follow.

Sometimes the ooligans come in such large numbers, that Haida people net enough to make ooligan oil, rich in vitamins. Ooligan are put into 6-foot deep pits to age for 8 -10 days. They are then boiled in water in big pots. The oil is separated, put in containers, and used by families or traded with others.

Ooligans are also called “candle fish” because they have so much oil.

Alaska State Standards

English/Language Arts

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

Mathematics

A2) Select and use appropriate systems, units and tools of measurement, including estimation.

A6) Collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an



event.

B1) Use computational methods and appropriate technology as problem-solving tools.

Science

A2) Understand the physical changes and interactions that result in observable changes in the properties of matter.

A4) Understand observable natural events such as tides, weather, seasons, and moon phases.

A15) Use science to understand and describe the local environment.

Geography

A5) Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

Art

A1) Participate in dance, drama, music, visual arts, and create writing.

Cultural

A5) Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them.

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

E1) Recognize and build upon the inter-relationship that exist among the spiritual, natural and human realms in the world around them.

Lesson 1

When Are the Ooligan Coming?

Objectives

Students:

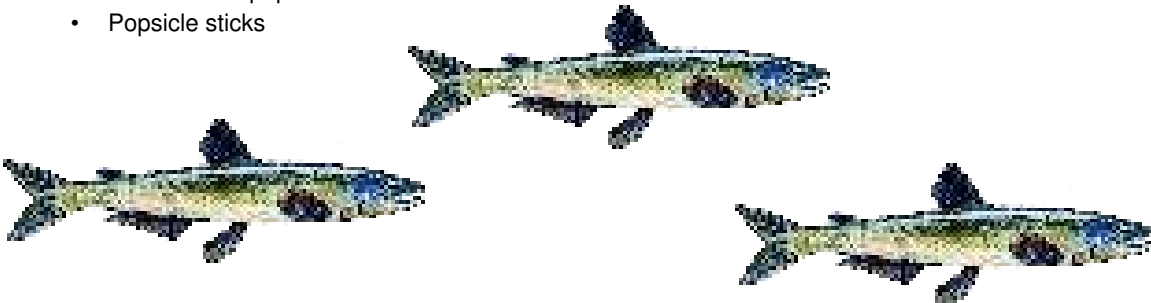
- Develop an understanding of the cyclical phases of the moon and its influence on the subsistence gathering of Haida people
- Develop an understanding of how to take information from a tide book to estimate the arrival of ooligan in the local area

Time

30 -40 minutes

Materials

- Calendar grid with 2-3 inch squares for the months of April and May
- Books with moon phases pictures
- Moon phase cut outs
- A current tide book
- Pen to mark the first high tide in May on the calendar
- Construction paper
- Popsicle sticks





- *So That's How the Moon Changes Shape*, by Allan Fowler, Children's Press Chicago, 1991, ISBN 0516449176

Haida Vocabulary

sáaw, sáawaay	(the) ooligan
kúng, kungáay	(the) moon, month

Haida Phrases

Kungáay sdasgiidang.	The moon is new.
Kungáay gaadgáagang.	The moon is half.
Kungáay skáyswaan'ilgang.	The moon is full now.
Sáawgyaa hl dii kindaa.	Show me an ooligan.
Ti'áan uu sáawaay iijang?	Where are the ooligan?

Activity #1

So that's how the moon changes shape

Read aloud the book *So That's How the Moon Changes Shape*, to introduce students to the phases of the moon. After reading, ask the class to generate any questions they have about the moon and record their questions on the board or a chartpad.

Activity #2

Look at pictures of the moon's phases

Using a book from the school library or photos from the Internet, show children pictures of moon phases. Ask if they have seen the Full Moon, First Quarter Moon, Full Moon, Second Quarter Moon like the pictures in the book. In pairs, children can tell partners things they know about the moon.

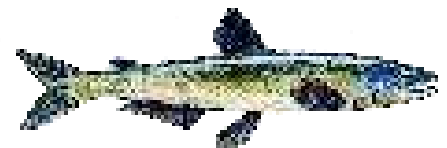
How does it look?

Can we always see the moon in the night time?

Can we ever see it in the day sky?

Are there some nights when we don't see the moon at all?

Introduce the Haida word for moon. Practice saying words several times. Put the symbol for the full moon on the proper day of the April calendar. (Be sure to check a commercial calendar before this activity to find the proper day.) Each day for the rest of this unit during Calendar Time add the next moon phase symbol to the calendar. Ask the class to notice: Is the moon getting larger or smaller? What will it look like in the sky tomorrow? Continue through the month of May. Have children complete the moon phases activity included in the Resources.





Activity #3

Look at a tide book

Find the tide for this day in the tide book. Will it be a big tide, small tide? How can we tell by looking at the tide? What do we see if it is a big tide? What do we see if it is a small tide? Use mathematical computations to find the difference between low and high tides.

Assessment

Listen for children's knowledge of the moon as they share with you and each other. Listen as students speak Haida words and phrases taught in this lesson and record their language mastery on a simple checklist

Optional Extension Activities

Encourage parents to help children observe the moon for the next 2 months and to talk about what they see.

Go to the beach and watch a high tide, a low tide. Make a low tide collection or picture for a classroom center.

Reference Materials and Websites

- *The Moon Book*, by Gail Gibbons, Holiday House, 1998, ISBN 0823413640.
- *The Moon Seems to Change* by Franklyn M. Branley, HarperTrophy, 1987, ISBN 0064450651.
- <http://www.ameritech.net/users/paulcarlisle/MoonCalendar.html>

Lesson #2

How Many Seagulls Are Arriving?

Objectives

Students:

- Learn about some of the geographical features of the local community
- Learn to speak Haida words and phrases pertaining to ooligan and geography

Time

15 minutes (whole group discussion)

15 minutes (each small group painting)

Materials

- 6 - 8 foot section of white wide art paper
- Paints and paint brushes
- Newspapers to protect the floor
- Paint shirts
- Paper seagull pictures
- School library books about rivers and seagulls



Haida Vocabulary

sk'ín, sk'iinaay	(the) seagull
tlat'a'áaw, tlat'aawáay	(the) mountain
hik'yáan tlagáay	the woods
gándl, gándlaay	(the) river
kwaa, kwa'áay	(the) rock

Haida Phrases

Sk'iinaay hl k'wáayandaa.	Count the seagulls.
Tlat'aawáay iig hl stlajúu.	Point to the mountain.
Tl'áan uu hik'yáan tlagáay iijang?	Where are the woods?
Gándlaay hl díi kíndaa.	Show me the river.
Gíisd uu kwaa da'áang?	Who has a rock?

Activity # 1

Let's make a river mural

If possible, this would be a good time to take your students outdoors to observe a river. Challenge students to observe parts of the land around the river, like mountains, forest, river water and rocks. If a field trip is not possible for this lesson, ask children to close their eyes and imagine tall mountains, a forest with tall trees, water running over and around rocks. Imagine a river.

Then list those features using both English and Haida names. Invite children to make a big picture (mural) of a river with mountains, forest, river and rocks to display in the classroom or the hallway outside.

Activity # 2

The seagulls arrive!

Show the students a paper seagull. Explain that seagulls are arriving along the northern rivers of Southeast Alaska to look for food. When the mural is ready, invite students to fasten paper seagulls along the river until 20 have been added. Use English and Haida to count them.

Activity # 3

Ooligan math

Prior to class copy one math packet (see Resources) for each student and direct them to complete the ooligan pages.

Assessment

As children share their ideas about a local river. Listen for common knowledge and experiences.



Observe children as they work on the classroom mural for feedback on whether they cooperate and help each other.
Use a Haida language checklist of the Haida words and phrases to determine student's language acquisition.

Lesson # 3

What Tools Do We Need?

Objectives

Students:

- Acquire an understanding of the traditional Haida protocols when listening to an Elder
- Acquire knowledge about traditional and modern tools and equipment used to gather ooligan
- Learn to speak new Haida words and phrases.

Time

20 minutes (whole group)

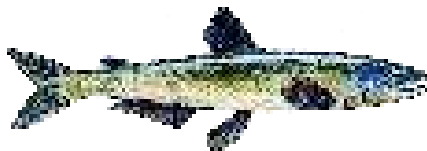
15 minutes (each small group)

Materials

- A real ooligan net, if possible from a child's home
- A short-handled net (for play fishing area)
- Twine and needles to pretend mend the net
- Buckets
- Jackets, boots, gloves to try on
- Paper ooligan for the river
- 6-8 section of blue wide are paper (for the river)
- Photos of people catching ooligan from photo collection (old times and present time)
- *Let's Go Fishing* book

Haida Vocabulary

aad, aadáay	(the) net
k'uudáats', k'uudáats'aay	(the) jacket
stla hlk'únk', stla hlk'únk'aay	(the) gloves
gan, ganáay	(the) bucket
st'a sk'agáa k'áajaa, st'a sk'agáa k'áajaa	(the) rubber boots





Haida Phrases

Giist uu aadaay da'áang?	Who has the net?
Tl'áan uu k'uudaats'aay dáa íjjang?	Where is your jacket?
Stla hik'únk'aay hl áa díi k'indaa.	Show me your gloves.
Sáawaay hl ganáay iik isdaa.	Put the ooligan in the bucket.
St'a sk'agáa k'áajaas gw dáa is us?	Are these your rubber boots?

Activity # 1 Let's go fishing

Together, read the book, *Let's Go Fishing*, first in English and then, if possible, in Haida. (Have an Elder or Culture Bearer read the Haida parent/grandparent pages, with students responding with the children's pages.) Make a list of the ooligan fishing tools from the booklet. Show the real items as the class makes a list. Tell students that these tools will be part of a pretend fishing center by the river mural.

Invite an Elder to talk about how Haida people show respect for ooligan and the environment during subsistence fishing.

Activity # 2 Let's create a pretend Ooligan river

Invite small groups of students to:

- Put paper ooligan into a pretend river
- Put fishing tools in the fishing center
- Pretend to mend the net
- Pretend to fish by putting the paper ooligan into the net and then into buckets

Have students draw pictures of what they know about gathering ooligan.

Assessment

Observe and listen as students speak Haida words during their interaction with Elders and cooperative play.

Using students' drawings, assess their understanding of how to gather ooligan.

Optional Extension Activities

Invite an Elder/Culture Bearer to share experiences of fishing for ooligan, getting tools ready, and watching for the first ooligan run.

Add more seagulls to the mural as the arrival of the ooligan gets closer.





Lesson 4

Make a Puppet Show

Objectives

Students:

- Acquire knowledge about traditional behavior, rules and respect of ooligan fishing
- Learn to speak new Haida words and phrases.

Time

10 minutes for group discussion (whole group)

20 - 30 minutes to prepare puppet show (small groups)

20 minutes to perform

Materials

- Mural and river from ooligan play center
- Large cardboard sheet to mount mural behind the river.
- Several paper ooligan fastened together to make 2 schools of fish
- Dog puppet
- Boots from ooligan play center
- Small rocks to throw into the river

Haida Vocabulary

x̱a, x̱áay (the) dog

k'ajúu to sing

Haida Phrases

Tl'áan uu x̱áay dáa íjjang? Where is your dog?

K'ajúu hlaa! Sing!

K'ajúu'uu hlaa! Sing, you guys!

T'aláng k'ajúu ts'an! Let's sing!

Activity #1

Showing respect to Ooligan

Ask students to participate in a role play by prompting them:

“Pretend you are a fish by moving your fins, your gill covers and your mouth. Pretend you are swimming in the river. A huge rock comes crashing down, almost hitting you. What would you do? A big dog comes splashing by, knocking you and your buddies in crazy flip-flops. What would you do? Huge feet in boots kick up the rocks around you. What would you do?”

As a class discuss human disturbances and fish behaviors. Make a list of things humans do that would make fish swim away.

Explain that there are traditional rules used over many years that welcome Ooligan instead of



scaring them away. People who are fishing for Ooligan sing to them, like Hoo-hoo-ooo-ooo as they catch them in their nets.



Activity #2 Ooligan schools

Children tape together 8-10 Ooligan to make a school. They fasten 2 strings to each school, one string for the left hand and one for the right hand. Children can practice moving their school of Ooligan as if they are swimming in the river.

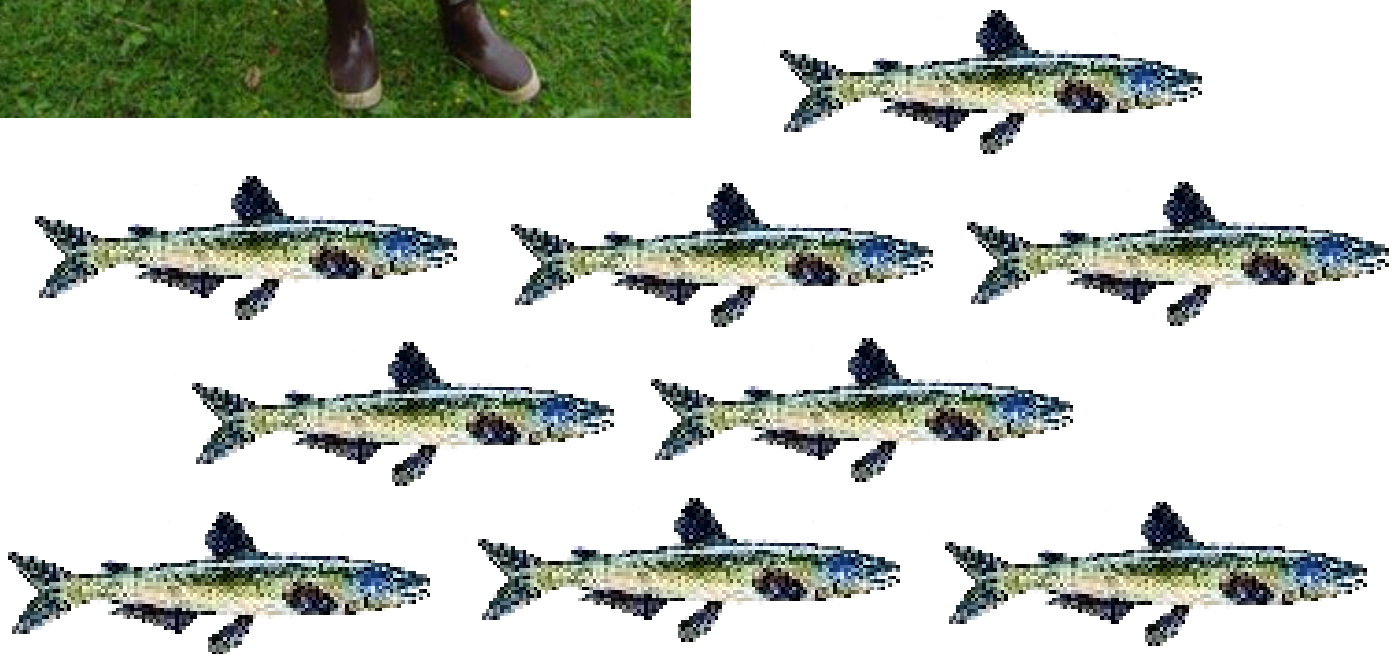
- A child kicks rocks in the paper river (fish swim away)
- A child throws rocks into the river (fish swim away)
- The dog puppet jumps into the river (fish swim away)
- Puppeteers say, "Don't kick rocks. Don't throw rocks. Don't let your dog walk in the river. Sing to the Ooligan to welcome them. Hoo-hoooo-oooo-ooo."

Assessment

Observe cooperative play and check for student understanding of traditional rules for welcoming ooligan.

Optional Extension Activities

Invite another class to watch your puppet show.





Lesson 5 Let's Go Fishing

Objectives

Students:

- Learn patterning and group counting using hands-on activities with ooligan

Time

30 minutes

Materials

- Pattern mats for making ooligan patterns
- Recording sheets for patterns
- Tub of water or water play table
- Towels or mop for clean-up
- Laminated counting mats
- Male/female word cards

Haida Phrases

Sáawaay hl k'wáayandaa.

Count the ooligans.

Sáawaay hl k'wáayand'u.

Count the ooligans, you guys.

Sáawaay t'aláng k'wáayandaa ts'an.

Let's count the ooligans.

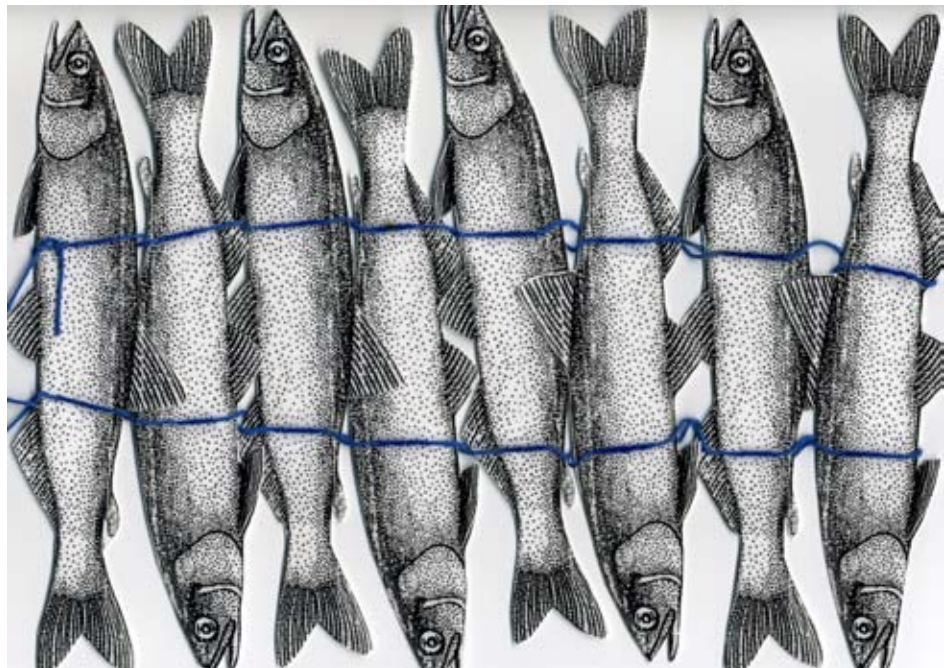
sáaw sgwáansang, sáaw sdáng ...

one ooligan, two ooligans ...

Activity #1 Let's catch Ooligan

Give children directions for fishing in the water play area. Show them how to clean up spilled water. (Encourage gentle play with little spills.) Then have students take turns in small groups to go ooligan fishing with nets, in a tub of water or a water play table.

Tell them to lay each ooligan caught on an X on the counting mat to make 2 groups of 10, or less. Each student records the total number of fish caught on the recording sheet, showing how many were females and how many were males.





Activity #2 Make Ooligan Patterns

Ask one student to place the ooligan on a pattern mat to make a pattern – male, male, female, male, male, female, etc. Word cards are then placed under each ooligan and the letter symbols of A and B are placed under the words. (A = female, B = male) After modeling with one student ask the rest of the class to pair up and make a pattern. They will then share the patterns with a friend, telling them about the pattern they made: “ I have an AAB pattern. What do you have?”

Assessment

- Observe children counting groups of 10 ooligan
- Observe students making AB patterns with their paper ooligan, recording their patterns. Check for accuracy in counting and making patterns.

Optional Extension Activities

Make small ooligan with the ooligan stencil on adding machine tape to make a pattern, color a blue streak for the males and record the A B symbols.

Lesson 6 Who Eats Ooligan?

Objectives

Students:

- Expand their understanding about estimating and measuring time and distance
- Develop an understanding about predation in the world of ooligan as they swim to their spawning grounds
- Learn to say the Haida words and phrases pertaining to ooligan and predators

Time

30 – 40 minutes

Materials

- Ooligan Escape! game
- Paper ooligan
- 12 inch string
- 3 real rocks
- Paper river from fishing center





Haida Vocabulary

káy d, káy daay	(the) sea lion
sk' ín, sk' iinaay	(the) seagull
kún , kuná ay	(the) whale
táa' un, táa' unaay	(the) king salmon
xú ud, xú udaay	(the) seal
xáw 'la'áaygaa	(the) fisherman

Haida Phrases

Káy daay sáaw tiigán.	The sea lion got an ooligan.
Gám sk' iinaay sáaw tii'áנגgan.	The sea gull didn't get any ooligans.
Kuná ay sáawaay 'wáadluwaan t'l'adgán.	The whale got all of the ooligans.
Táa' unaay sáaw kwáan t'l'adgán.	The king salmon got a lot of ooligans.
Xú udaay sáaw tléehl t'l'adgán.	The seal got 5 ooligans.
Xáw 'la'áaygaa sáawaay t'ij t'l'adgán.	The fisherman got some of the ooligans.

Activity #1

Ooligan travel

Gather the children around the river in the fishing center. Place a real rock and a paper ooligan at one end of the river. Place another rock near the opposite end. Ask the students: "If it takes 1 minute to swim from this rock to this rock (middle), can you estimate how long it would take the ooligan to swim to this (end) rock? Record an estimate from each child. Then measure with a 12 inch string the number of feet to the end rock. Count the minutes. Circle the estimates that are the closest.

Activity #2

Let's play a game

Put out the Ooligan Escape! game boards in the fishing center. In this game, partners throw the die to move their markers to escape predators from the ocean, through the river to the spawning grounds. The player with the most ooligan remaining is the winner.

Assessment

Observe cooperative work, counting, estimating and measuring

Optional Extension Activities

Children can match one ooligan to one seagull to find out how many ooligan seagulls will eat.





Lesson #7 Let's Dry and Eat Ooligan

Objectives

Students:

- Use the information and skills learned about ooligan as they pretend to prepare, serve and eat ooligan
- Expand and strengthen their skills in working cooperatively and creatively
- Speak the Haida words and phrases that pertain to this lesson

Time

30 minutes

Materials

- Play house dramatic play area (pretend stove, frying pan, pancake turner, plates, silverware, dress-up clothes, baby, etc.)
- Paper ooligan or real ooligan
- Cards for labeling play house (table, chairs, stove, frying pan, etc.)
- Pictures of drying ooligan

Haida Vocabulary

gaalángw, gaalángwaay	(the) frying pan
gatáadaan, gatáadanaay	(the) table
ki tl'ajuulángw, ki tl'ajuulángwaay	(the) spatula
gaaláng	to fry something

Haida Phrases

Gáalaangwaay iig hl isdáa.	Put it into the frying pan.
Gatáadanaay inggw hl isdáa.	Put it on the table.
Ki tl'ajuulángwaay hl gya'ánda.	Use the spatula.
Sáawaay hl gaaláng.	Fry the ooligans.
Sáawaay hl gaaláng'uu.	Fry the ooligans, you guys.
Sáawaay t'aláng gaaláng ts'an.	Let's fry the ooligans.

Activity #1 Cooking Ooligan

Help students set up a playhouse where they can role-play cooking and eating ooligan. An Elder/Culture Bearer could play with the children, using Haida words and phrases as they play.



If possible, photograph the play and use the pictures to make a memory book to read together as a class and to share with other classes. As it is shared, have students tell others about how to cook an ooligan.

Activity #2 Making a memory book

Invite students to put together a memory book, in which they tell and illustrate ooligan fishing stories, using the beginning of the unit drawings, samples of work and photos. You may want to extend this activity over a longer period of time. Children can dictate or write the text for the book.

Assessment

Evaluate whether each student contributed to the memory book with accurate visual or textual information.

Lesson #8 Let's Go Fishing with our Families

Objectives

Students:

- Join with families to take part in ooligan fishing
- Bring an ooligan to school, to draw and measure
- Enjoy a fresh ooligan feast in the classroom

Time

60 minutes

Materials

- Net
- Bucket
- Boots
- Ooligan Observation Sheet (Today I observed a _____. Here is what I saw.)
- Pencils
- Rulers
- Scale





Haida Phrases

Sáawaay hl táa.	Eat the ooligans.
Sáawaay hl táa'uu.	Eat the ooligans, you guys.
Sáawaay t'aláng táa ts'an.	Let's eat the ooligans.

Activity #1 Let's go fishing

Note to teacher:

This lesson will work most effectively if you live in an area where you can fish for ooligan. Remind students of the respect shown to the environment and of the cultural and classrooms expectations for gathering ooligan. If this is not possible, contact friends in other communities to help obtain some ooligan. Sealaska Heritage Institute may be able to guide you in finding people who can help.

Activity

Take a class field trip to a nearby area where the ooligan are running. With the help of an Elder, parents, family members and/or experienced fishermen, catch some ooligan. If this is not possible, ask parents and families if they can donate some ooligan to the class.

Activity #2 Let's investigate Ooligan

Gather data on the ooligan that are caught or given to your class. Ask students to complete the Ooligan Observation log and then share information in a group setting. (see resources)

Activity #3 Let's eat Ooligan together

Divide class into working groups. Some students can wash and clean ooligan. Another group can roll ooligan in flour that has been lightly salt and peppered. Have an Elder or parent volunteer fry ooligan in an electric frying pan.

Prior to holding your classroom feast explain that ooligan are a type of fish that you can eat whole, or you can carefully separate the meat from the bones. Tell the children that the expectation is that "we try new things and that we show respect to the ooligan by not making negative comments".

Invite all families to join the class for an ooligan lunch. Before or after eating have each child share what he/she has learned about ooligan, using drawings, pictures and writing as prompts for their reporting. Ask family members to share stories they might know or have heard about ooligan fishing.

Assessment

Observe students interacting with their families during the ooligan feast, to gather feedback on the depth and accuracy of their knowledge, their ability to tell others what they know and the degree of cooperation they exhibit during preparation and the feast itself.

