

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.

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

All units are available online at sealaskaheritage.org.

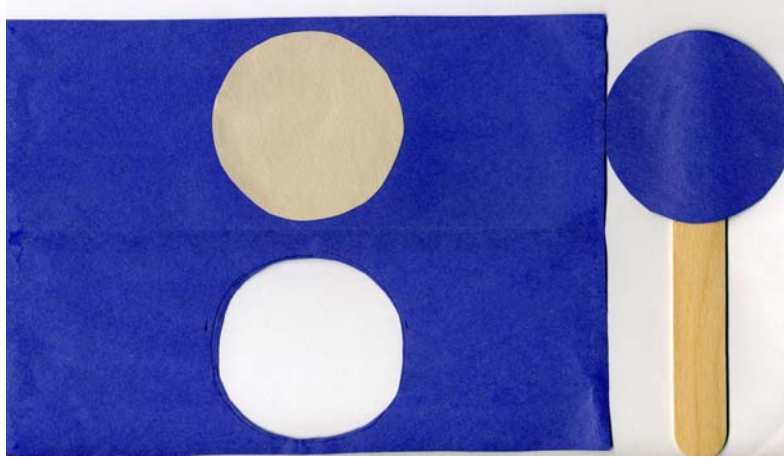


Sealaska Heritage Institute

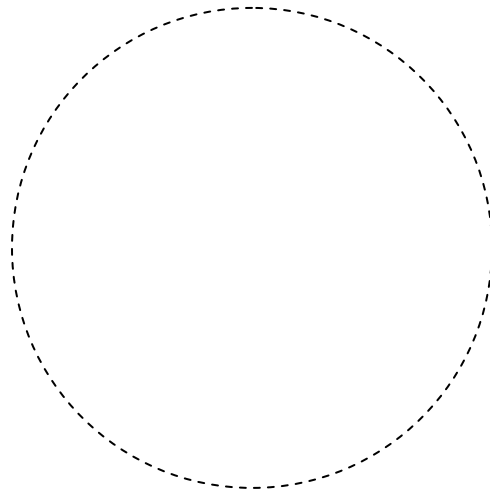
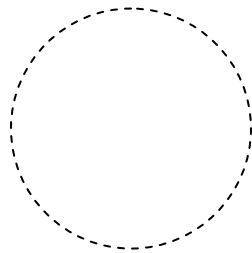
Teacher Resources

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

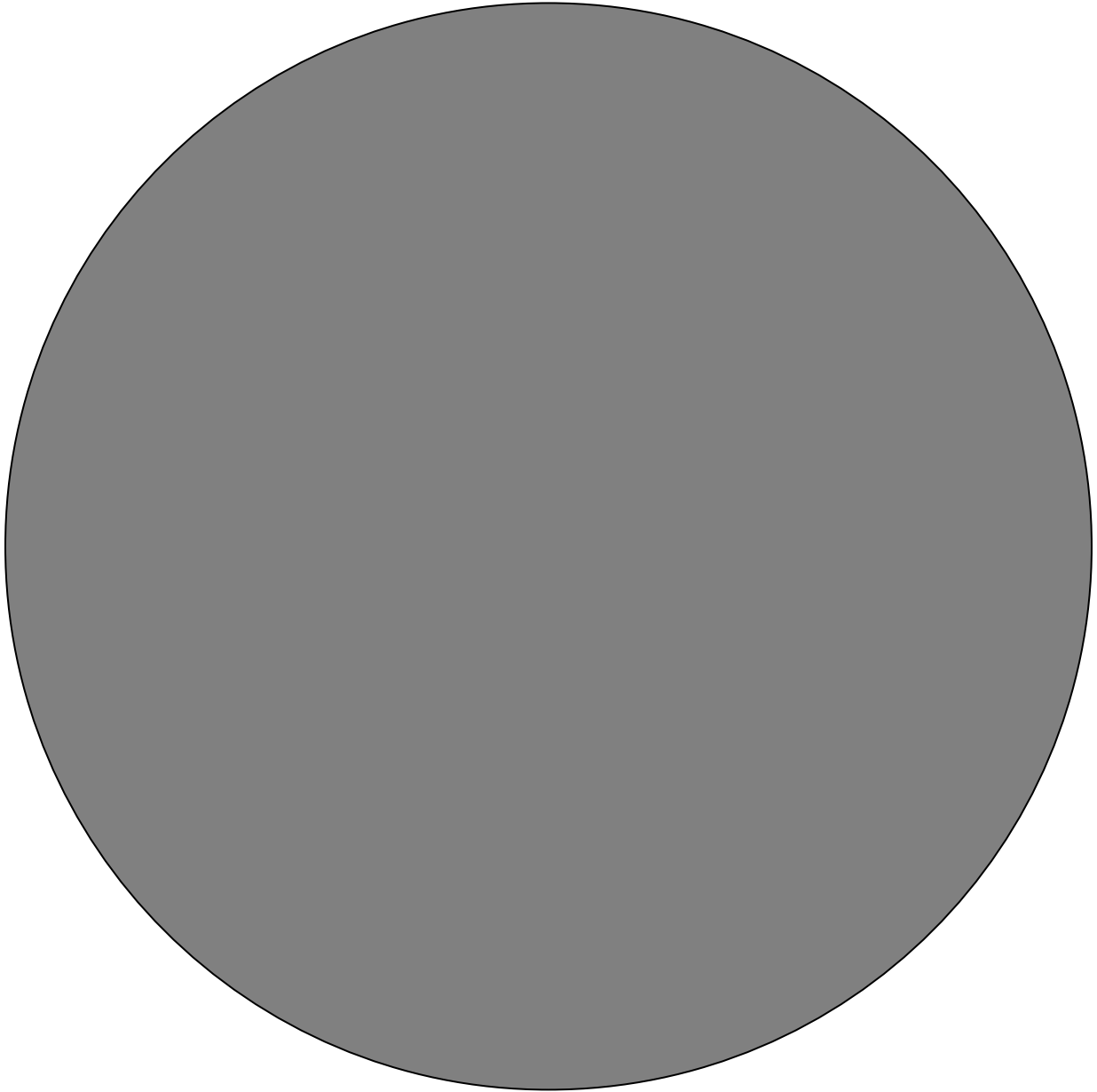
Moon Phases Activity



1. 6 x 8 Blue construction paper
2. Fold in half
3. Cut a circle in the center of the bottom half
4. Cut a white circle the same size and glue it on the blue paper – under the hole you cut out in step 3.
5. Glue 1.5” circle to a popsicle stick

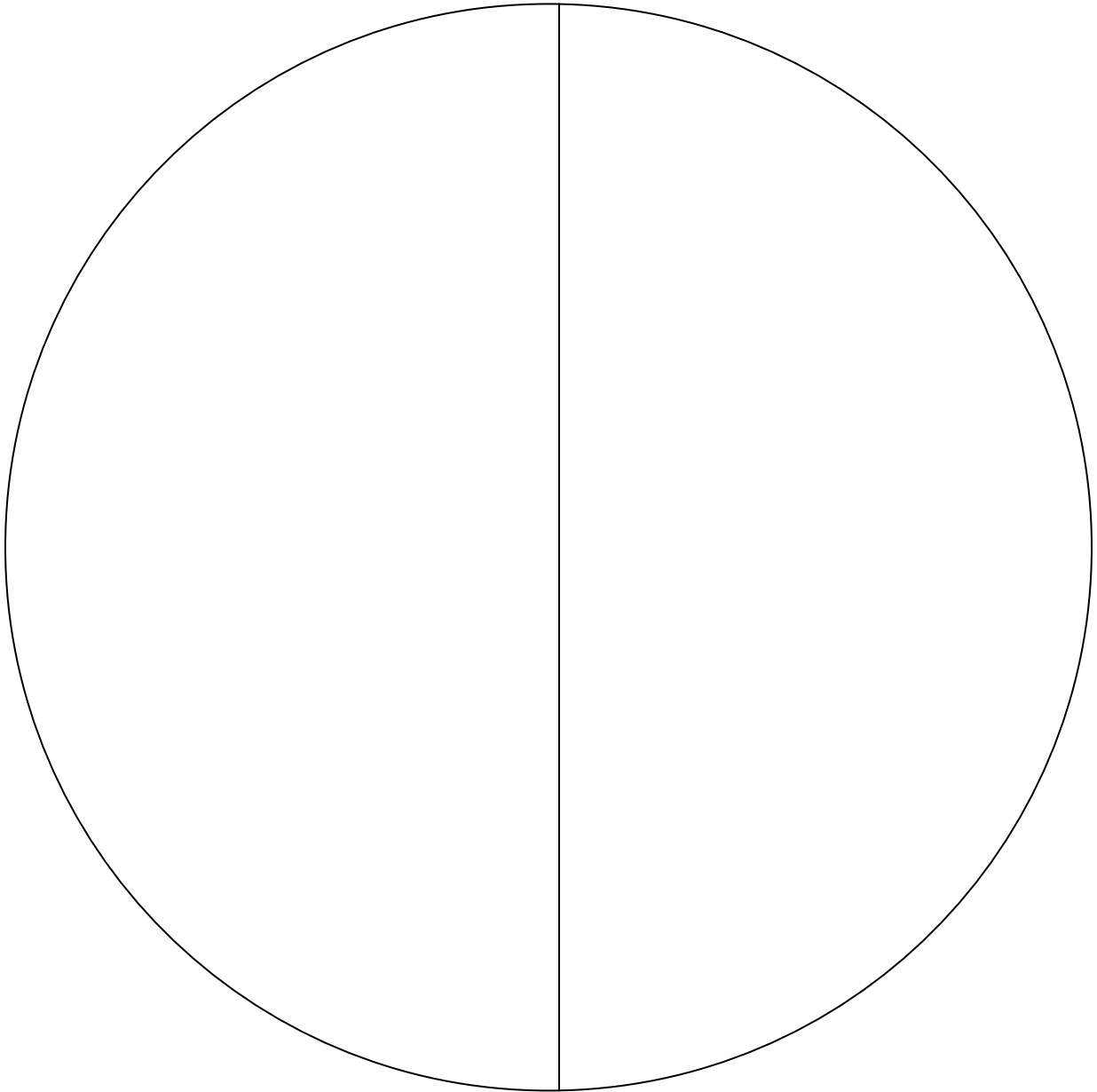


New Moon



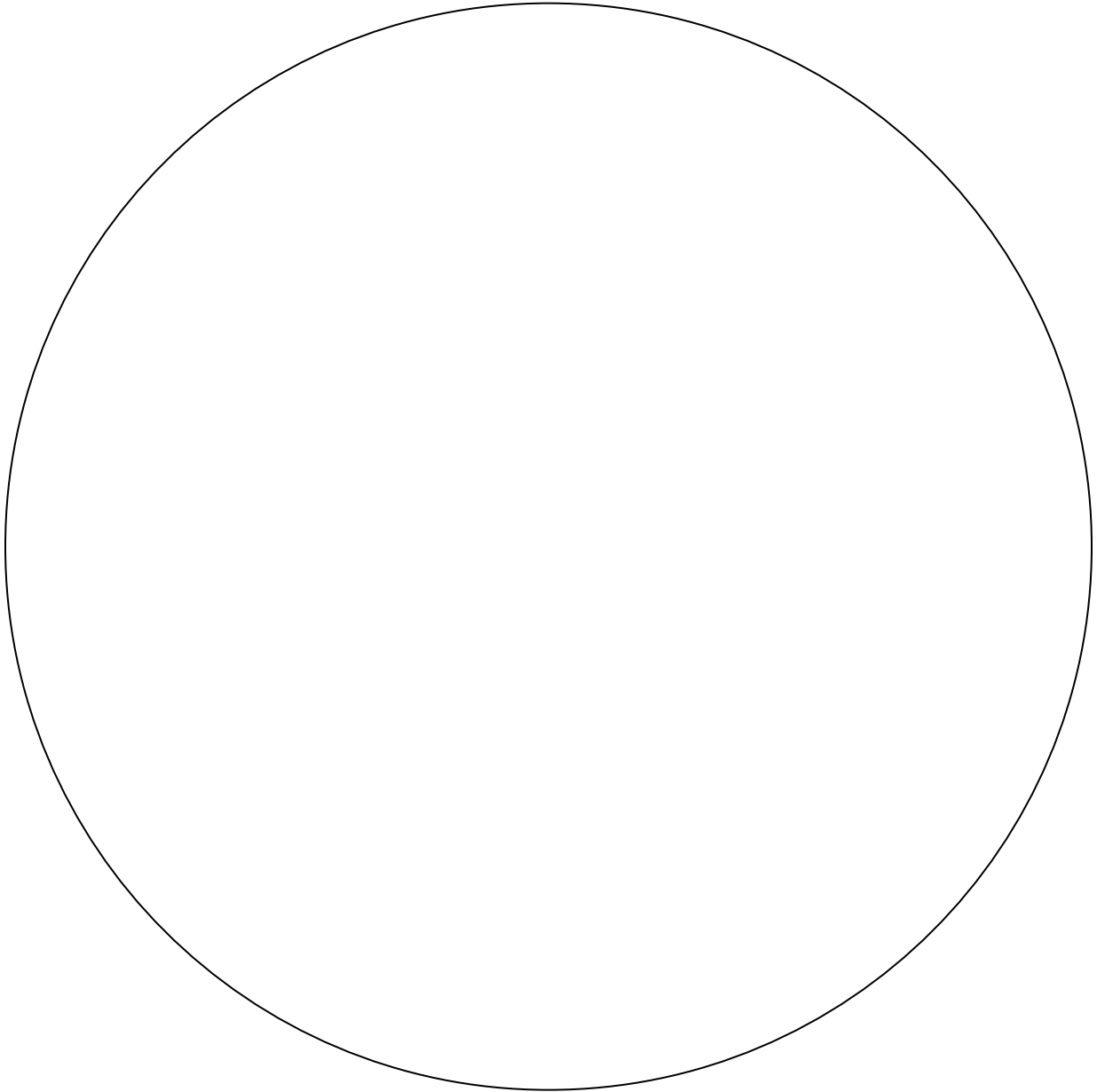
The lighted side of the Moon faces away from Earth. This means the Sun, Earth, and Moon are almost in line, with the Moon in between the Sun and Earth. The Moon looks very dark.

First Quarter Moon



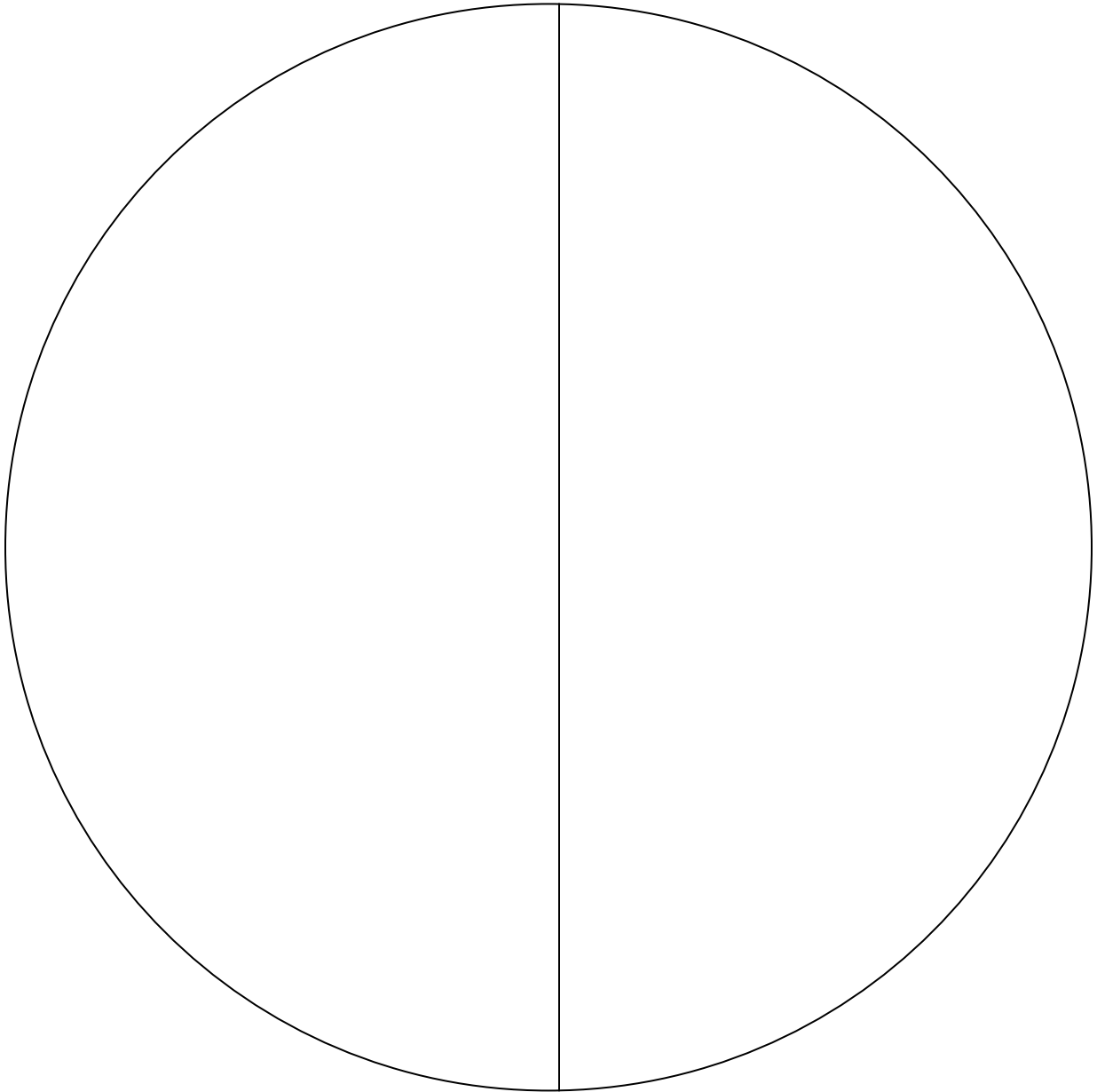
The right half of the Moon looks lighted and the left side looks dark. During the time between the New Moon and the First Quarter Moon, the area of the Moon that looks lighter gets larger and larger every day until we have the Full Moon.

Full Moon



The lighted side of the Moon faces Earth. The Earth, Sun, and Moon are nearly in a straight line, with the Earth being in the middle. The Moon is very bright from the sunlight reflecting off of it.

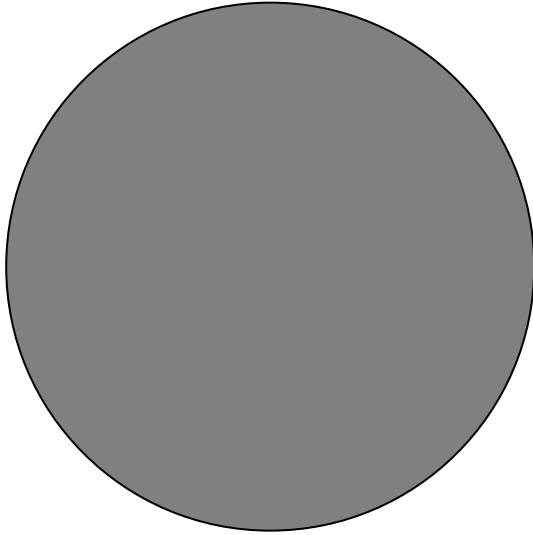
Second Quarter Moon



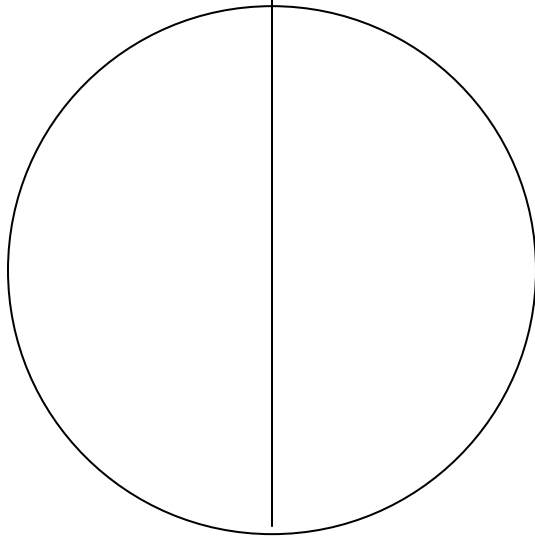
The left half of the Moon looks lighted and the right side looks dark. During the time between the Full Moon and the Last Quarter Moon, the area of the Moon that looks lighter gets smaller and smaller every day until the New Moon. This Moon Phase is often called the Third Quarter.

Moon Phases

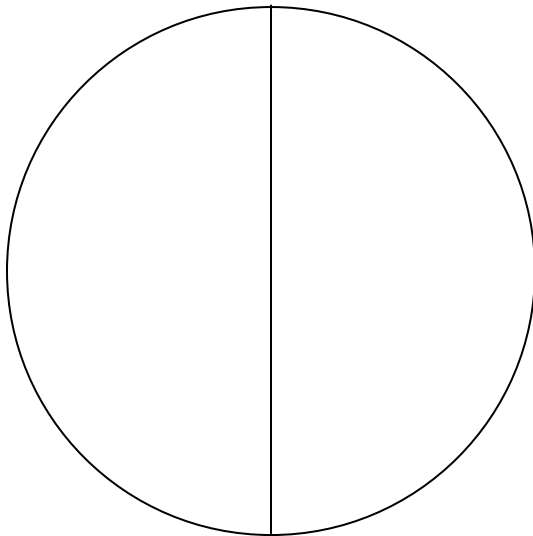
New Moon



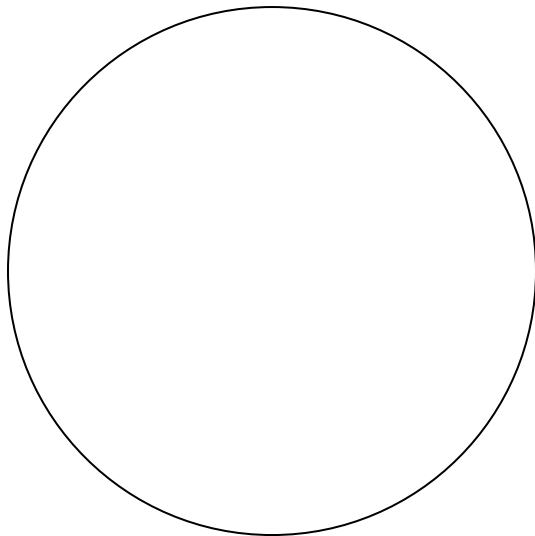
First Quarter Moon



Second Quarter Moon

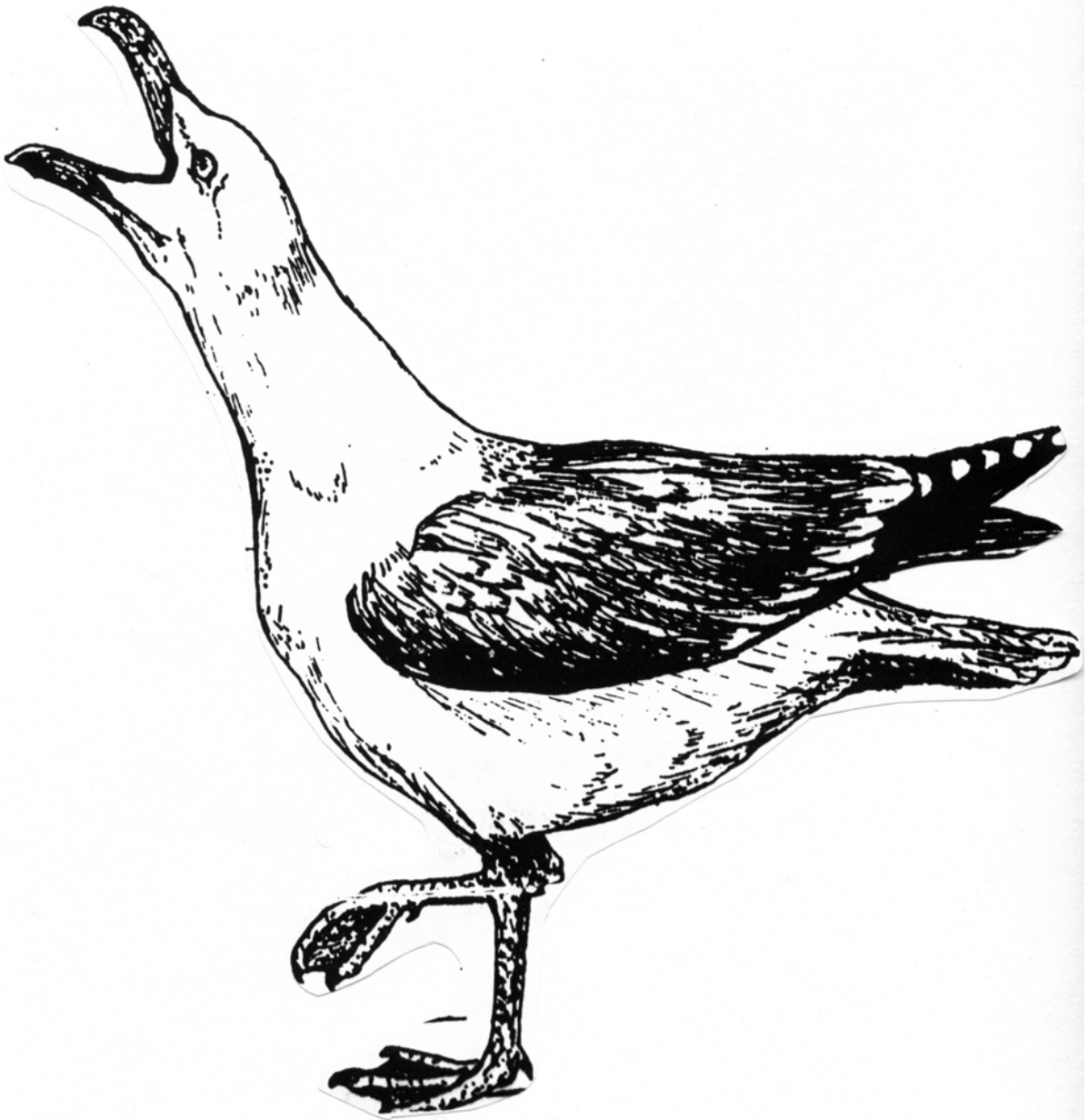


Full Moon

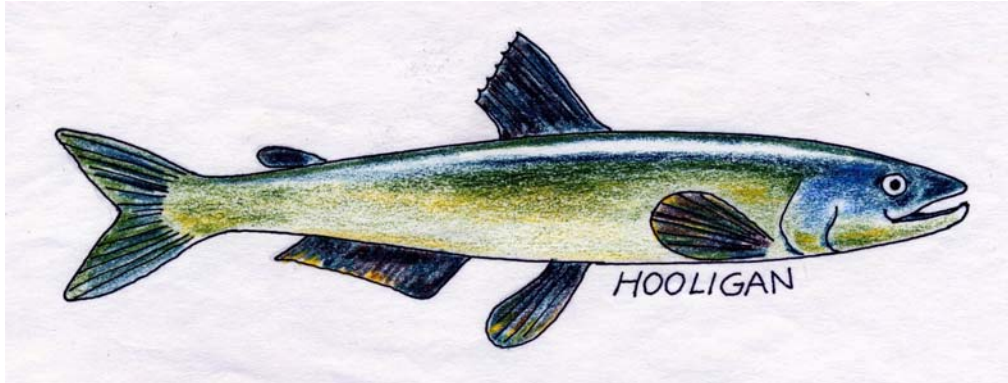


Sk'in

Seagull



Sáaw Ooligan Math



Sáaw – Ooligan (Hooligan/Eulachon)

- Lay their eggs on sandy river bottoms.
- Their eggs hatch in 21 – 40 days.
- They eat krill.
- They live three to four years in the ocean.
- They are a very sensitive fish.
- They provide food for seals, sea lions, salmon, whales, eagles, and people.

Name _____

Date _____

Each seagull catches **1**

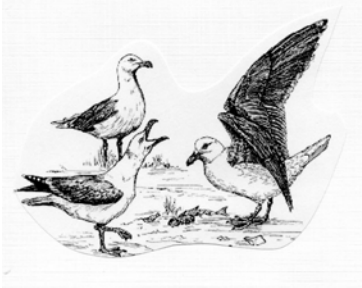


in its beak.

How many



are caught by



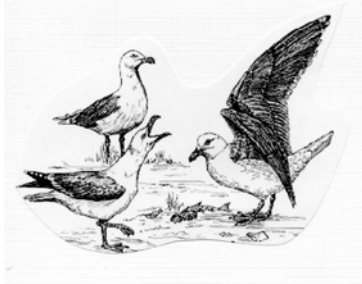
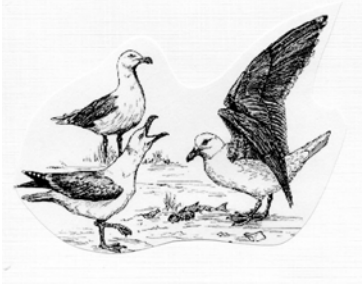
?

Write a number sentence.

Each seagull catches **1** in its beak.



How many are caught by



? _____

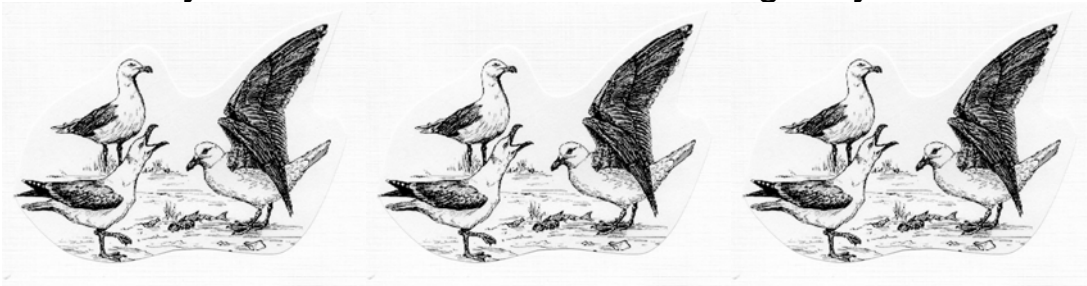
Write a number sentence.



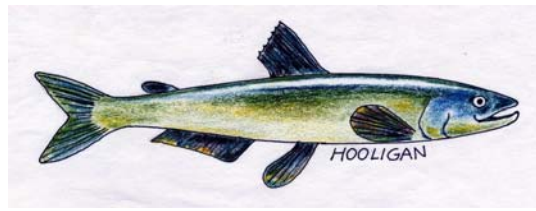
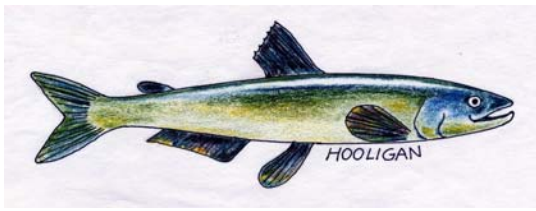
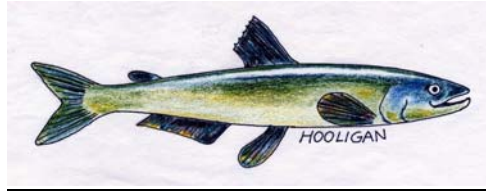
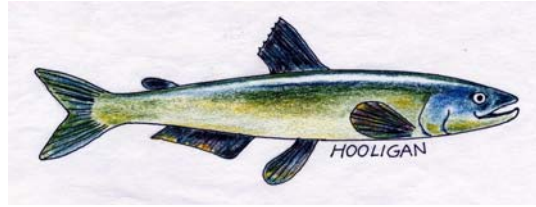
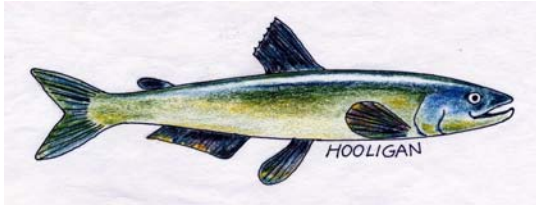
Each seagull catches **1** in its beak at a time.





How many are caught by


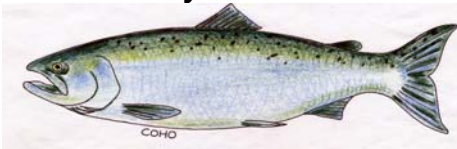
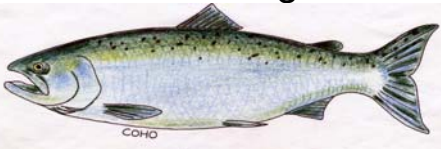


Write a number sentence.





	Tally	Number
Count the hooligan's eyes.		
Count the hooligan's tails.		
Count the hooligan's fins.		

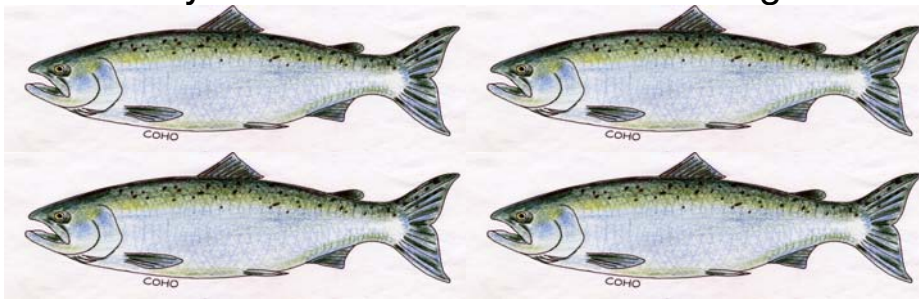
A  can eat **5**  at a time.

How many  are caught and eaten by   ?

Write a number sentence.

A  can eat **5**  at a time.

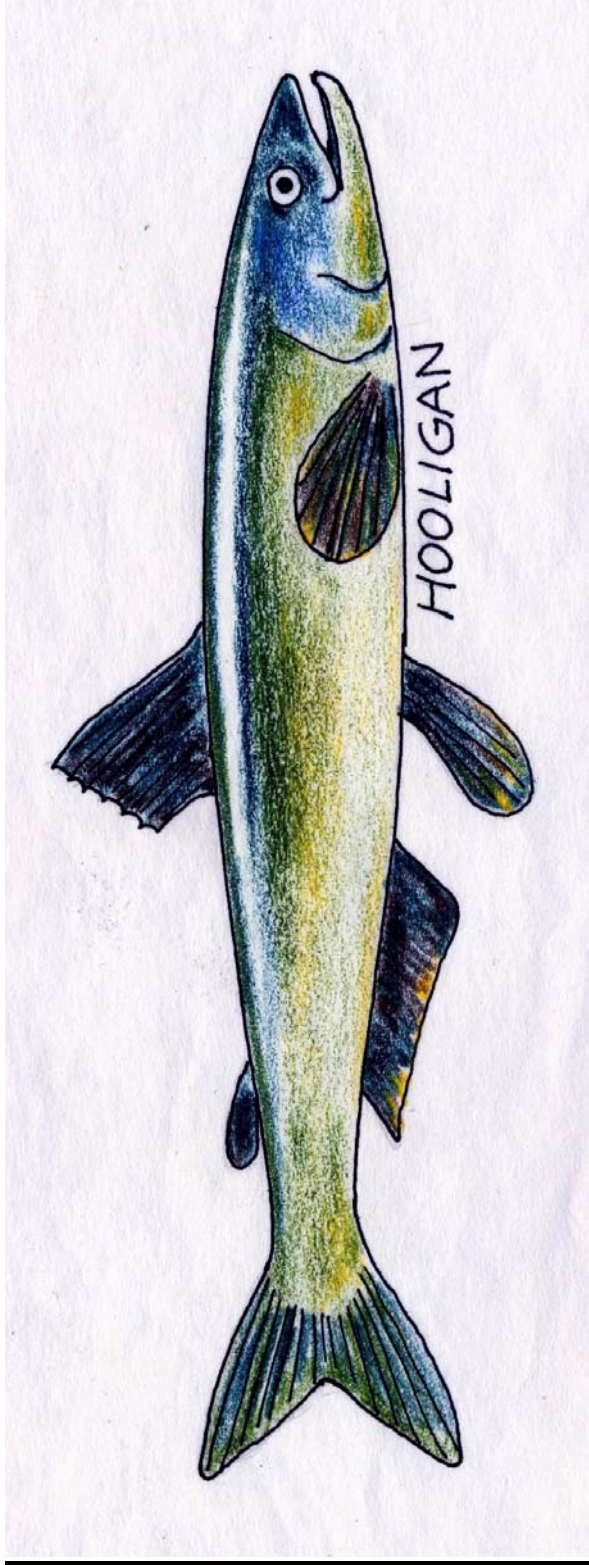
How many  are caught and eaten by



Write a number sentence.

How long is this ooligan? _____

How wide is this ooligan? _____



T'aláng xáw ín-gaa ts'an
Let's Go Fishing



Name _____

Date _____

Tl'án uu d'áng gyaa k'uudáats'aay íjjang?
Where is your jacket?



Áa uu gyáagan k'uudáats'aay íjjang.
Here is my jacket.

Tl'áan uu d'áng gyaa st'a sk'agáa K'áajaas ííjang?

Where are your rubber boots?



Áa uu gyáagan st'a sk'agáa K'áajaas ííjang.

Here are my rubber boots..

Tl'áan uu dǎng gyaa aadǎay íijang?

Where is your net?



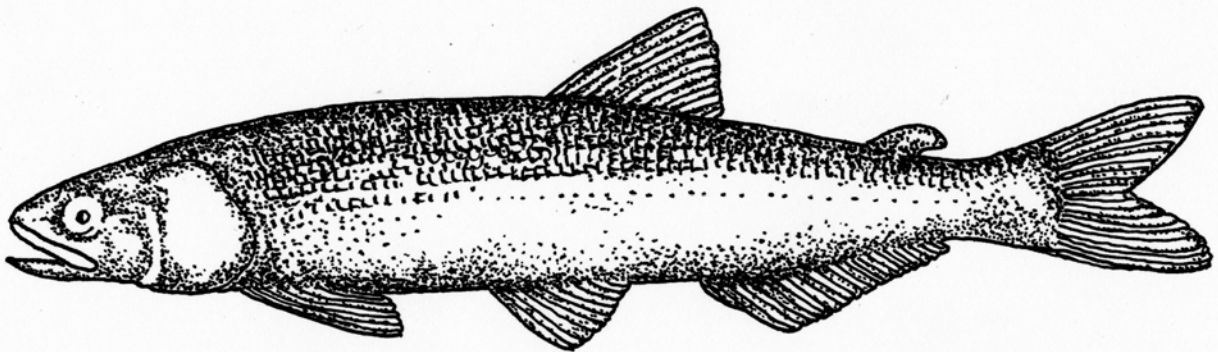
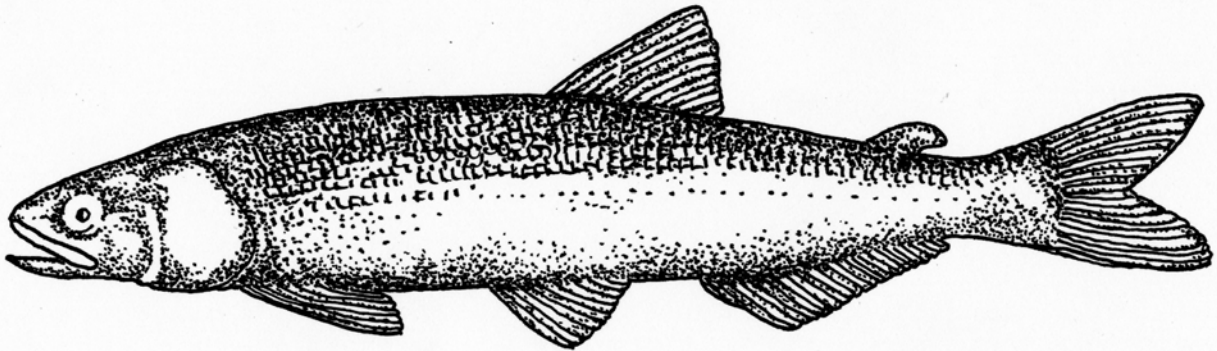
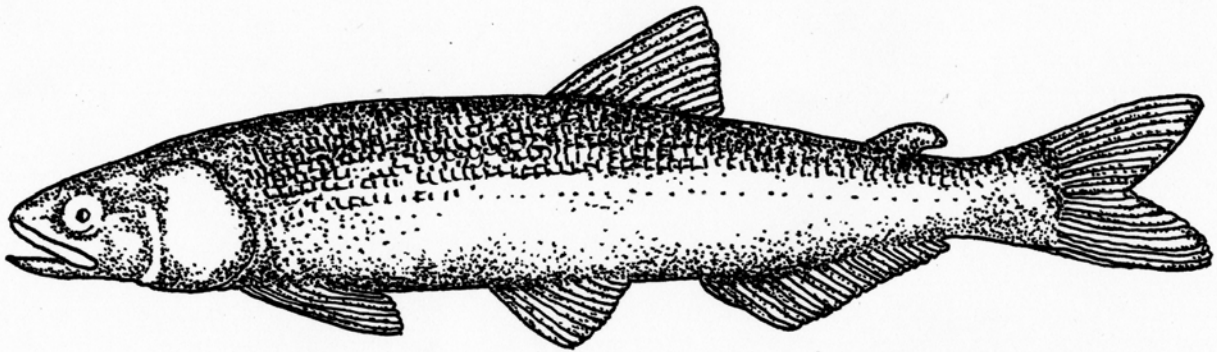
Áa uu gyáagan aadǎay íijang.

Here is my net.

T'aláng xáw ín-gaa ts'an.

Let's go fishing.

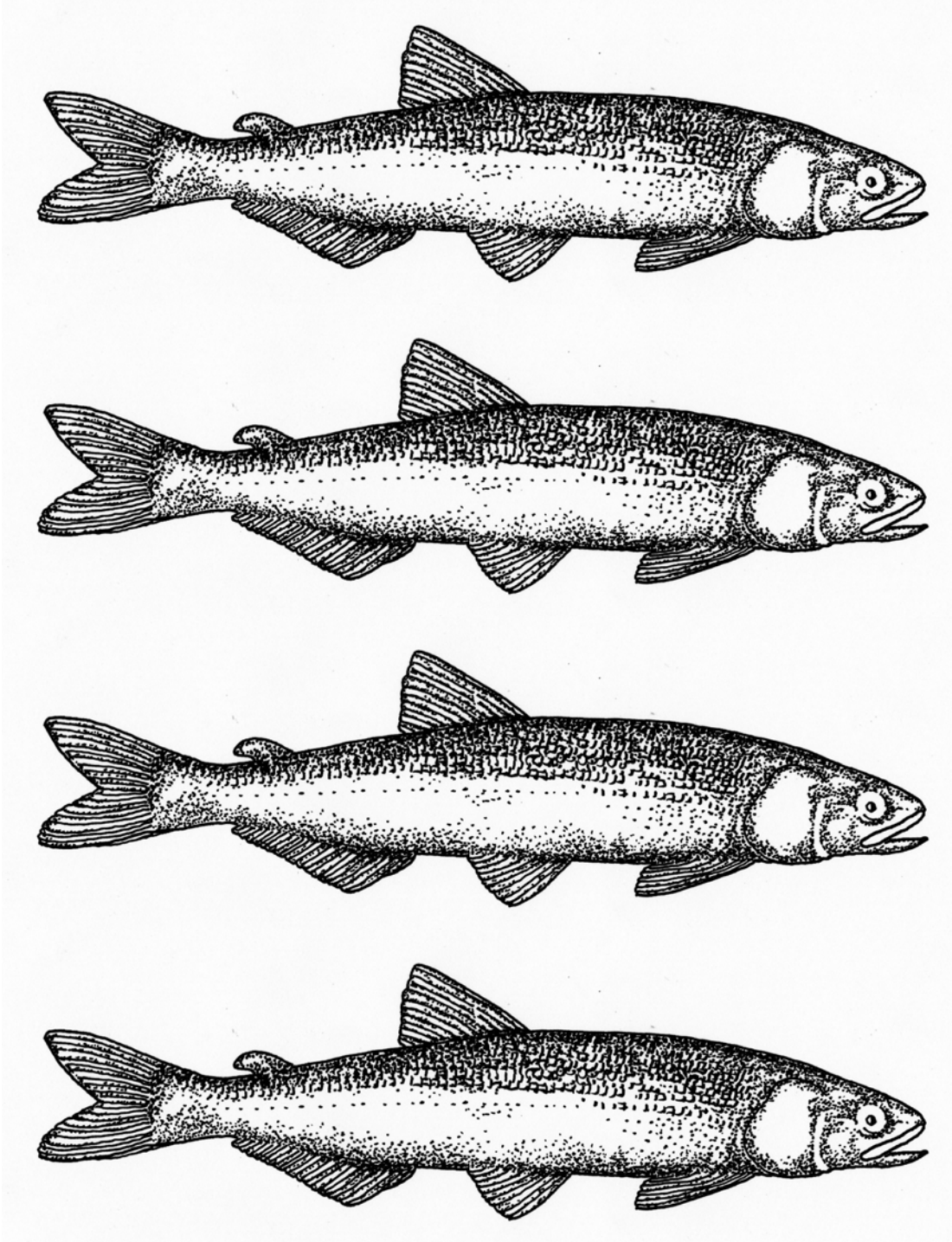




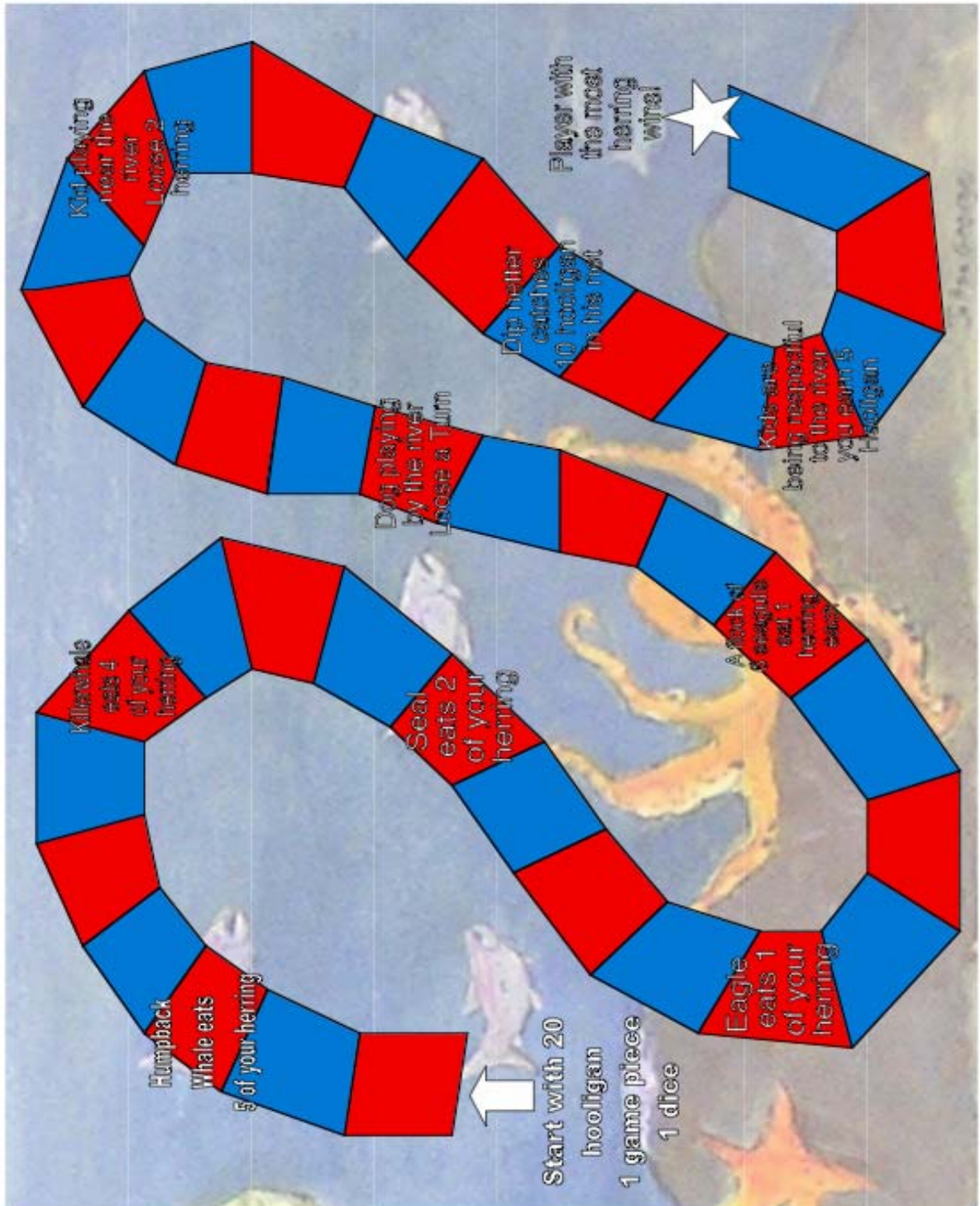
3 copies per student



Let's Make a Pattern with Ooligans



Ooligans Are Coming Game

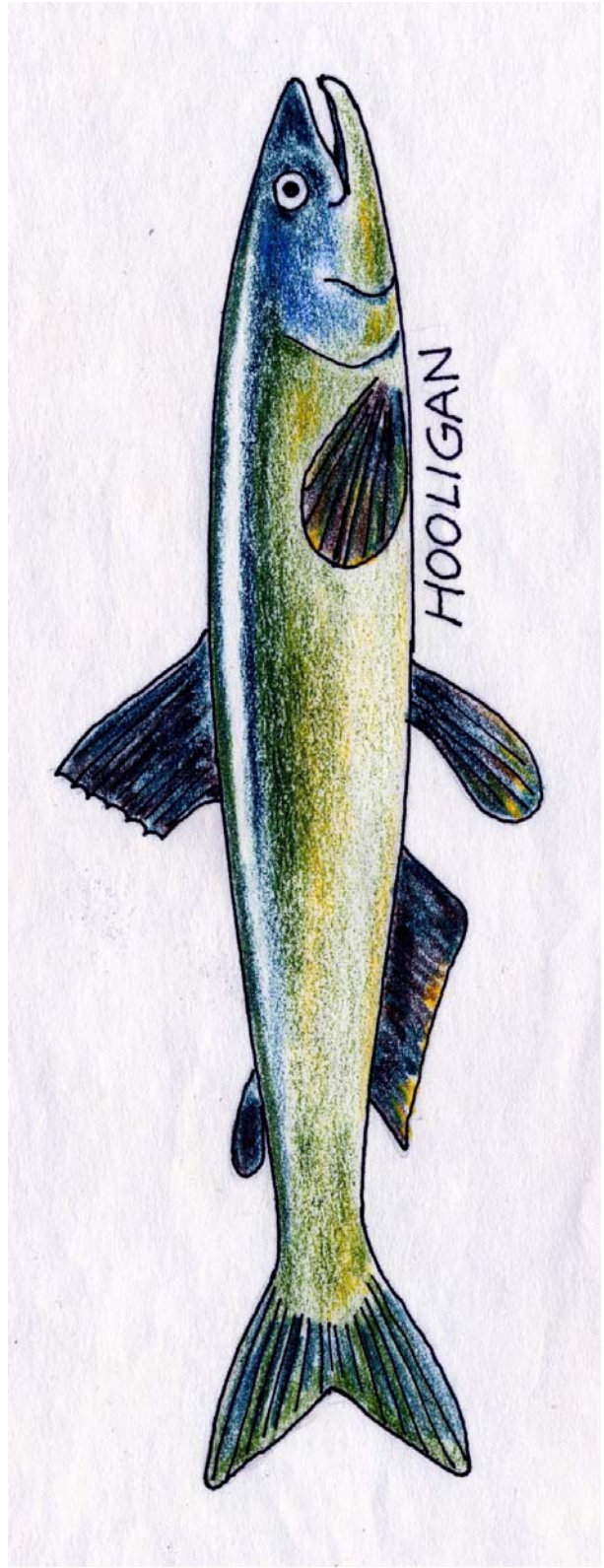
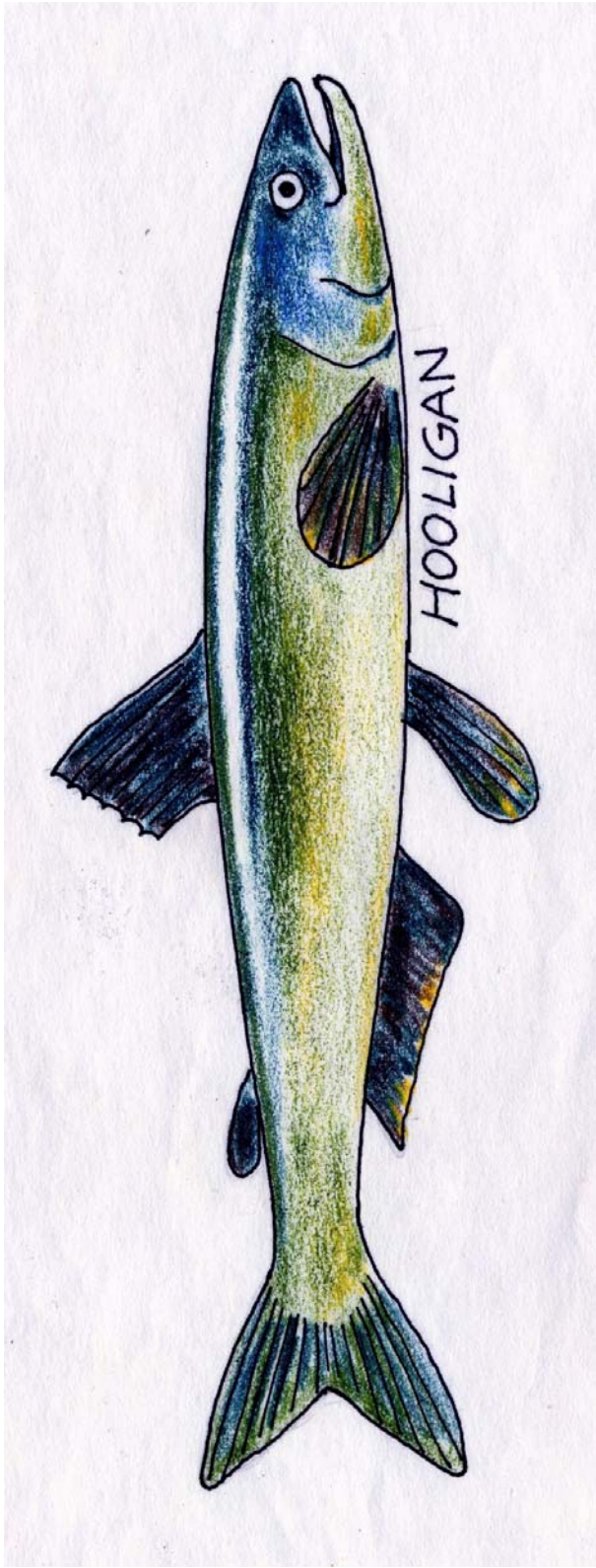


Ooligan in a Smoke House



Checking Ooligan in the Smoke House.





Sáaw – Ooligan
Study Prints











