



UNIT 4

Traditional Beliefs

The Alaska Native Claims Settlement Act: Relationship with the Environment

VALUES ARE THE RULES that people use to live with one another. Beliefs are what people believe to be right. Not all cultures have the same values and beliefs. The values and beliefs of one group can clash with those of another group.

Native people are close to the land. In Southeast Alaska, the Tlingit people believe in Haa Aaní. Haa Aaní is a value that allows the people to revere the land and to use it at the same time. Native people believe that the land and all living things have spirits. Even some inanimate things have spirits. “One who walks with the spirits” is called a shaman in English. Shamans helped to cure people. Shamans talked with the spirits.

Haa Shagóon is a Tlingit value that ties the past, the present, and the future together. Through Haa Shagóon, Tlingits believe that the land must be protected for future generations. In this way, the land will be there for future children. Native people were careful not to deplete the natural resources of the land.

Haa Latseen is a Tlingit value. It is a value related to the strength of body, mind, and spirit. Young people are taught to respect their families and clans. They are taught to look for truth and knowledge in life. They are taught to adapt to changing times. They are taught to remember the ancient values.

Wooch Yax is a Tlingit value that teaches respect for other people. It also teaches respect for other tribes and peoples. Wooch Yax requires balance between Eagle and Raven groups. All Tlingit conceive of themselves as members of a group—Eagles or Ravens.

The Tlingit, Haida, and Tsimshian peoples of Southeast Alaska speak different languages. However, they all have values and beliefs that



are closely tied to their environments. Ten thousand Native people live in Southeast Alaska. This has always been their home. This is where the spirits of the ancestors live. This is where future children will live.



The Alaska Native Claims Settlement Act: Relationship with the Environment

*A comparison
of Eastern versus
Western beliefs
and values*

Eastern Beliefs and Values

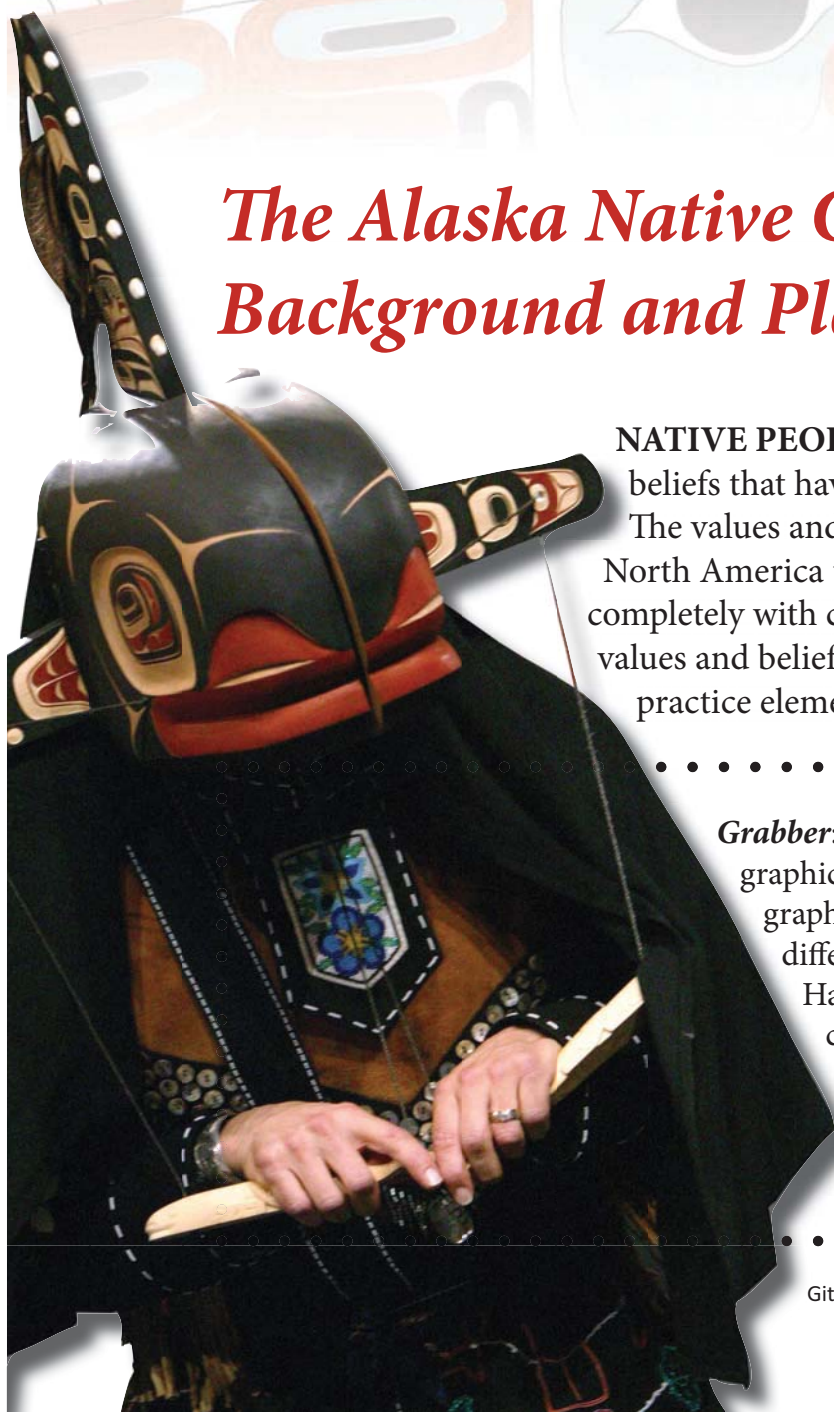
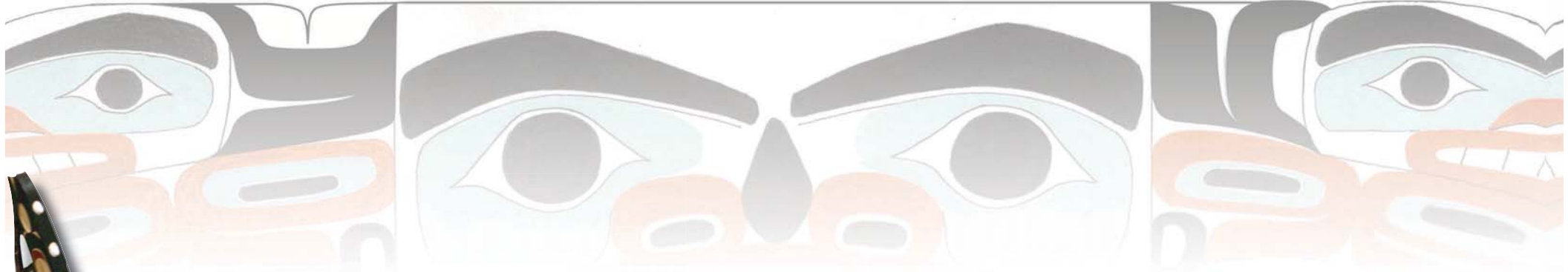
Live in time
Value rest
Passive
Contemplative
Accept what is
Live in nature
Want to know meaning
Freedom of silence
Lapse into meditation
Marry first, then love
Love is mute
Focus on self-abnegation
Learn to do with less
Ideal - love of life
Honor austerity
Wealth & Poverty--results of fortune
Cherish wisdom of years
Retire to enjoy the gift of your family

From *Reflections From Vietnam* by Rev. Tran Binh Trong, Vietnamese Apostolate,
Richmond, VA.

Western Beliefs and Values

Live in space
Value activity
Assertive
Diligent
Seek change
Live with nature
Want to know how it works
Freedom of speech
Strive for articulation
Love first, then marry
Love is vocal
Focus on self-assuredness
Attempt to get some more
Ideal - being successful
Honor achievement
Wealth & Poverty--results of enterprise
Cherish vitality of youth
Retire to enjoy the rewards of your work

From *Reflections From Vietnam* by Rev. Tran Binh Trong, Vietnamese Apostolate,
Richmond, VA.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

NATIVE PEOPLES developed values and beliefs that have lasted for thousands of years. The values and beliefs of most Native tribes in North America underwent change or changed completely with contact. Despite this clash of values and beliefs, many Natives today continue to practice elements of their ancestral teachings.

.....
Grabber: Make an overhead of the graphic from the back of this unit. This graphic depicts what might be two different sets of values and beliefs. Have the students compare and contrast the conservative and liberal perspectives of people. Use this to introduce values and beliefs as they relate to the students' lives

Git Hoan Dancer. Photo by Bill Hess.

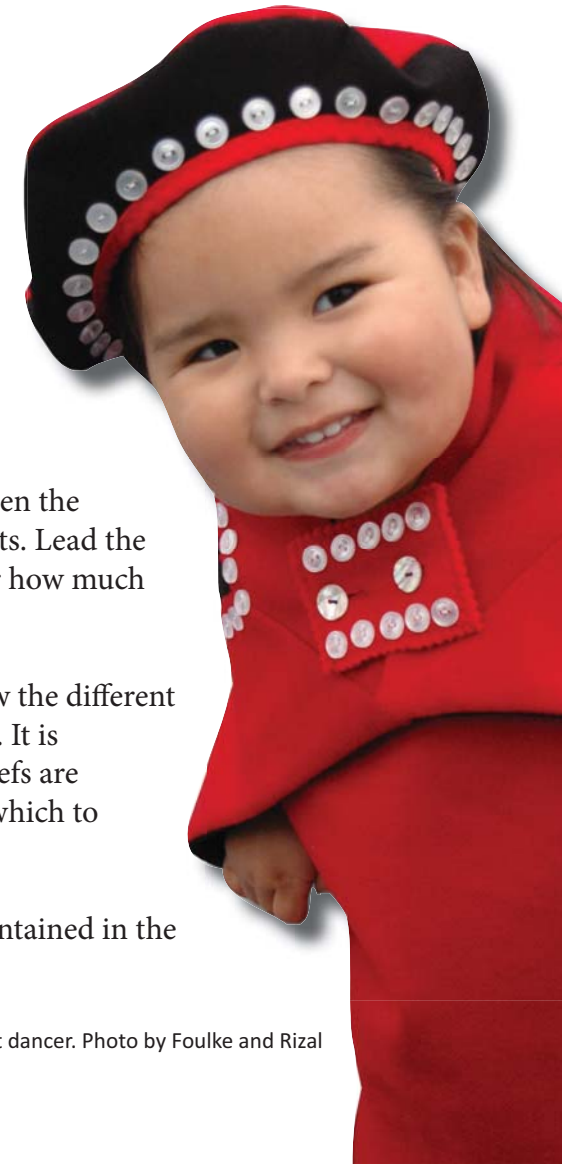
Key Vocabulary

- values
- beliefs
- clash
- revere
- shaman
- generations
- natural resources
- respect
- ancient
- ancestors



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

- Spark a discussion with the students over the saying “Children are to be seen and not heard.” Have the students relate this value and belief to their realities.
- Share eastern and western values and beliefs published at the beginning of this unit with the students. Tell the students to use these examples to determine how different cultures may clash. Cite examples of this, including boarding schools for Native students, foreign occupations of other countries, rural vs. urban lifestyles, and so on.
- Have the students do online research into the values and beliefs of other peoples in the world. When the students have completed their research, have each student share his/her work with the other students. Lead the students to understand that the values and beliefs provide guidance for peoples to live by, no matter how much they may vary among cultures.
- Have the students cite examples of different cultures in Southeast Alaska. They should suggest how the different cultures may share common values and beliefs and how these may vary among the different groups. It is important for the students to reach an understanding that because another cultures’ values and beliefs are different, they are not wrong. They merely represent different sets of social rules and directions by which to govern people from a common culture.
- Read the text published at the beginning of this unit with the students. Discuss the information contained in the selection with them. Have the students take turns reading the content of the text.



Tlingit dancer. Photo by Foulke and Rizal



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

VALUES



There are many different categories of values. This unit deals primarily with social values. Show a picture of a prison to the students; have them determine why people may end up in jail. Use this to lead into values and those that might have been broken in the process of breaking the law.

BELIEFS



Relate this to beliefs that might have been broken as well (for example, beliefs in what is right and wrong). Have the students cite examples of cross-cultural beliefs that may clash.

CLASH

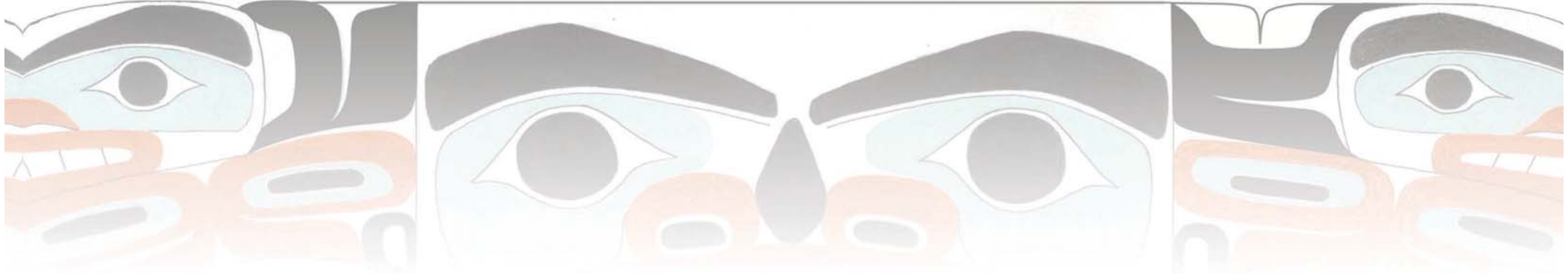


Show an unlikely combination of food items (for example, cereal and mustard). Use this as an analogy for social clashes that can occur among peoples with different values and beliefs.

REVERE



Show the students the American flag. Lead them to suggest why the flag is revered by Americans. You may wish to lead them to question why some countries may not revere the flags of other countries.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

SHAMAN



Show the students the picture of the shaman from this unit. Have the students determine the role of this medicine man. Have them think about how shamans were received by Western religions.

GENERATIONS



Show the students plant seeds. Have them suggest where the seeds originated. Use this to introduce generations to the students. Show actual pictures, if available, of generations of people within a family.

NATURAL RESOURCES



Show the students the pictures of a car and the trees at the back of this unit. Have the students suggest how the two are the same: both relate to natural resources—wood and gasoline/oil. Cite other examples of natural resources—those that are plentiful (wind), renewable (crops), and non-renewable (fossil-fuel products).

RESPECT



Relate the land to respect for the land and its natural resources.

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

ANCIENT



Show the students the picture of the ancient petroglyph. Have the students imagine the function of the petroglyph and lead them to understand that it is very, very old—ancient. Relate “ancient” to Native values and beliefs.

ANCESTORS



Use the ancient petroglyph to introduce the concept of ancestors to the students. The ancestors of the Hoonah people made the petroglyph. Cite other connections to the ancestors, such as songs, dances, stories, etc.



Sealaska Heritage Institute is a great resource for historical photos and documents related to Tlingit, Haida, and Tsimshian cultures. Go to www.sealaska-heritage.org/collections to search our archival catalog or to view photos in our “digital collections” section. *Above:* Cabinet card photograph of Chilkat Tlingit in Klukwan by Winter & Pond. 1895

Language and Skills Development

LISTENING

Hop the Line

Make a masking tape line on the floor. Have the students stand on the line—their toes touching the masking tape. Have the students listen for a specific word or sentence. Say a number of other words or sentences, eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

Picture Hold Up

Before the activity begins, prepare a stencil that contains small versions of the vocabulary pictures. Provide each student with a copy of the stencil. The students should cut the pictures from their copies of the stencil. When the students' pictures are cut out, say a vocabulary word. Each student should then hold up the picture for the vocabulary word that you said. Repeat this process until all of the pictures/vocabulary words have been used in this way.



What's the Answer?

Before the activity begins, develop questions related to the concept being studied. For each question, prepare three answers—only one of which in each set is correct for the question asked. Ask the students the question and then read the three answers to them. The students should show you (using their fingers or prepared number cards) which answer is correct for the question asked. Repeat this process with other questions and answers.

Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount a picture on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four pictures on the walls), they should step in that direction while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step toward the pictures as they are named.

Language and Skills Development

SPEAKING

Sheet Golf

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say “Go,” the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player’s side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.

Right or Wrong?

Mount the vocabulary pictures on the board. Point to one of the pictures and say its vocabulary word. The students should repeat the vocabulary word for that picture. However, when you point to a picture and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary pictures.

Calendar Bingo

Locate an old calendar. Provide each student with a calendar page (make copies if necessary). Also, provide each student with ten small markers. Each student should place the markers on different dates on his/her calendar page. Mount the vocabulary pictures on the board. Call a student’s name and say a date in the month. If a marker is not on the date you named, he/she should say a complete sentence using a vocabulary word from this unit. However, if a marker is on the date you called, he/she may pass to the next player. Repeat.



The top of the page features a decorative header. On the left and right sides, there are stylized, colorful faces with large eyes and open mouths, rendered in a traditional Indigenous art style. In the center, there is a faded, larger version of the same face. To the right of the faces, there is a small, realistic illustration of an open book with text on its pages.

Language and Skills Development

READING

Sentence Completion

Give each student a copy of the sentence completion version of the text from this unit. The students should read the text and say the missing words. When finished, review the students' work.

Face

Mount the sight words around the classroom on the walls, board, and windows. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

Sensory Letters

Stand behind a student. Use the index finger of your writing hand to "write" a letter/syllable from a sight word on the student's back. The student should feel the letter/syllable. Then, the student must name a sight word that contains that letter/syllable. This activity may also be done in team form. In this case, group the students into two teams. "Write" a letter/syllable on the backs of the last players in each team. When you say, "Go," the last player in each team must repeat this process with the player in front of him/her. The players should continue in this way until the first player in the team feels the letter/syllable. That player must then identify a sight word that contains that letter/syllable. The first player to do this successfully wins the round. Repeat until all players have played.



Language and Skills Development

WRITING

Sentence Completion

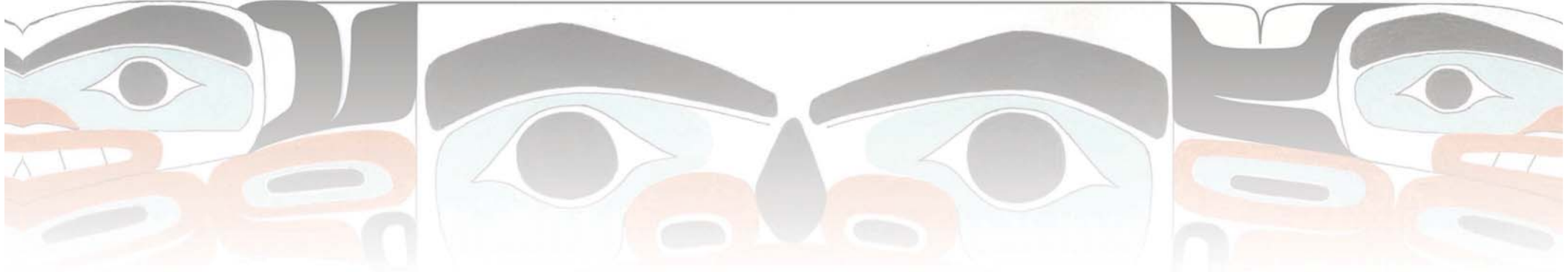
Give each student a copy of the sentence completion version of the text from this unit. The students should write in the missing words. Afterward, review the students' work.

Dash

Group the students into two teams. Make two sets of dashes on the board—each set should be the same and should represent the number of letters in a sight word. When you say “Go,” the first player in each team must rush to his/her set of dashes on the board. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

Sentence Relay

Group the students into two teams facing the board. Place chalk in the board ledge. Write the same sight word on the board for each team—that is, there should be two versions of the same word on the board. When you say “Go,” the first player from each team must rush to his/her team's word. Each student should then add ONE word—either before or after the sight word. That player should then rush to the back of the team and the next player must race to the board to add another word—before or after the words already on the board. The students should continue in this way until a complete sentence has been written. You may wish to evaluate the sentences based on the number of words used to create them. Repeat, using a different sight word for each round of the activity.



Reading and Writing: Sentence Completion

_____ are the rules that people use to live with one another. _____ are what people believe to be right. Not all cultures have the same _____ and _____. The _____ and _____ of one group can clash with those of another group.

Native people are close to the land. In Southeast Alaska, the Tlingit people believe in Haa Aaní. Haa Aaní is a value that allows the people to _____ the land and to use it at the same time. Native people believe that the land and all living things have spirits. Even some inanimate things have spirits. “One who walks with the spirits” is called a _____ in English.

_____ helped to cure people. _____ talked with the spirits.

Haa Shagóon is a Tlingit value that ties the past, the present, and the future together. Through Haa Shagóon, Tlingits believe that the land must be protected for future

_____.

In this way, the land will be there for future children. Native people were careful not to deplete the _____ of _____ of the land.

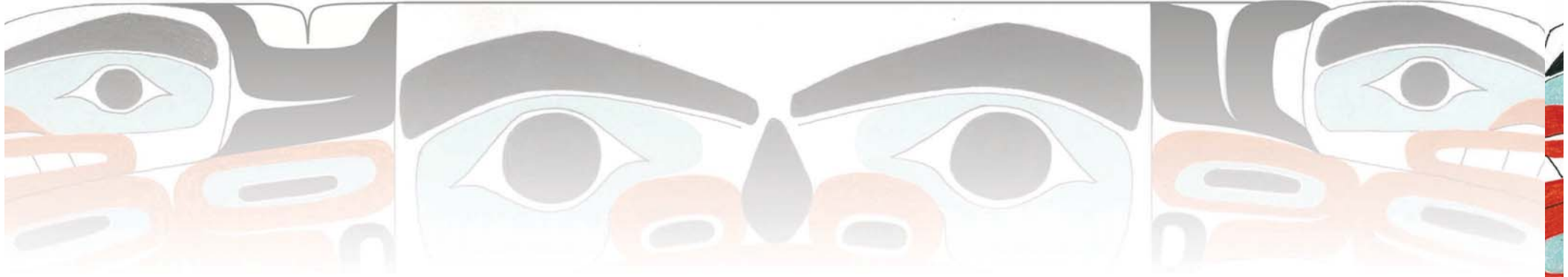
Haa Latseen is a Tlingit value. It is a value related to the strength of body, mind, and spirit. Young people are taught to _____ their families and clans. They are taught to look for truth and knowledge in life. They are taught to adapt to changing times. They are taught to remember the _____.

Wooch Yax is a Tlingit value that teaches _____ for other people. It also teaches _____ for other tribes and peoples. Wooch Yax requires balance between Eagle and Raven groups. All



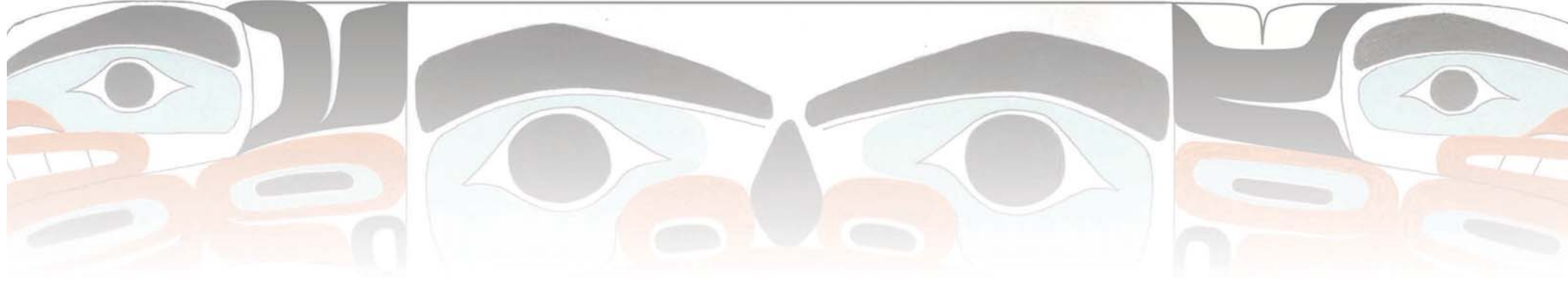
Tlingit conceive of themselves as members of a group—Eagles or Ravens.

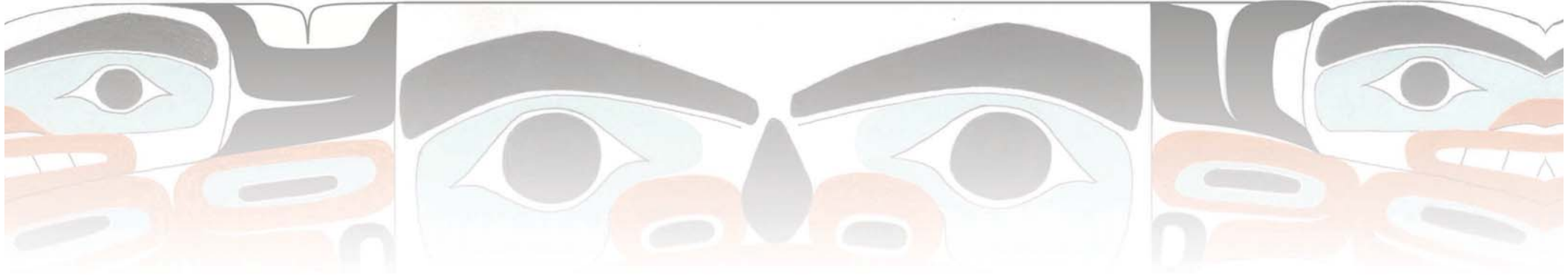
The Tlingit, Haida, and Tsimshian peoples of Southeast Alaska speak different languages. However, they all have _____ and _____ that are closely tied to their environments. Ten thousand Native people live in Southeast Alaska. This has always been their home. This is where the spirits of the _____ live. This is where future children will live.



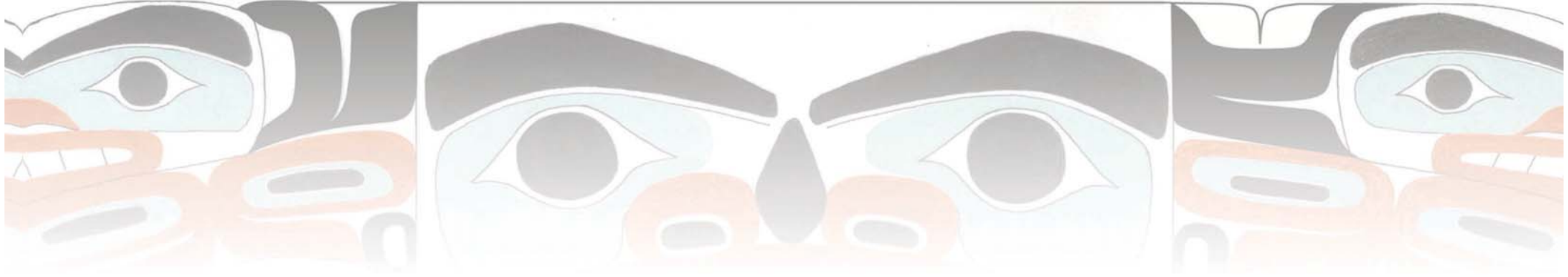


VOCABULARY PICTURES

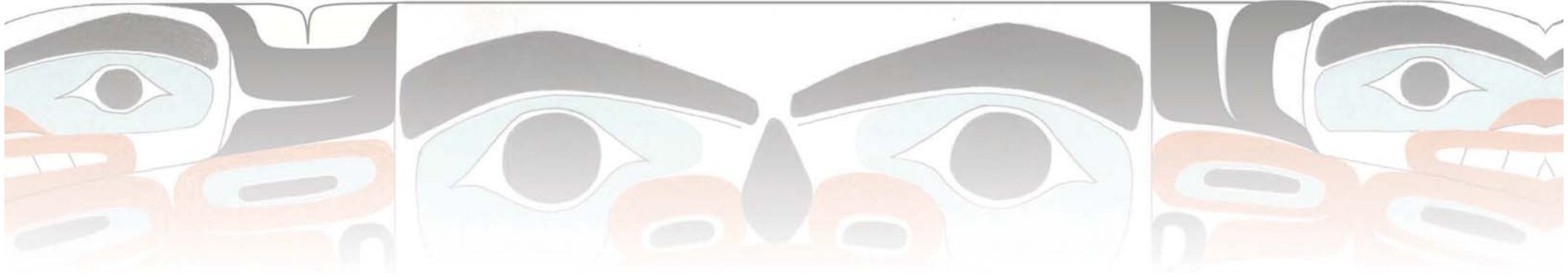




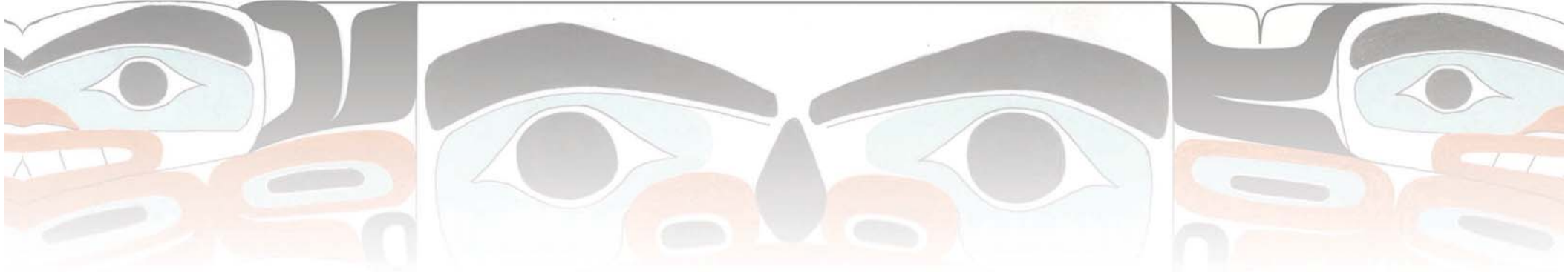
ANCESTORS



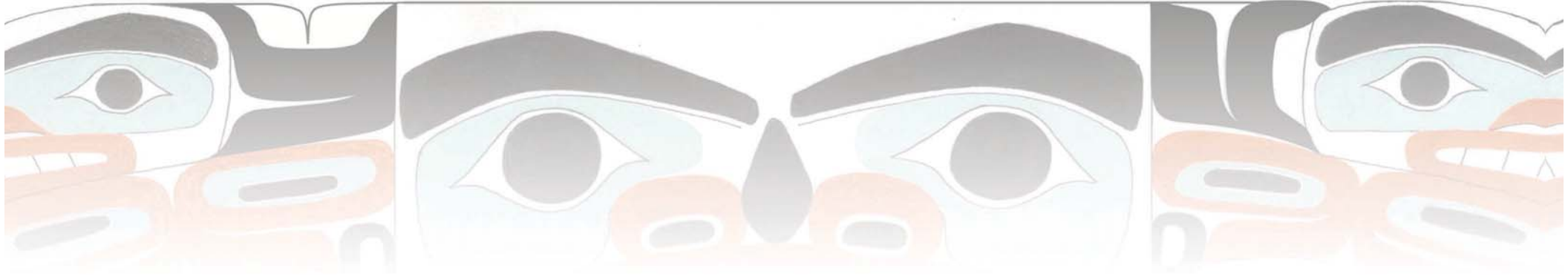
Alaska State Library-Historical Collections



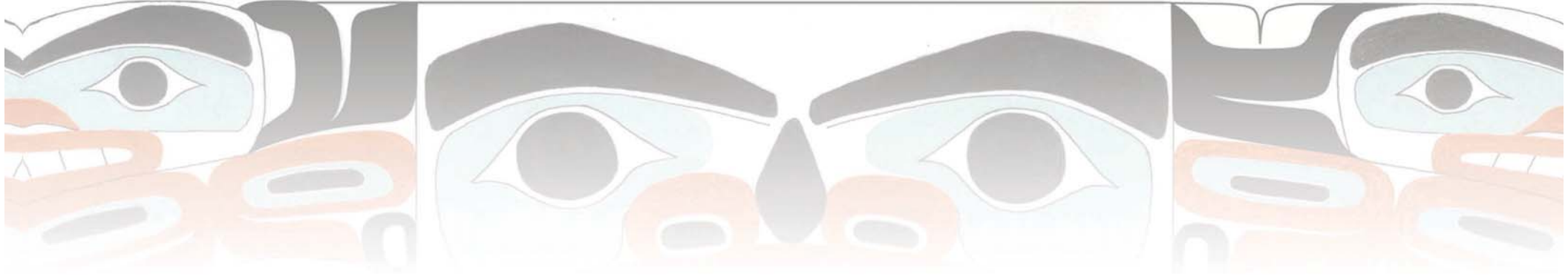
ANCIENT



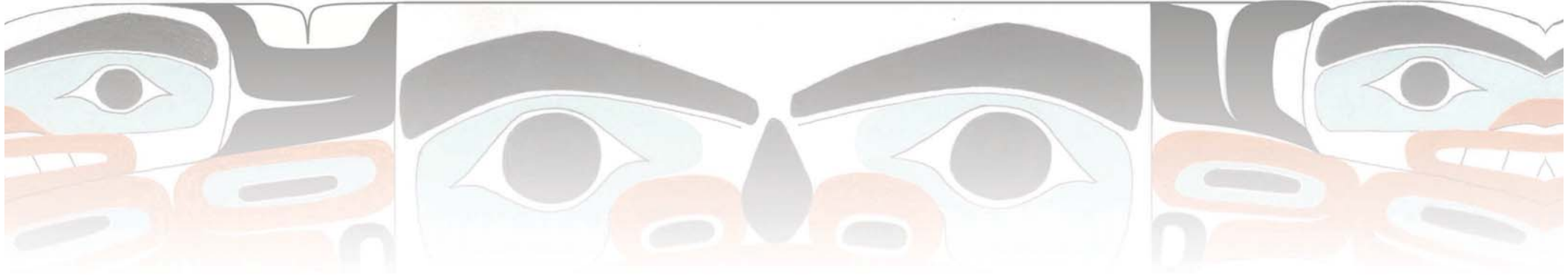
Alaska State Library - Historical Collections



BELIEFS

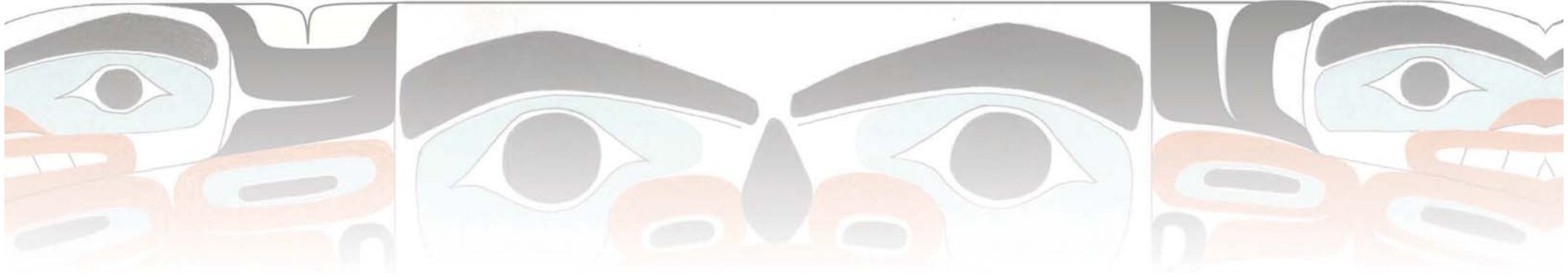


Archives, University of Alaska, Fairbanks

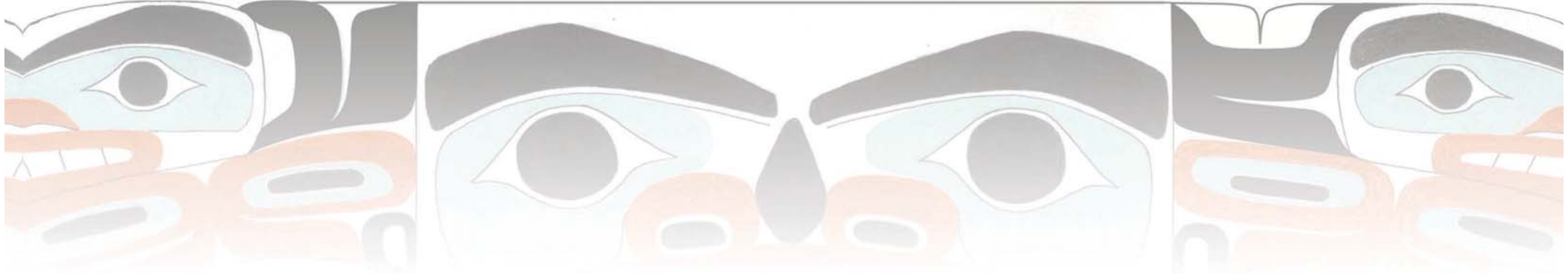


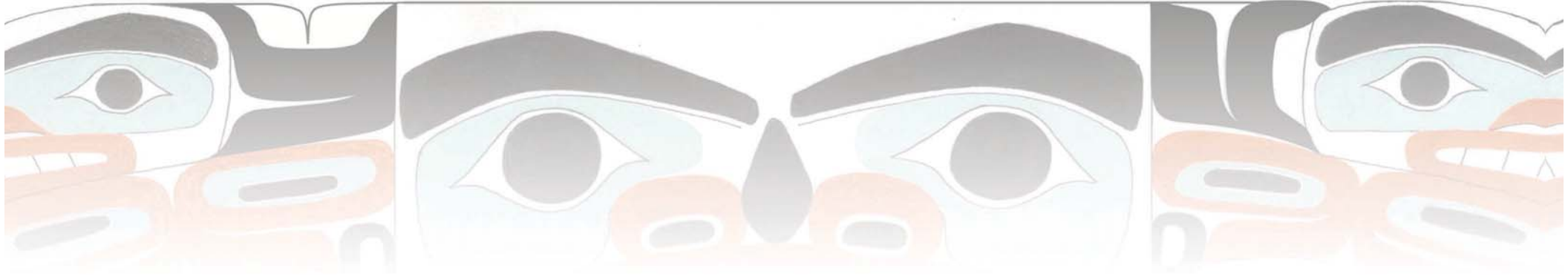
CLASH





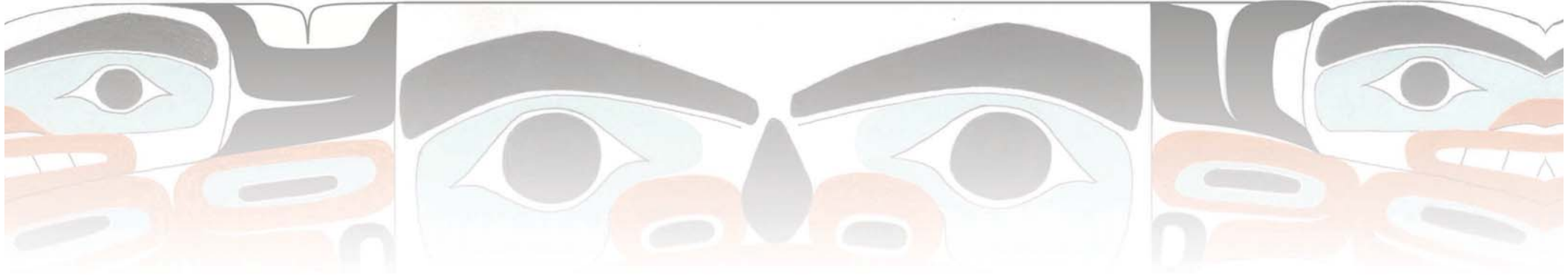
GENERATIONS





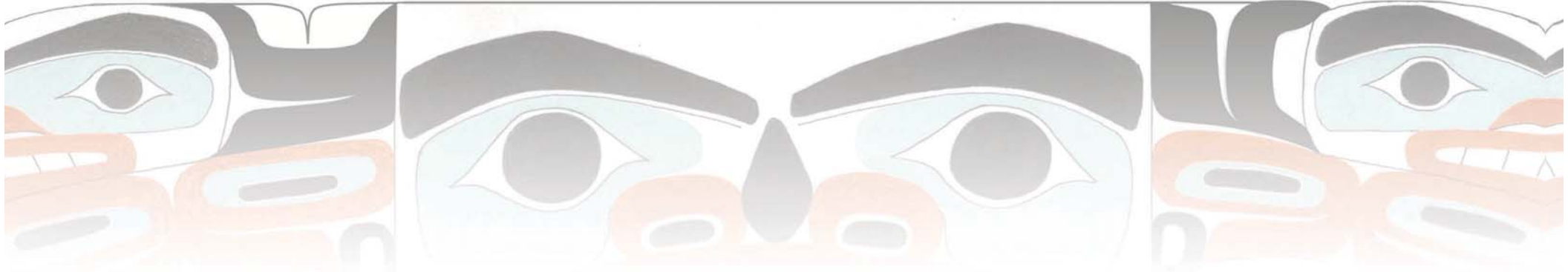
NATURAL RESOURCES





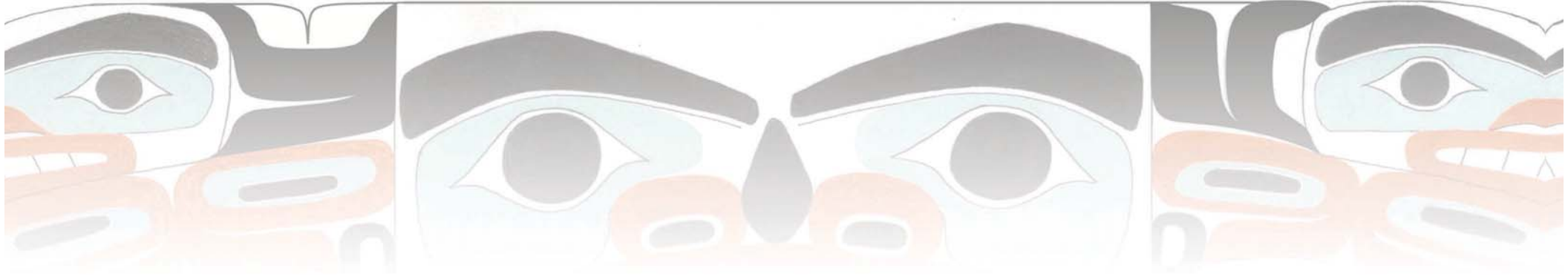
RESPECT





REVERE





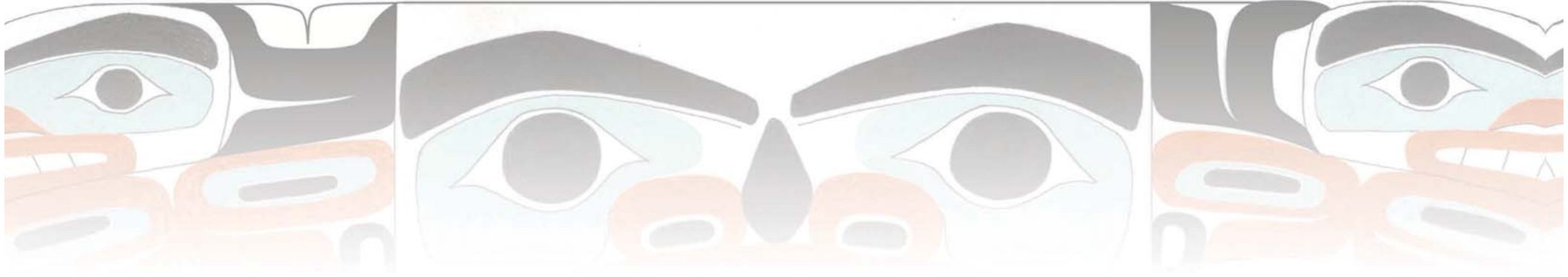
SHAMAN



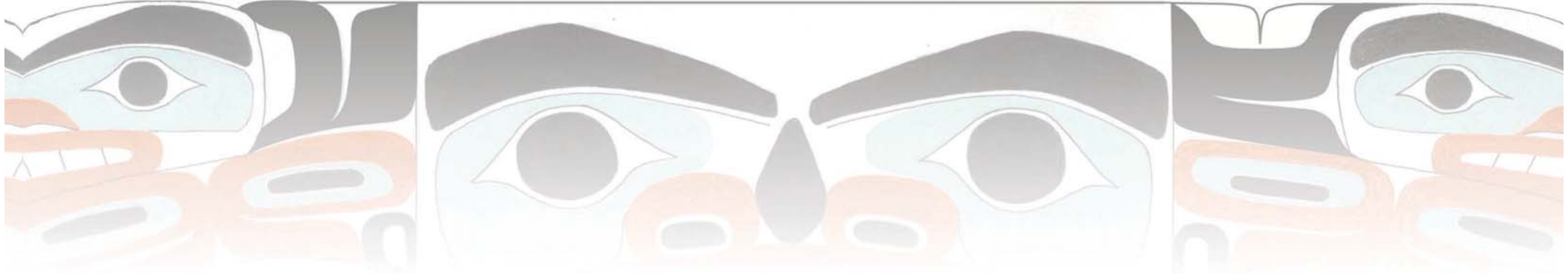
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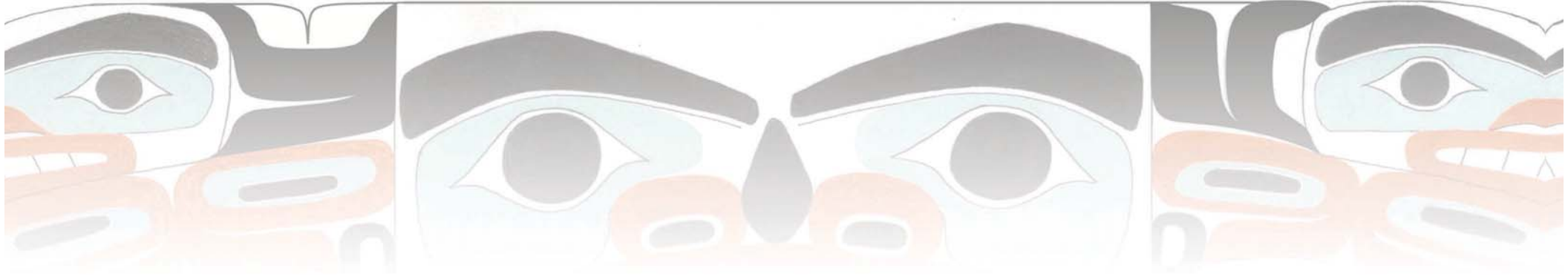
PADDLE BOY INDIAN COSTUME

Alaska State Library - Historical Collections

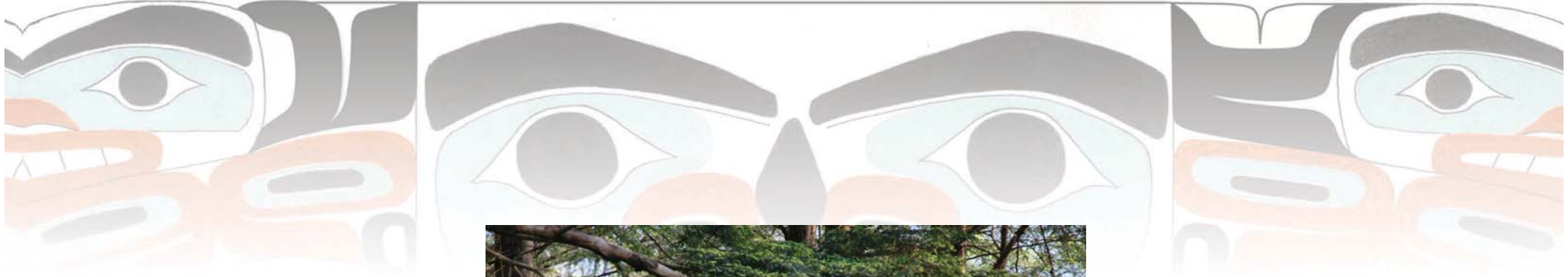


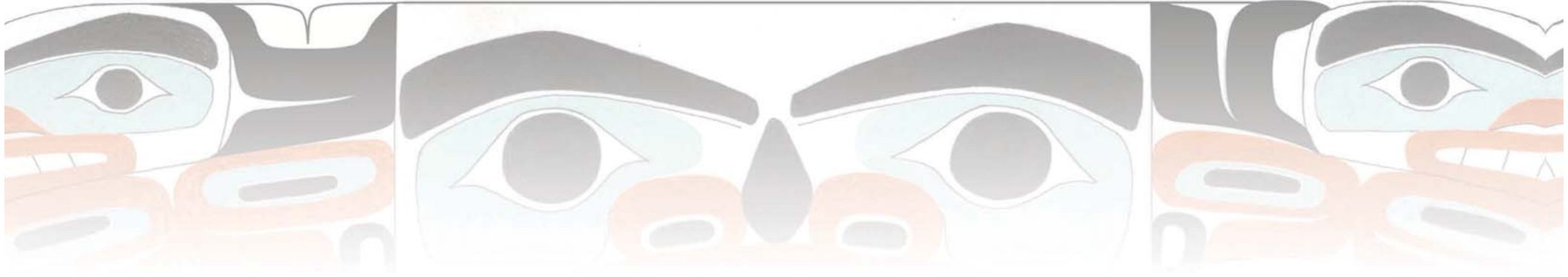
VALUES





GASOLINE/OIL





TREES

