

Supplementary Materials, Part III - Codes Used for Wood Products for Cultural Uses; Johnson, A., Clavijo, A.E., Hamar, G., Head, D.-A., Thoms, A., Price, W., Lapke, A., Crotteau, J., Cervený, L.K., Wilmer, H., Petershoare, L., Cook, A., and Reid, S.

Note: wood product traditional skills (i.e. carving and weaving) will be referred to henceforth as "artforms" in the definitions below despite the writer's understanding that this term is not completely accurate or inclusive of these traditional skills

Codes:			Definitions/comments:	
Primary	Secondary	Tertiary		
Significant Wood Product	Participation	Change	Examples of wood products interviewee lists as important or significant or to have value	
			Examples of a person's participation or association with wood products or the practice of these artforms (may include participating/observing ceremonies to celebrate wood products)	
			Examples of some kind of change in the quantity, quality, practices/techniques, or purpose(s) associated with wood products or artforms (carving/weaving/preparations)	
			Lesser quantity of wood products or lesser amount of these practices being observed in the culture/community	
			Increase in the quantity of wood products or increased participation of the artforms observed in the culture/community	
	Purpose	Neutral of practices	Includes changes that do not seem to have a positive nor negative effect overall	
			A change specifically associated to the practices, purpose/use, traditions, preparations, etc.	
			Examples of how the product(s) is/are used and/or what the purpose of them is	
			When the purpose of the wood product is supportive in the continuation of Native culture/traditions/values	
			When the purpose of the wood product is to be burned as firewood	
WPOCH Values	Keep culture alive	Firewood	When the purpose of the wood product is used for ceremony, upholding Native values (ex: product is used to be given to the opposite clan in a traditional ku'eex)	
			When the purpose of the wood product is to honor or remember a person/clan/tribe/place/thing/event/tradition/etc. Includes telling history of a place, person, event, legends or values. Also includes mortuary poles which honor the deceased.	
			When the purpose of the wood product is to connect peoples, cultures, communities, etc. May include connecting someone to an ancestor to their clan; examples of identity	
			When the wood product is used for everyday use, such as a "utility woven cedar hat" or a "woven basket" to carry water or goods or hunting/fishing equipment/tools	
			When the purpose of the wood product is to be used as ingestible/topical medicine to improve or promote health	
	Cultural /Spiritual	Learning from elders, passing on knowledge	Cultural Knowledge/Literacy	When a response directly or indirectly refers to cultural or spiritual values associated with these artforms
				Responses relating or referring to the passing down of knowledge/skills/traditions by elders, family members, or others; may also refer to this as a tradition/native value
				Responses relating or referring to cultural knowledge or literacy (inc. traditions, language, skills); typically spoken about in context of more or less people being involved in their culture, heritage, language and traditions
				Responses relating or referring to the loss/decrease of cultural knowledge or literacy in the past, future, or present
				Responses relating or referring to the increase/growth/revitalization of cultural knowledge or literacy in the past, future, or present
Traditions, rituals, ceremonies	Sharing stories, songs	Connection	Responses relating or referring to Native language(s); may include a CM's use of language or explanation of term/word	
			Responses relating or referring to Native traditions, rituals, or ceremonies	
			Responses relating or referring to the art of storytelling and song, common in Native culture	
			Responses relating or referring to the connection associated with these arts, Native culture and traditions, Native values, etc.	
			When the connection is between one and their culture or heritage/ancestry	
Identity	Native values	Frame of mind	When the connection is between members of the community	
			When the connection spans cultures, countries, languages, (all boundaries), uniting all people and things	
			Responses pertaining to the elements of Native identity- the culture, lifestyle, language, history, legends, traditions, etc. all being interwoven into one "fabric" or web that support one another's existence/continuation	
			Responses relating or referring to one's personal or collective identity	
			Responses relating to, referring to, or stating Native values	
	Creativity	Joy, peace, back to better time	Health	Responses relating or referring to the person's frame of mind, typically in the case of doing cultural arts/practices (ex: the positive frame of mind needed to weave)
				When the frame of mind elicits positive feelings inc. joy, peace, calm, happiness, or happy nostalgia
				Responses relating or referring to the creativity required or elicited by these arts/skills
				Responses that relate wood products/artforms with health and well-being (mental, emotional, and/or physical)
				Responses relating or referring to trauma (inc. PTSD)
Education	Trauma	Recovery	Responses relating or referring to the process of recovery and/or healing, typically spoken about in reference to the positive health effects of culture	
			Responses relating or referring to the history and/or repercussions of western colonization, cultural oppression, and assimilation of Alaska Native peoples	
			Responses relating or referring to the process of reconnecting with culture/heritage/traditions/arts leading to increased health and wellbeing	
			Responses relating or referring to the use/practice of traditional artforms as a way to avoid the use of negative substances (i.e. alcohol and drugs)	
			Responses relating or referring to sober, "clean" mindset and body being the result, requirement, or traditional value of the artforms	
	Apprentice	Carving shed	School	Responses that speak to the creation/learning of wood product artforms; learning one-on-one in traditional apprentice style, in classes, in school, or at culture camp; also includes responses about the supplies, materials, personnel needed
				Responses relating or referring to a traditional apprentice-style learning between a master and student; may be one-on-one or small groups of students learning under one expert (master)
				Responses relating or referring to the learning of these skills in the carving shed; may include opinions about the need of a carving shed
				Responses relating or referring to the learning of these skills in school; may include statements and opinions about needing more classes in the schools
				Responses relating or referring to the learning of these skills in classes (may include statements about needing or the presence of classes)
Culture camp	Investments, expense	Grants/Funding	Responses relating or referring to the learning of these skills in camps that teach and encourage Native culture, traditions, and skills	
			Responses relating or referring to the costs with teaching this artforms and skills, funding used or how funding should be/could be used; typically includes material and supply expenses, cost of teacher compensation, etc.	
			Responses that relate or refer to grants and/or funding (current, past, or future opportunities)	
			Responses that relate or refer to tourism	
			Responses relating or referring to tourism activities in which local people are sharing the culture of their community/people/clan/art with tourists	
Tourism	Increased Opportunities	Commoditization/Commodification	Responses relating or referring to opportunities created by tourism which may benefit carvers/weavers/artisans/the community/the culture/the art	
			Responses relating to tourism resulting in commoditization of wood products (not as "special" because of competing markets or "priceless/invaluable" good that now has a price)	
			Responses relating to competing markets (typically Asian) that make fake, inexpensive (typically inaccurate) replicas of wood products; may include statements about these competitors being in stores, reducing local artisans' fair prices	
			Responses that relate or refer to income (associated with wood products/art)	
			Responses that relate or refer to the capitalistic nature of modern society and/or its effects on Native wood products/artforms	
	Income	Capitalism	Don't want to sell	Responses that relate or refer to artists/CMs who are NOT interested in selling wood products for various reasons including the belief that these works are priceless, for the practice of gifting these items, or other reasons
				Responses that relate or refer to these arts not being a viable or important source of income for various reasons including the cost of supplies, the lack of market, the commoditization, the lack of resources, etc.
				Responses that relate or refer to opportunities which allow artists/CMs to make money by creating and/or selling wood products or classes to teach others
				Responses that relate or refer to the nonmonetary value of wood products via opportunities to trade and barter their products and/or materials for other goods and services
				Management
Access	Increase/Opportunity	Decrease/Barrier	Responses that relate or refer to the accessibility of resources (inc. cedar wood, bark, and spruce roots) and the barriers or opportunities available or that could exist which would or do make these resources easier or harder to get	
			Responses that relate or refer to opportunities that currently exist or could exist that increase accessibility of resources (inc. cedar wood, bark, and spruce roots) or the general increase in the access of these resources in the past/present/future	
			Responses that relate or refer to barriers that currently exist or could exist that increase the accessibility of resources (inc. cedar wood, bark, and spruce roots) or the general decrease in the access of these resources in the past/present/future	
			Responses that relate or refer to the management or policy surrounding tourism/tourists	
			Responses that relate or refer to visitors being ignorant of their impact on the environment, people, or culture of the place they visit	
	Visitors unaware of impact (NS)	Native sustainability (NS)	Learning from elders, passing on knowledge	Responses that speak about Native sustainability and Native forest management
				Responses that relate or refer to how forest traditions (inc. harvesting practices) are taught and passed along by elders or other CMs; may speak about the importance of this traditional passing on of knowledge
				Responses that relate or refer to the Native values of respect, reciprocity, balance, and gratitude; for example- "everything has a spirit", "respect the forest", "give thanks to the trees/nature", "never take more than you need/can use", etc.
				Respect, reciprocity, balance, gratitude

Forest Service (FS)	traditions	Responses that relate or refer to the traditions related to being sustainable
	stewardship	Responses that relate or refer to protecting and fostering the environment by being a guardian and "steward" of the resources and the ecosystem
	connection to trees	Responses that relate or refer to Native peoples' connective, intimate relationship with the trees/ the forest
	Selective harvest	Responses that relate or refer to sustainable practices of selecting specific trees to be used for resource collection
		Responses that relate to the United States Forest Service (inc. their management, policies, regulations, individual's experiences, etc.)
	Regulations/policy	Responses that relate or refer to regulations and/or policies of the USFS
	permit process	Responses about a specific permit process including the cultural wood permit
	difficulties	Responses that relate or refer to having struggles with the USFS personnel, paperwork, permit process, reguations, management policies, etc.
	communication, collaboration	Responses that relate or refer to communication and/or collaboration with the USFS; typically responses state a need for increased communication or working together (community and FS) on policy, projects, management, etc.
	positive experience	Responses that relate or refer to a positive experience working with, completing processes, and/or communicating with the USFS, and/or agreement with FS policies, regulations, management, etc. of the USFS
	extraction	Responses that relate or refer to an intense removal of resources (inc. timber, mined resources, fish, etc.) of the USFS or partnering companies, usually without the consent of the local people
	timber harvest	Responses that relate or refer to the harvest of wood (both old growth and new growth)
	roads	Responses that relate or refer to roads (usually built by the USFS and/or partnering companies) for the harvesting of resources; roads may be seen as positive (i.e. inc. access) and/or negative (i.e. increased resource extraction)
	Opportunities	Responses that relate or refer to opportunities that the USFS could act upon in order to strengthen relations between the agency and the community (especially the wood artists/ culture-bearers)
	Honor Wood Products/Artists	Responses that relate or refer to specific opportunities in which the USFS could show respect/appreciation towards wood artists and cultural artforms
	Engage in Culture	Responses that relating to specific opportunities in which the USFS could enhance their own cultural competency by hands-on, direct engagement with the culture (art workshops, language, food processing, etc., involvement in Culture Camp)
	capitalism	Responses the relate or refer to the capitalistic nature of the US/Western World, which drives the sell/purchase of goods/resources
	undervalue trees	Responses that relate or refer to the USFS not valuing (monetarily AND/OR non-monetarily) cedar/wood as highly as Native and/or local peoples
Youth		
Messages to Youth		
	Learn, prepare, engage	Responses that relate or refer to the push for youth to learn, prepare, and/or engage in their culture/heritage/artforms/traditions/community/policy/elders/etc.
	Connect w/ identity and culture	Responses that relate or refer to the push for youth to connect with their personal/familial/clan/tribal identity and culture
	Be a steward of the environment	Responses that relate or refer to the push for youth to be good stewards (advocates for sustainability and protection) or their environments
Youth Opportunities		
	Youth and Intern Programs	Opportunities that are available to youth in the SE AK region
	TRAYLS	Programs that involve youth
	Elder engagement	Responses that refer to Training Rural Alaskan Youth Leaders and Students (new name= Alaskan Youth Stewards) present in Kake, Hoonah, and POW. A partner of Youth Conservation Corps (Angoon, Kake)
	Passing on traditions	Responses that relate or refer to youth engaging with their elders
	Stewardship	Responses that relate or refer to youth passing on the traditions they have been taught to the younger grenerations
	Serving community	Responses that relate or refer to youth being good stewards of their environment or their communities
	Apprenticeships	Responses that relate or refer to youth being selfless, serving the greater community, in whatever means necessary
	Forest Service forest jobs	Responses that relate or refer to apprenticeships (art and non-art) that are available for youth (to work with a master)
	Relevant science	Responses that relate or refer to opportunities with in the USFS agency for young people
Messages from youth		
	Learn, prepare, engage	Responses that relate or refer to oportunitnes within related scientific fields
	Meaningful, inspiring	Statements given by the youth researchers post-survey/discussion
	New knowledge, perspectives	Responses that relate or refer to the youth identifying the need to learn, prepare, or engage in their culture/heritage/artforms/traditions/community/policy/elders/etc.
	Survey/interview	Responses that relate or refer to the youth feeling that their conversations were meaningful and/or feeling inspired by their disucssion/CM
		Responses that relate to or refer to the youth gaining new understandings, information, or outlooks from discussions
		Responses that relate or refer to the survey or interview process including notes about issues or process, technical issues, survey questions, feelings/opinions about the survey, etc.