

Goodéi Sá Yaa Neegút?
Going Places: Where Are You Going?
Grade Levels 3-4

Tlingit Cultural Significance:

Walking was the traditional mode of land transportation in Tlingit country. The people would do a lot of walking in the process of gathering resources to sustain their lifestyle. Today in smaller communities, there is still a lot of walking done. Asking other people where they are walking to and from is a natural conversation topic. Students can speak with each other and with elders on this topic.

Elder/Culture Bearer Role:

An elder or culture bearer can visit the class and talk to the students about how the town was when they were younger and there were few if any motorized vehicles or roads. They can tell stories about their growing up years, and the traditional trails and areas where the people would walk to in order to do gathering of food and other resources.

An elder can work with the teacher in presenting the lessons. The elder and teacher can model the question-and-answer drills.

Overview:

This unit introduces names of common locations in a community. Students will learn to recognize and say these names while learning to use the verb “dei—goot” (to go by walking.) Students will learn to ask and answer the basic question: “Where are you going?”

Lesson 1 introduces the place nouns and provides practice in hearing and saying them, along with exposure to the target verb. TPR commands, using the imperative form of the target verb, will be one of the instructional strategies. Students may already be familiar with many of the commands.

Lesson 2 introduces the remainder of the target place nouns. The basic sentence pattern using the third person singular progressive imperfective form is introduced.

Lesson 3 reviews the material in the first two lessons and introduces the locative forms of the nouns.

In Lesson 4 the third person singular progressive imperfective is reviewed. The first and second person singular verb forms are introduced

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and practiced. Note: the teacher might want to write the different patterns on the board (with the translations) just so the students can see how they look. The unit objectives are for the students to understand and say the verb forms, not to read and write them. Use the written language just as a help, not another hurdle for the students to overcome. Middle elementary students have had significant exposure to written Tlingit, and are encouraged to use it as a help.

In Lesson 5, the first, second, and third person plural forms are introduced and practiced.

A note about repetition and review: Each lesson in this unit should begin with a thorough review of the previous lesson. Re-teach the vocabulary and patterns as necessary.

All Vocabulary for Entire Unit

Nouns and Noun Forms

Noun	Translation	Locative Form	Translation
neil	home	neilú/neilí	at home
sgoon	school	sgóonu	in school
chách	church	cháji	at church
aan	town	aaní	in town
hoon daakahídi	store	hoon daakahídiwu	at the store
x'úx' daakahídi	Library/P.O.	x'úx' daakahídiwu	at the library/P.O.
atxá daakahídi	restaurant/cafeteria	atxá daakahídiwu	at the restaurant
átx'aan hídi	smokehouse	átx'aan hídiwu	at the smokehouse
dáanaa daakahídi	bank	dáanaa daakahídiwu	at the bank

Verbs and Verb Forms

(noun)-dei--goot to go by walking

Person	Imperative	Progressive Imperfective	Perfective
1 st person singular		-dei yaa n _x agút	-dei <u>x</u> waagoot
2 nd person singular	-dei nagú	-dei yaa neegút	-dei yeegoot
3 rd person singular		-dei yaa nagút	-dei woogoot
1 st person plural		-dei yaa ntoo.át	-dei wutuwa.aat

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2 nd person plural	nay.á	-dei yaa nay.át	-dei yeey.aat
3 rd person plural		-dei yaa has na.át	-dei has woo.aat
4 th person		-dei yaa ana.át	-dei aawa.aat

Target Sentence Patterns:

Goodéi sá yaa nagút?	Where is he going?
_____ -dei yaa nagút.	He is going (to the)_____.
Goodéi sá yaa neegút?	Where are you going?
_____ -dei yaa nxagút.	I am going (to the)_____.
Goosú _____?	Where is _____?
See locative forms chart for answers.	

TPR Commands:

English	Tlingit, singular	Tlingit, plural
Stand up.	Gidáan.	Gaydanaak
Sit down.	Ganú.	Gaykí
Sit on the floor.	T'aakát ganú.	T'aakát gaykí
Point to the home picture.	Neil yahaayí ch'íx'.	Neil yahaayí yich'íx'
Face the church picture.	Chách yahaayí dayéen áayax haan.	Chách yahaayí dayéen áayax yinaak.
Walk to the store.	Hoon daakahídidéi nagú.	Hoon daakahídidéi nay.á.
Stop!	Tliyéix'!	Tliyéix'!
Go!	Góok!	Góok!
Raise your hand.	Kíndei i jín.	Kíndei yee jín.
Hold it up.	Kíndei galsháat.	Kíndei gaylasháat.
Place it on your shoulder.	I xíksháax' yan tí.	Yee xíksháax' yan yeetí.
Hold it so I can see it/show it to me.	Ax wakshiyeeex' galsháat.	Ax wakshiyeeex' gaylasháat.

Materials for Entire Unit

- 8 x 10 photographs of a house, school, store, church, bank, library, restaurant or school cafeteria, smokehouse, town or downtown area, -- better to have local buildings for the beginning activities. Later can use clip art for card games and other activities.
- Small study card sets for each student
- Optional: make small buildings out of cardboard boxes to represent the place nouns in this unit.

Assessments-this will be informal and on-going. Teacher observes students as they participate in the activities. Re-teach vocabulary as needed. Listening quizzes can be given midway through the unit and at the end.

Alaska Cultural Standards for Students:

See the attached cultural standards for students.

A5, D1, D3

Going Places
Lesson 1 ~ Places to Go

Objectives:

- Students will demonstrate recognition of four Tlingit place nouns when they hear them.
- Students will follow TPR commands that include the target nouns and the imperative form of the target verb.

Time: 30 -40 minutes

Materials:

- Two sets of large illustrations of the target nouns
- Small study card sets for each student

Tlingit Vocabulary:

neil	home
sgóon	school
chách	church
hoon daakahídi	store

TPR Commands:

English	Tlingit, singular	Tlingit, plural
Stand up.	Gidáan.	Gaydanaak
Sit down.	Ganú.	Gaykí
Sit on the floor.	T'aakát ganú.	T'aakát gaykí
Point to the _____ picture.	_____yahaayí ch'íx'.	_____yahaayí yich'íx'

Face the _____ picture.	__yahaayí dayéen áayaḡ haan.	__yahaayí dayéen áayaḡ yinaaḡ.
Walk to the _____.	_____ -dei nagú.	_____ -dei nay.á.
Stop!	Tliyéix'!	Tliyéix'!
Go!	Góok!	Góok!
Raise your hand.	Kíndeí i jín.	Kíndeí yee jín

Going Places

Lesson 1 ~ Places to Go

Time: 30 -40 minutes

Lesson Activities:

Activity 1- Introduction: Have the 8x10 photographs on a wall in front of the class. Some of the photos should have familiar people in them, eg., the school library and school cafeteria can be interior photos with some of the students in them. Tell the class that we will be learning how to talk about going to these places.

Activity 2-: Introduce the first four nouns: home, school, store, church. Show pictures one at a time. Say the word for the each picture many times. Tape a large vocabulary picture of each noun somewhere in the room so that the class needs to turn to see them.

Activity 3-:Point to _____. "Wé _____ yahaayí yich'íx'." Teacher points to the right picture while giving the command. Do this many times for each picture. Teacher then hesitates after giving the command, so the students have to figure out where to point.

Activity 4-: Turn and face the correct picture or object when the word is given by the teacher. _____yahaayí dayéen áayaḡ yinaaḡ.

Activity 5-Let's Move: Students make gestures to indicate that they know the noun when teacher says it.

Activity 6-TPR: Start with pairs. Give the commands: _____-dei nay.á. (Walk to the _____)

Individual volunteers: _____-dei nagú. (Walk to the _____)

Note: for the walking exercises, tell the class we will pretend that the pictures are actually the place, so we will drop the word yahaayí (picture.)

Activity 7- Aadóo Jeewú Sá? (Who Has?): Hand out vocabulary cards, one to each student. Teacher gives commands:

Aadóo jeewú sá sgóon yahaayí, gaydanaak. (Whoever has a picture of a school, stand up.)

Aadóo jeewú sá hoon daakahídi yahaayí, kíndei yee jín. (Whoever has a picture of a store, raise your hands.)

Aadóo jeewú sá neil yahaayí, t'aakát ganú. (Whoever has a picture of a home, sit on the floor.) Keep going with commands until everyone has had a chance to do something.

Activity 8- At the end of class, play Game: "Switch": stand back-to-back with a partner. When you hear the word "_____", quickly switch partners. One person is extra. Try to not be the extra person.

As the students leave the room at the end of class, have them try to say at least one of the nouns that we have practiced today. If some aren't ready to do this, say one of the target words to them and have them repeat it, or say one of the words and have them do the appropriate hand motion.

Assessment: teacher observes students during this lesson to see if they are participating, and if they are making the correct responses.

Going Places

Lesson 2 ~ More Places to Go

In this lesson the first four nouns are reviewed, and five more place name nouns are introduced. Most of the activities are still basic listening but there is some basic speaking as well. The basic pattern using the third person singular progressive imperfective form is introduced.

Objectives:

- Students will recognize and understand the nine place name nouns for this unit.
- Students will follow TPR commands using the target nouns and verb.

Time: 30-40 minutes

Materials:

Photos or clip art of each of the places being taught in this unit. Two sets of each, so that copies are already taped up around the room before class starts. Teacher needs to have a set in hand for some of the activities.

Tlingit Vocabulary:

Review nouns from Lesson 1 —

neil	home
sgóon	school
chách	church
hoon daakahídi	store

New nouns:

x'úx' daakahídi	library/post office
atxá daakahídi	restaurant/cafeteria
átx'aan hídi	smokehouse
dáanaa daakahídi	bank
aan	town

Target Sentence Patterns:

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Goodéi sá yaa nagút?	Where is s/he going?
Sgóondei yaa nagút.	He is going to the school.

Going Places

Lesson 2 ~ More Places to Go

Time: 30 -40 minutes

Activities:

First review the first four nouns from Lesson 1:

Activity 1- Point to pictures

Activity 2- Let's Move

Activity 3- Yéi ákwé? Teacher holds up a picture and says a noun. If it is right, students repeat. If wrong, they clap once. Most of the teacher's nouns should be correct, with just a few mistakes to hold the students' interest.

Activity 4- Add 5 more nouns. Show pictures one at a time. Say the word for the each picture many times. Tape a large vocabulary picture of each noun somewhere in the room so that the class needs to turn to see them.

x'úx' daakahídi	library/post office
atxá daakahídi	restaurant/cafeteria
átx'aan hídi	smokehouse
dáanaa daakahídi	bank
aan	town, downtown

Activity 5- Use Point, Turn & Face, Let's Move to teach the new nouns.

Activity 6- TPR:

Start with pairs. _____-dei nay.á. (Walk to the ____)

Individual volunteers: _____-dei nagú. (Walk to the _____)

Start teaching sentence patterns:

Goodéi sá yaa nagút?

Where is he going?

_____ -dei yaa nagút.

He is going (to the) _____.

Activity 7- Teacher gives one student the command: _____-
dei nagú. As student head toward the target picture, teacher says: Tliyéix'!
(stop). Student freezes in place.

Teacher tells the class. Sgóondei yaa nagút Mary.

Then ask: Goodéi sá yaa nagút Mary?

Class responds: Sgóondei yaa nagút.

Teacher to Mary: Góok! Mary goes to the proper place and stays there.

*Repeat this activity so that many students have a turn, using the
different destination nouns.*

Assessment: Listening Quiz

Hand out a sheet of small vocabulary illustrations. Have the students
number each picture as you say them. Example: "Tléix' dáanaa daakahídi
yahaayí káa káyshaxít." Or in English: "Write the number one under the
picture of a bank." Note: this assessment can be done a number of times.

Additional Optional Activities:

Balloon Volleyball: Two teams bat a balloon back and forth. When a team
misses and lets the balloon touch the floor, they must identify a vocabulary
picture together.

Variations:

To make it more challenging, the team could be required to use a complete
sentence to answer the teacher's question, such as "Goodéi sá yaa nagút
Mary?" when they are shown one of the vocabulary pictures.

Each time a player touches the balloon, they must say a word in Tlingit.
Encourage them to use the target vocabulary for this lesson.

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Going Places

Lesson 3 ~ Goosú Hú?~(Where is She?)

The third person singular progressive imperfective is reviewed. The locative forms of the nouns are introduced and practiced.

Objectives:

- Students will provide short answers about where someone is going.
- Students will provide one-word answers when asked about where someone is.

Time: 30 -40 minutes

Materials:

Large study prints should be posted around the room, easily seen by the students. Optional: make small buildings out of cardboard to represent the different destination nouns in this unit.

Tlingit Vocabulary:

Nouns and Noun Forms

Noun	Translation	Locative Form	Translation
neil	home	neilú/neilí	at home
sgóon	school	sgóonu	in school
chách	church	cháji	at church
aan	town	aaní	in town
hoon daakahídi	store	hoon daakahídiwu	at the store
x'úx' daakahídi	Library/P.O.	x'úx' daakahídiwu	at the library/P.O.
atxá daakahídi	restaurant/cafeteria	atxá daakahídiwu	at the restaurant
átx'aan hídi	smokehouse	átx'aan hídiwu	at the smokehouse
dáanaa daakahídi	bank	dáanaa daakahídiwu	at the bank

Goosú Joe?	Where is Joe?
See locative forms chart for answers.	

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Lesson 3 ~ Goosú Hú?~(Where is She?)

Activity 1- Review Places Nouns: Let's Move, Yéi Ákwé?

Activity 2- Teacher gives one student the command: Hoon daakahídidéi nagú. (Walk to the store.)As student head toward the target picture, teacher says: Tliyéix'! (stop). Student freezes in place.

Teacher tells the class. Sgóondei yaa nagút Mary.

Then ask: Goodéi sá yaa nagút Mary?

Class responds: Sgoondéi yaa nagút.

Teacher to Mary: Gook! Mary goes to the proper place and stays there.

Repeat this activity so that many students have a turn.

Activity 3-When all the destinations have someone standing near them, tell the class:

Mary is at the school. Mary sgóonu hú .

Joe is at the store. Joe hoon daakahídiwu.

Etc.—name all the students and their locations.

Ask the class a series of questions:

Question: Goosú Mary? Where's Mary?

Short answer: Sgóonu----- At school.

Long answer: Mary sgóonu hú.

Question: Sgóonu gé Mary? Is Mary at school?

Answer: Aaá, Mary sgóonu hú. Yes, Mary is at school.

Hoon daakahídiwu gé Joe? Is Joe at the store?

Aadóo sáwé neilú? Who is at home?

Aadóo sáwé dáanaa daakahídiwu? Who is at the bank?

Activity 4- Lining up at the end of class: In Tlingit say: whoever is at the church, walk to the door. "Aadóo sá cháji, x'aháatdei nagú. Finally, Aadóo sá i káayagijeidi kát.áa, x'aháatdei nay.á. (Whoever is sitting on their chair, walk to the door.)

Going Places

Lesson 4 ~ Goodéi Sá Yaa Neegút? (Where Are You Going?)

Objectives:

- Students will be introduced to the first and second person singular forms of the target verb.

Time: 30 -40 minutes

Materials:

Large vocabulary pictures or designated areas in the room that represent the nine different place nouns covered in this unit.

Tlingit Vocabulary:

Sentence Patterns:

Goodéi sá yaa nagút?	Where is he going?
Neildéi yaa nagút.	He is going home.
Goodéi sá yaa neegút?	Where are you going?
Neildéi yaa nxagút.	I am going home.

Going Places

Lesson 4 ~ Goodéi Sá Yaa Neegút? (Where Are You Going?)

Activities:

Activity 1- Teacher gives one student the command: Dáanaa daakahíidei nagú. As student head toward the target picture, teacher says: Tliyéix'! (stop). Student freezes in place.

Teacher tells the class. Dáanaa daakahíidei yaa nagút Jeffrey.

Then ask: Goodéi sá yaa nagút Jeffrey?

Class reponds: Dáanaa daakahíidei yaa nagút.

Teacher to Jeffrey: Gook! He goes to the proper place and stays there.

Repeat this activity so that several students have a turn, using the different destination nouns.

Send all students back to their chairs at the end of this activity.

Command: Ldakát yeewhaan, yee kaa yaqijedídei nay.á, ka gaykí. Everyone, go back to your chair & sit down.

Introduce the first and second person singular verb forms.

Goodéi sá yaa neegút?	Where are you going?
_____ -dei yaa n _x agút.	I am going (to the) _____.

Activity 2- Teacher tells the class they can choose where they are walking to, and they will learn how to ask someone where they are going, and how to answer that question. Ask for volunteers. Teacher will ask the question: Goodéi sá yaa neegút? (Where are you going?) after the command "Tliyéix'." Tell them they can answer with the short answer at first. They can say: neildéi (to home), cháchdei (to church), etc. *This will allow them to hear the correct way to ask this question. Give several students a chance to do this.*

Activity 3- Then tell the class to ask the teacher: Goodéi sá yaa neegút? (Where are you going?)

Teacher answers: At_xá daakahíidei yaa n_xagút. (I am going to the restaurant.) Students use gestures to show they understand what destination noun the teacher uses each time. Repeat this activity many times in order to *let the students hear the correct way to answer the question.*

Now let *volunteers* walk to a destination of their choice. Tell them: Tliyéix'!

Then ask: Goodéi sá yaa neegút? (Where are you going?)

Student answers: _____-dei yaa nxagút. (I am going to _____)

Teacher asks the class: Goodéi sá yaa nagút? Where is he going?

Class answers: _____-dei yaa nagút! (He is going to _____.)

Activity 4- Walking Around Game: this gets everyone walking around the room and practicing speaking to each other. All students go around and talk to each other, asking "Goodéi sá yaa neegút? Answer: _____-dei yaa nxagút. See how many people you can talk to in the time allotted. *For this game, have the target sentences written on the board for those who need a little reminder of what to say. All adults in the room should actively take part in this game so that it can also be an informal evaluation tool to see which students are getting the material and where the problems may be.*

Assessment: Observe students during the Walking Around Game, to see how well they are doing with the question and answer pattern.

Additional Optional Activities:

Teacher goes outside the school building at dismissal time and asks individual students "Goodéi sá yaa neegút? If they are stuck for an answer, ask them? "Neildéi gé yaa neegút?" This can continue throughout the length of this unit and afterwards as well. When teacher sees a student walking around town, ask the question. Encourage the students to ask each other and elders that they know.

Going Places

Lesson 5 ~ Goodéi Sá Yaa Has Na.át?

(Where Are They Going?)

Objectives:

- The first, second, and third person plural forms of the target verb are introduced and practiced.

Time: 30 -40 minutes

Materials: Large vocabulary pictures or designated areas in the room that represent the nine different place nouns covered in this unit.

Tlingit Vocabulary:

Person	Imperative	Progressive Imperfective	Perfective
1 st person singular		-dei yaa n _x agút	-dei x _w aaagoot
2 nd person singular	-dei nagú	-dei yaa neegút	-dei yeegoot
3 rd person singular		-dei yaa nagút	-dei woogoot
1 st person plural		-dei yaa ntoo.át	-dei wutuwa.aat
2 nd person plural	-dei nay.á	-dei yaa nay.át	-dei yeey.aat
3 rd person plural		-dei yaa has na.át	-dei has woo.aat
4 th person		-dei yaa ana.át	-dei aawa.aat

New and Review Target Sentence Patterns:

Goodéi sá yaa nagút?	Where is he going?
Sgóondei yaa nagút.	He is going to school.
Goodéi sá yaa neegút?	Where are you going?
Sgóondei yaa n _x agút.	I am going to school.
Goodéi sá yaa nay.át?	Where are you all going?
Sgóondei yaa ntoo.át.	We are going to school.
Goodéi sá yaa has na.át?	Where are they going?
Sgóondei yaa has na.át.	They are going to school.

Unit Title

Lesson 5 ~ Goodéi Sá Yaa Has Na.át?

(Where Are They Going?)

1. Review Lesson 4's verb forms:

Goodéi sá yaa neegút? (Where are you going?)

Sgóondei yaa n_xagút. I am going to school.

Goodéi sá yaa nagút? (Where is he going?)

Sgóondei yaa nagút. (He is going to school.)

Do this review by asking volunteers to start walking to a location, stopping them (Tliyéix!) and asking them the question. Then ask others in the class the second question.

Tell the students that today they will learn how to ask a group of two or more people where they are going, and how the group can answer.

2. Teacher calls on two students to stand and walk to a location.

Jerry ka Raymond, gaydinaak. Sgóondei yaa nay.á. Stop them before they get there, with "Tliyéix!"

Teacher tells the class: "Sgóondei yaa has na.át Jerry ka Raymond." *Write this sentence on the board, with English translation.*

Ask class: Goodéi sá yaa has na.át? Where are they going? *Write Tlingit & English sentences on board.*

Class answers: Sgóondei yaa has na.át.

Repeat this activity a number of times, each time asking the class, "Where are they going?" Give many different students a chance to be the walkers. Use groups of 2, 3, 4 or even more. Have all the boys be the walkers, etc.

3. Tell the students how the people in a group can answer this question.

Practice with the whole class by asking them as a group where they are going.

Show various location vocabulary pictures when asking the question: Goodéi sá yaa nay.át? (Where are you guys going?) Have the group respond:

Sgóondei yaa n_{too}.át. (We are going to school.) *Write the Tlingit & English sentences on the board.*

4. Assign partners. Hand out sets of vocabulary cards so that each partner group has a set to share. When it is their turn, ask each pair to choose one card and lay it face down in front of them on the floor or table. Ask others in the group to guess what card they have chosen. Use the question: *Goodéi sá yaa has na.át?* (Where are they going?) The guesser answers: _____ yaa ntoo.át. Teacher asks the pair: *Goodéi sá yaa nay.át?* (Where are you guys going?) They answer with the correct destination, and show their card. If the guesser was right, he/she gets a point or a small prize. Repeat sequence involving other students. This could be a team activity, with the teams getting points for correct guesses.

Assessment:

Throughout this set of lessons, the teacher should be doing informal assessments by observing which students are able to participate and respond correctly during the activities. The progress made by the students will dictate how quickly the newer material is introduced, and how much review is needed. After all five lessons have been taught, a formal assessment can be done with each student individually. During this process, students can be asked questions about pictures showing people going places.

Additional Optional Activities:

- Show photographs or clip art of people who are obviously going somewhere. Details in the pictures could be clues as to their destination. Ask "*Goodéi sá yaa nagút?*" (Where is s/he going?) Or for a group, ask "*Goodéi sá yaa has na.át?*"
- Right before lunchtime, meet students as they are heading to the school cafeteria and ask them individually, "*Goodéi sá yaa neegút?*" or ask a group, "*Goodéi sá yaa nay.át?*"
- Work with small groups of students to take sets of photographs to illustrate the verb forms studied in this unit. Decide on the correct captions for the photos, then make little books to share with other students and family members. These photos could also be used as assessment tools, when the teacher works with students individually to assess their understanding of the material.
- Have the class make a large floor-size map of the town, including: the school, post office, bank, several houses, at least one store, church, smokehouse, and restaurant. This map can be used for various

activities using the target verb forms. Have little dolls or small stuffed animals do the "walking" around the town while target vocabulary is practiced.

Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. 1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. 2. recount their own genealogy and family history;
3. 3. acquire and pass on the traditions of their community through oral and written history;
4. 4. practice their traditional responsibilities to the surrounding environment;
5. 5. 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;
6. 6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. 7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. 1. acquire insights from other cultures without diminishing the integrity of their own;
2. 2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. 3. make appropriate choices regarding the long-term consequences of their actions;
4. 4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in

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various cultural environments.

Students who meet this cultural standard are able to:

1. 1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. 2. make constructive contributions to the governance of their community and the well-being of their family;
3. 3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. 4. enter into and function effectively in a variety of cultural settings.

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. 1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. 2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. 3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. 4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. 5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. 6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:


1. 1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around

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them, as reflected in their own cultural traditions and beliefs as well as those of others;

2. 2. understand the ecology and geography of the bioregion they inhabit;
3. 3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. 4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. 5. recognize how and why cultures change over time;
6. 6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. 7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. 8. identify and appreciate who they are and their place in the world.



SOUTHEAST TRADITIONAL TRIBAL VALUES

“OUR WAY OF LIFE”

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our Creator
- Live in Peace and Harmony
- Be Strong and Have Courage

Developed, Adapted, and Approved at the 2004 Elders Forum on Traditional Values

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