

Hunting

Daa sáyá?/Daa sá iyatéen?

Grade Levels: K & 1ST - 3RD GRADE

Tlingit Cultural Significance:

Our life style is a whole cycle surrounding food gathering for each time of the year passed down through generations.

Elder/Culture Bearer Role:

An elder or culture bearer is the key resource to any culture. They know more about who we are and where we come from. In order to preserve a culture, we need to listen closely to what they have to say. Their knowledge needs to be passed on to the children. We will use traditional words for the students to hear on a language master or in person. When a fluent elder can be available she will come into the classroom and meet the children and say the target questions and repeat the target answers for the students. Once a month we will have a potluck and invite our elder and parents for a performance of our lessons learned and a story acted out by students pertaining to the lesson, taken from the book, *KAHTAHAH*.

Overview:

This unit lists hunting as an important part of life. Students will be taught the 1st, 2nd and 3rd person in these 5 lessons. Students will learn 21 phrases and 12 nouns. You may use any nouns you know to fit these lessons.

Lessons:

In lesson # 1: What is this? What do you see?

Students will learn Q & A for 1st & 2nd person.

In lesson # 2: What are you doing? What are you hunting?

Students will learn Q & A for 1st & 2nd person.

In lesson # 3: What is he doing? What is he hunting?

Students will learn Q & A for 3rd person.

In lesson # 4: I shot a deer. He shot a deer.

Students will learn Q & A for 1st & 3rd person.

In lesson # 5: Students and teacher will review the previous vocabulary and will hear a short story using the vocabulary from previous lessons. Students will be

asked questions from a short story; "What does Dillon see?, What is Dillon doing?, What did Dillon shoot?"

Lesson Titles:

- Lesson # 1: What is this? What do you see?
- Lesson # 2: What are you doing? What are you hunting for?
- Lesson # 3: What is he doing? What is he hunting?
- Lesson # 4: I shot a deer. He shot a deer.
- Lesson # 5 Short story - What does Dillon see? What is Dillon doing? What did Dillon shoot?

All Vocabulary for Entire Unit -
Vocabulary and Verb Forms
Nouns and Noun Forms

| Noun | Translation |
|-----------|----------------|
| Ghuwakaan | Deer |
| Dzískw | Moose |
| Jánwu | Mountain goat |
| Xaas | Muskox |
| Gháchh | Rabbit |
| Tawéi | Mountain sheep |
| Enk | Elk |
| Óonaa | Rifle |
| Tsaa | Seal |
| Watsíx | Caribou |
| Xóots | Brown bear |
| S'EEK | Black bear |

Target Sentence Patterns:

| | |
|----------------------|-----------------------|
| Daa sáyá? | What is this? |
| _____ áwé. | That is a _____. |
| Daa sá iyatéen? | What do you see? |
| _____ xhaatéen. | I see a _____. |
| Daa sá yéi daa.eené? | What are you doing? |
| Axhal'óon. | I am hunting. |
| Daa sá eel'óon. | What are you hunting? |
| _____ xhaal'óon. | I am hunting _____. |

| | |
|-----------------------------|--------------------------|
| Daa sá yéi adaa.néi? | What is he doing? |
| Al'óon. | He is hunting. |
| Daa sá al'óon? | What is he hunting? |
| _____ al'óon. | He is hunting _____. |
| Aadóo sá _____ aawa.ún? | Who shot a _____. |
| _____ xhwaa.ún. | I shot a _____. |
| _____ aawa.ún. | He shot a _____. |
| Dillon daa sá áyátéen? | What does Dillon see? |
| Dillon _____ áyátéen. | Dillon sees a _____. |
| Dillon daa sá yéi adaa.néi. | What is Dillon doing? |
| Dillon _____ al'óon. | Dillon is hunting _____. |
| Dillon daa sá aawa.ún? | What did Dillon shoot? |
| Dillon _____ aawa.ún. | Dillon shot a deer. |

All Materials for Entire Unit

- *12 8x10 inch laminated pictures of nouns
- *wooden rifle
- *2 flashlights
- *permanent markers red and blue for coloring flashlight covers
- *2 remote control cars on different frequencies
- *white board
- *dry erase markers
- *treasure box with trinkets, balls, slime, parachute men, matchbox cars, streamers, rings, stickers, necklaces and squirt guns. Have pool passes and movie tickets and large candy bars for big prizes. Also have licorice and suckers and Swedish fish and gummy bears and gum balls for regular prizes too.
- *AA batteries
- *Zip loc bags for goodies

Assessments-

Pre-assessment

Ongoing Assessment

Post-assessment

Alaska Cultural Standards for Students:

See the attached cultural standards for students. List which ones go with your unit. Ex. A1, B4, B6

HUNTING

Lesson 1 ~ Daa sáyá?/Daa sá iyatéen?

Objectives: Students will....

- Learn 4 nouns
- Learn 4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Nouns

| | | | |
|-----------|---------------|---------|--------|
| Ghuwakaan | Deer | Dzísk'w | Moose |
| Jánwu | Mountain goat | Xaas | Muskox |

Phrases

| | | | |
|-----------------|-------------------|----------------------------|--------------------|
| Daa sáyá? | What is this? | <u>Ghuwakaan</u> áwé. | That's a deer. |
| Daa sá iyatéen? | What do you see? | <u>Ghuwakaan</u> xhaatéen. | I see a deer. |
| Daa sáyá? | What is this? | <u>Dzískw</u> áwé. | That's a moose. |
| Daa sá iyatéen? | What do you see? | <u>Dzískw</u> xhaatéen. | I see a moose. |
| Daa sáyá? | What is this? | <u>Jánwu</u> áwé. | That's a mtn goat. |
| Daa sá iyatéen? | What do you see? | <u>Jánwu</u> xhaatéen. | I see a mtn goat. |
| Daa sáyá? | What is this? | <u>Xaas</u> áwé. | That's a muskox. |
| Daa sá iyatéen? | What do you see? | <u>Xaas</u> xhaatéen. | I see a muskox. |
| Yéi yanakhá | Say it/repeat it. | | |

Hunting

Lesson 1 ~ Daa Sáyá?/Daa sá iyatéen?

Time: 30 -40 minutes

Activities:

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the animals you are showing. Begin to introduce the animals names in Lingít, the students are not under any pressure to learn at this time.

Activity 1 -

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing. Hold up an 8"x10" picture of the noun and ask the students if they know what this is a picture of. Say the noun in Lingít several times as you hang up the picture and point to the picture as you hang it up. Actual props can be used for this lesson also. When the four nouns are up on the board point to them one at a time and ask, "Daa sáyá/What is this?", and have students repeat after you the name of the picture in Lingít. You may help the students by saying the Lingít name with them several times. Randomly point to nouns and ask, "What is this?", and listen to hear if the students are catching on and getting the nouns correctly. Don't worry if they are not. They will in time.

Activity 2 -

Two colored Flash light find: Divide class boys blue team and girls red team. Display the noun pictures on the floor or leave them up on the board. You will have to dim the lights for this activity. Have the white board ready and your dry erase marker to keep score of the teams points. Display teams names on the white board. Say the name of one of the nouns and have students wait for you to say go! When you say go, the first light, red or blue that touches the picture of the noun wins and the team gets a point under their name on the white board. Go through this about 5 times with 5 points winning, so the teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce verb phrase:

| | |
|-----------------|----------------|
| _____ xhaatéen. | I see a _____. |
|-----------------|----------------|

Model the phrase by holding the 8"x10" picture of an animal and using your two fingers to point toward your eyes and say I see a deer, moose, etc. Repeat phrase with each noun you are introducing in this lesson. Continue to repeat the phrase in Lingít, "Ghuwakaan xhaatéen/Dzískw xhaatéen, etc". Test the students by pointing to the picture of the noun and say, "Daa sá iyatéen/What do you see?", and have them repeat to you the phrase, "_____ xhaatéen. Have one student at a time choose a noun they have just learned. Ask the students one at a time, "Daa sá iyatéen?" When the students have all answered correctly with your help, ask them to "say it" to you, "Yei yanakhá." Explain to them you want them to ask/say it to you. Then you answer appropriately. You can use your pictures or even use props here by picking them up and looking at them thereby modeling the phrase, "_____ xhaatéen."

Assessment -

Observation, are the students engaged and participating?

Unit Hunting

Daa sá yéi daa. eené?/Axhal'óon.

Daa sá eel'óon?/Ghuwakaan xhal'óon.

Lesson 2 ~

Objectives:

Students will learn:

- 4 nouns
- 4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Nouns

| | | | |
|-------|--------|-------|-----------|
| Gháxh | Rabbit | Tawéi | Mtn sheep |
| Ēnk | Elk | Óonaa | Rifle |

Phrases

| | |
|-----------------------|----------------------|
| What are you doing? | Daa sá yéi daa.eené? |
| I am hunting. | Axhal'óon. |
| What are you hunting? | Daa sá eel'óon? |
| I am hunting deer | Ghuwakaan xhal'óon. |

Hunting

Lesson 2 ~ Daa sá yéi daa.eené?/Axhal'óon.

Time: 30 -40 minutes

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the animals you are showing. Begin to introduce the animals names in Lingít, the students are not under any pressure to learn at this time.

Activities:

Activity 1-

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing as you did in Lesson 1. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "Gháxh áwé ./That's a rabbit, gun, etc". Review the nouns you introduced in Lesson 1. You will have 8 nouns to hang on the walls or to spread on the floor.

Activity 2-

Two-colored Flash light find: Divide class into equal players boys blue team and girls red team. Display the 8 noun pictures on the floor or leave them up on the board. You will have to dim the lights for this activity. Have the white board ready and your dry erase marker to keep score of the teams points. Display teams names on the white board. Hand a student from each team a flashlight either off or on. Say the name of one of the nouns and have students wait for you to say go! When you say go, the first light, red or blue that shines on the picture of the noun first wins and the team gets a point under their name or color on the white board. Go through this about 5 times with 5 points winning, so the teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce the verb phrase:

| | |
|----------------------|---------------------|
| Daa sá yéi daa.eené? | What are you doing? |
|----------------------|---------------------|

Have the students sit in a circle. Introduce the verb phrase, "Daa sá yéi daa.eené?" "What are you doing?" Have a student hold the wooden rifle and ask him/her, "Daa sá yéi daa.eené/what are you doing?" Repeat the question phrase as many times as it is necessary for students to repeat it back to you.

Introduce the verb phrase:

| | |
|------------|---------------|
| Axhal'óon. | I am hunting. |
|------------|---------------|

Say this phrase as many times as necessary for students to be able to repeat it by themselves. When students are responding with the answer phrase "Axhal'óon" you will introduce the question phrase:

| | |
|-----------------|-----------------------|
| Daa sá eel'óon? | What are you hunting? |
|-----------------|-----------------------|

Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. When students are responding with the phrase, "Daa sá eel'óon?", you will turn to the 8 nouns hung up on the board and take one down and have a student hold the picture and have the student identify the noun, ghuwakaan or dzískw or janwú, etc.

Introduce the verb phrase:

| | |
|---------------------|--------------------|
| Ghuwakaan xhal'óon. | I am hunting deer. |
|---------------------|--------------------|

Have the students take turns boys first, stand with the wooden rifle, while the group says, "Daa sá eel'óon/What are you hunting?" Have the hunter answer with the appropriate noun that is chosen, i.e., "ghuwakaan xhal'óon/I am hunting deer". Repeat with each student several times taking turns boys than girls. Eventually students will be able to recognize the phrase and answer without the props.

Assessment:

Observation, are the students engaged and participating?

Unit Hunting

Lesson 3 ~ Daa sá yéi adané?/What is he doing?/Daa sá

al'óon?/What is he hunting?

Objectives:

Students will learn

- 4 phrases
- 4 nouns

Time: 30 -40 minutes

Materials:

This is a listing of all the materials required for this lesson.

Tlingit Vocabulary:

Nouns

| | | | |
|-------|------------|--------|------------|
| Tsaa | Seal | Watsíx | Caribou |
| Xóots | Brown bear | S'eeek | Black bear |

Phrases

| | |
|----------------------|-------------------------|
| Daa sá yéi adaa.néi? | What is he doing? |
| Al'óon. | He is hunting. |
| Daa sá al'óon? | What is he hunting? |
| _____ al'óon. | He is hunting _____. |

Unit Hunting

Lesson 3 ~ Daa sá yéi adaa.né?/What is he doing?/Daa sá al'óon?/What is he hunting

Time: 30 -40 minutes

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the animals you are showing. Begin to introduce the animals names in Lingít, the students are not under any pressure to learn at this time.

Activities:

Activity 1-

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing as you did in Lesson 1 & 2. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "Tsaá áwé ./That's a seal, caribou, etc". Review the nouns you introduced in Lesson 1 & 2. You will have 12 nouns to hang on the walls or to spread on the floor.

Activity 2-

Race car find: Divide class into equal players boys team and girls team. Display the 12 noun pictures on the floor. You will have to have 2 remote control cars on two different frequencies for this activity. You may keep score for the students teams on the white board. Have the students wait for you to pick a noun randomly say the noun and then say go! When you say go, the first car to park on the picture of the noun first wins and the team gets a point under their name on the white board. Go through this until all players have had a chance to drive the cars at least twice and all the nouns have been driven over. Teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce the verb phrase:

| | |
|----------------------|-------------------|
| Daa sá yéi adaa.néi? | What is he doing? |
|----------------------|-------------------|

Have the students sit in a circle. Introduce the verb phrase, "Daa sá yéi adaa.néi?" "What is he doing?" Have a student hold the wooden rifle and ask him/her, "Daa sá yéi adaa.néi/what is he doing?" Repeat the question phrase as many times as it is necessary for students to repeat it back to you.

Introduce the verb phrase:

| | |
|---------|----------------|
| Al'óon. | He is hunting. |
|---------|----------------|

Say this phrase as many times as necessary for students to be able to repeat it by themselves. When students are responding with the answer phrase "Al'óon" you will introduce the question phrase:

| | |
|----------------|---------------------|
| Daa sá al'óon? | What is he hunting? |
|----------------|---------------------|

Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. When students are responding with the phrase, "Daa sá al'óon?", you will turn to the 12 nouns hung up on the board and take one down and have a student hold the picture and have the student identify the noun, ghuwakaan or gháxh or watsíx, etc.

Introduce the verb phrase:

| | |
|---------------|----------------------|
| _____ al'óon. | He is hunting _____. |
|---------------|----------------------|

Have the students take turns boys first, stand with the wooden rifle, while the group says, "Daa sá al'óon/What is he hunting?" Have the student next to the hunter answer with the appropriate noun that is chosen, i.e., "ghuwakaan al'óon/He is hunting deer". Repeat with each student several times taking turns boys than girls. Eventually students will be able to recognize the phrase and answer without the props.

Assessment: (time in minutes)

Observation, are the students engaged and participating?

Unit Hunting

Lesson 4 ~ Ghuwakaan xhwaa.ún./I shot the deer./Ghuwakaan
aawa.ún./He shot the deer.

Objectives:

Students will learn:

- 3-4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Phrases:

| | |
|--------------------------------|--------------------|
| Aadóo sá ghuwakaan aawa.ún? | Who shot the deer? |
| Ghuwakaan xhwaa.ún. | I shot the deer. |
| Aadóo sá ghuwakaan aawa.ún? | Who shot the deer? |
| Ghuwadaan aawa.ún. | He shot the deer. |

Unit Hunting

Lesson 4 ~ Ghuwakaan xhwaa.ún./I shot the deer./Ghuwakaan
aawa.ún./He shot the deer.

Time: 30 -40 minutes

Activities:

Activity 1-

Review previous nouns: Tape or hang the pictures of the 12 nouns you are reviewing as you did in Lessons 1, 2 & 3. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "Tsaá áwé ./That's a seal, caribou, etc". Review the nouns 12 either hang up on the walls or to

spread on the floor depending on which game you are going to play to refresh the nouns in the students memories.

Activity 2-(you may play 2-color flashlight find or remote-control car park)

Race car find: Divide class into equal players boys team and girls team. Display the 12 noun pictures on the floor. You will have to have 2 remote control cars on two different frequencies for this activity. You may keep score for the students' teams on the white board. Have the students wait for you to pick a noun randomly say the noun and then say go! When you say go, the first car to park on the picture of the noun first wins and the team gets a point under their name on the white board. Go through this until all players have had a chance to drive the cars at least twice and all the nouns have been driven over. Teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce the verb phrase:

| | |
|-----------------------------|--------------------|
| Aadóo sá ghuwakaan aawa.ún? | Who shot the deer? |
|-----------------------------|--------------------|

Have the students sit in a circle. Introduce the verb phrase, "Aadóo sá ghuwakaan aawa.ún?" "Who shot the deer?" Have a student hold the wooden rifle and ask him/her, "Aadóo sá ghuwakaan aawa.ún/who shot the deer?" Repeat the question phrase as many times as it is necessary for students to repeat it back to you.

Introduce the verb phrase:

| | |
|---------------------|------------------|
| Ghuwakaan xhwaa.ún. | I shot the deer. |
|---------------------|------------------|

Say this phrase as many times as necessary for students to be able to repeat it by themselves. When students are responding with the answer phrase "Ghuwakaan xhwaa.ún", you can have the circle of students ask the student holding the gun, "Aadóo sá ghuwakaan aawa.ún?/Who shot the deer?" and then the student shooting the deer can respond with, "Ghuwakaan xhwaa.ún./I shot the deer'. You will then introduce the question phrase again:

| | |
|-----------------------------|--------------------|
| Aadóo sá ghuwakaan aawa.ún? | Who shot the deer? |
|-----------------------------|--------------------|

Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. Tell the students to "Yéi yanakhá./Say it. When students are responding with the phrase, "Aadóo sá ghuwakaan aawa.ún?", you will introduce the verb phrase:

| | |
|--------------------|-------------------|
| Ghuwakaan aawa.ún. | He shot the deer. |
|--------------------|-------------------|

Have the student next in line to the hunter-student holding the rifle answer the question phrase, "Aadóo sá ghuwakaan aawa.ún?/Who shot the deer?", with, "Ghuwakaan aawa.ún./He shot the deer." And have the student that is answering, point at the hunter-student holding the rifle, when he answers. Take turns with the students' until all have had a chance to be the hunter and all have had a chance to answer with, "Ghuwakaan aawa.ún./He shot the deer".

Assessment:

Quiz the students in English by reviewing what they have learned so far.

Example:

Teacher: If I say, "Aadóo sá ghuwakaan aawa.ún?" what did I say in English?

Teacher: How would you say, "I shot the deer." in Lingít?

Unit Hunting Story

Lesson 5 ~ Dillon ghuwakaan xhaatéen./Dillon sees a deer./Dillon ghuwakaan al'óon./Dillon is hunting deer.

Objectives:

Students will review:

- 15 phrases
- Hear a story containing the phrases from Lessons 1 - 4

Time: 30 -40 minutes

Tlingit Vocabulary:

Review phrases from Lessons 1 - 4:

Phrases:

| | |
|-----------------------------|-----------------------|
| Daa sáyá? | What is this? |
| _____ áwé. | That is a deer. |
| Daa sá iyatéen? | What do you see? |
| _____ xhaatéen. | I see a _____. |
| Daa sá yéi daa.eené? | What are you doing? |
| Axhal'óon. | I am hunting. |
| Daa sá eel'óon? | What are you hunting? |
| _____ xhaal'óon. | I am hunting _____. |
| Daa sá yéi adaa.néi. | What is he doing? |
| Al'óon. | He is hunting. |
| Daa sá al'óon? | What is he hunting? |
| _____ al'óon. | He is hunting _____. |
| Aadóo sá ghuwakaan aawa.ún? | Who shot the deer? |
| Ghuwakaan xhwaa.ún. | I shot the deer. |
| Ghuwakaan aawa.ún. | He shot the deer. |

New phrases:

| | |
|---|---|
| Dillon daa sá áyátéen?/ What does Dillon see? | Dillon ghuwakaan áyátéen./Dillon sees a deer. |
| Dillon daa sá yéi adaa.né? /What is Dillon doing? | Dillon ghuwakaan al'óon.Dillon is hunting deer. |
| Dillon daa sá aawa.ún? What did Dillon shoot? | Dillon ghuwakaan aawa.ún./Dillon shot a deer. |

Put all previous vocabulary and phrases together in a very short story, just make sure you use the same tense taught in each lesson. Ask the students questions about the story. What is Dillon doing? What does Dillon see? What did Dillon shoot? You can also tell the same story using another students name and different animals from the unit. Make sure every student gets an opportunity to answer one of your questions.

Short story:

"One day a boy named Dillon was walking in the woods looking for deer. He walked up a hill in the woods and he saw a deer. It was the first time he ever saw a deer when he was hunting. He shot the deer. He was so proud he took his deer home and told his family, "I shot a deer".

Unit Hunting

Lesson 5 ~ Dillon ghuwakaan xhaatéen./Dillon ghuwakaan al'óón.

Objectives:

Students will review :

- 15 phrases
- Learn 6 new phrases

Time: 30 -40 minutes

Activities:

Activity 1-

Activity 2-

Teacher will tell the short story "One day a boy named Dillon was walking in the woods looking for deer. He walked up a hill in the woods and he saw a deer. It was the first time he ever saw a deer when he was hunting. He shot the deer. He was so proud he took his deer home and told his family, "I shot a deer". The End

Introduce the phrase:

| | |
|-----------------------|-----------------------|
| Dillon daa sá áyátéen | What does Dillon see? |
|-----------------------|-----------------------|

Ask students the question, "Dillon daa sá áyátéen?/What does Dillon see?" Look around for raised hands and choose a student to answer. If the student is correct in his answer put his name on the board with a mark next to it. Ask the question again and choose another student and check to see if students comprehend the question? If they are, go on to the next question. If they are not, stop and review lesson 1 with the question, "Daa sá iyatéen?/What do you see?" Hold up your picture of the deer and have the students

repeat the answer, "ghuwakaan xhaatéen./I see a deer." Then help the students who are not answering, by answering with them. Next ask the question again, "Dillon daa sá áyátéen?/What does Dillon see?" Answer, "Dillon ghuwakaan áyátéen./Dillon sees a deer." Ask the question to students who raise their hands. You can assess the ones who are engaged and engaging in the lesson.

Introduce the phrase:

| | |
|-----------------------------|-----------------------|
| Dillon daa sá yéi adaa.néi? | What is Dillon doing? |
|-----------------------------|-----------------------|

Ask the students the question, "Dillon daa sá yéi adaa.néi?/What is Dillon doing?" Look around the room and pick students with their hands up. If the students are having a hard time with the questions you may review lesson 2 with question, "Daa sá yéi daa.eené?/What are you doing?" If you do not see the students comprehending you may repeat the question and model the answer for the students by picking up the rifle and aiming and shooting it. Once you feel students are engaging in the lesson you may go onto the answer, "Dillon ghuwakaan al'óon./Dillon is hunting." Repeat the question and answer with the students as many times as needed to assure all the students are engaged in the activity. When a student has answered the question with the right answer you may put a point on the board under the students name for incentives when your lesson has concluded.

Introduce the phrase:

| | |
|------------------------|------------------------|
| Dillon daa sá aawa.ún? | What did Dillon shoot? |
|------------------------|------------------------|

Ask the students, "Dillon daa sá aawa.ún?/What did Dillon shoot?" Repeat the question and observe how many students are engaging in the activity. Ask students to raise their hands to answer. Choose students one at a time to answer. Record their points on the board under their name.

Introduce the answer:

| | |
|---------------------------|---------------------|
| Dillon ghuwakaan aawa.ún. | Dillon shot a deer. |
|---------------------------|---------------------|

Repeat the answer for the students several times and then ask the question, "Dillon daa sá aawa.ún?/What did Dillon shoot?" Again choose students with their hands up to answer the question. Choose students who have not previously answered. You may record students points under their names on the white board for incentives after the lesson is done.

Assessment:

Students answering the questions posed in the short story.

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. 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. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
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. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
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. acquire insights from other cultures without diminishing the integrity of their own;
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. make appropriate choices regarding the long-term consequences of their actions;
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 various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
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. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
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. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
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. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;

5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.