

A_x daa.it tu yanéekw

My body hurts.

Grade Levels: K-5

Tlingit Cultural Significance:

The Tlingit language is a thematic language. Thus, body parts play an important role in noun phrases and verb phrases. The language is very specific for example to ask someone how they are feeling you say, "Wáa sá i tuwatee?" The verb, tuwatee is formed by putting toowú (inside/spirit) and yatee (the verb to be). Once students learn the body parts they will be able to recognize how they are used in every facet of the language, when hearing fluent speakers communicate.

Also students will learn that some nouns require a pronoun to be placed or attached the front of the noun, as in body parts. A fluent speaker would not say shá (head) they will always say a_x shá (my head). If the student is not taught the pronoun with the noun, we lose part of the Lingít language. As my Tlingit language teacher Florence Marks Sheakley has said, it is just not a hand floating out there by its self, it is his hand, and it is connected to him.

Elder/Culture Bearer Role:

In this unit an elder or culture bearer can assist the teacher with correct pronunciation. They can also help the teacher model the question and answer drills, dialogs, and phrase patterns. In addition a fluent speaker can model and talk about the importance of using the pronoun and noun, to say a body part. This is part of Tlingit grammar and if the students are not taught about the pronoun, they are not learning the language correctly.

An elder can also discuss the importance of taking care of one's body and showing respect to self and others. For older children they can talk about *ku.éex'*, a pay off part and how our mortuary rites purge the grief and how this heals us, emotionally after a death.

Overview:

Lesson 1 is to review body parts with the students. If you see that students are struggling with the nouns, spend more time reviewing. If

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students do not know body parts, then use the T&H Head Start TPR lessons or Jim MacDiarmids' unit on body parts from SHI. Once students have reviewed body parts they will learn and practice the phrase, "My _____ hurts".

Lesson 2, 3, 4, & 5 are to continue using the question and answer phrase, where does it hurt? My _____ hurts. Students will become comfortable with the phrase to use it in their daily life outside of the Lingít language class.

Prior Knowledge

This unit assumes students have learned body parts and that they are now ready the nouns in phrases. The Dauenhauers have done a great TPR lesson on body parts with Tlingit and Haida Head Start that a teacher may use to teach the body parts prior to using this unit.

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Unit Target Vocabulary and Verb Forms

Nouns

my head	<u>a</u> x <u>shá</u>	my foot	<u>a</u> x <u>x'oo</u> s
my hand	<u>a</u> x <u>jín</u>	my tooth	<u>a</u> x <u>oo</u> x
my nose	<u>a</u> x <u>lú</u>	my hip	<u>a</u> x <u>káash</u> / <u>káashk'</u>
my ear	<u>a</u> x <u>gúk</u>	my knee	<u>a</u> x <u>keey</u>
my eye	<u>a</u> x <u>waak</u>	my cheek	<u>a</u> x <u>wásh</u>
my mouth	<u>a</u> x <u>x'é</u>	my shoulder	<u>a</u> x <u>xeek</u>

TPR Phrases - for classroom management and review of nouns

English	Plural Command (You all _____)	Singular Command (You _____)
Stand up.	<u>G</u> aydanaak / <u>G</u> eeydanaak	Gidaan/gidaháan
Sit down.	<u>G</u> aykí/ <u>g</u> eeykí	<u>G</u> anú
Touch your head.	Yee sháat yiyshí.	I sháat shí.
Touch his/her head	Du sháat yiyshí	Du sháat shí.
Point to your head.	Yee sháat yich'íx'	I sháat ch'íx'
Point to his/her head.	Du sháat yich'íx'	Du sháat ch'íx'
Say "my head"	<u>A</u> x shá yóo yanayká	Wa.é <u>a</u> x shá yóo yanaká.
Sit still!	Tliyéix' gaykí/ <u>g</u> eeykí.	Tliyéi ganú.
Stand still.	Tliyéix' yan yináak.	Tliyéix' yan hán.
Sit in a circle.	Woosh duwagigin gaykí/ <u>g</u> eeykí.	
Stand in a circle.	Woosh duwagigin yan yínák.	
From there to here stand up.	Yoodáx <u>ká</u> yaadé gaydanaak / <u>g</u> eeydanaak	
From there to here, sit down.	Yoodáx <u>ka</u> yaadé gaykí / <u>g</u> eeykí.	
Point to the picture of the man's head.	Yóo <u>káa</u> shá yahaayí at yich'íx'.	At ch'íx', wé <u>káa</u> shá yahaayí.
Drive near the picture of the man's head.	<u>Káa</u> shá yahaayí <u>xánde</u> niykoox.	<u>Káa</u> shá yahaayí <u>xánde</u> nakoox.

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Point the flashlight at the man's ear.	Wé s'eenáa wé <u>káa</u> gúkt <u>x'</u> eeyshát.	Wé séenáa wé <u>káa</u> gúkt <u>x'</u> ashát.
Hold the ball between your knees.	Yee keey <u>x'</u> aakx' gaylashaat / geeylashaat wé kooch'éeet'aa.	

Verbs and Verb Forms

underlying form:	ya - neekw	to feel sick
1 st person	<u>X</u> at yanéekw.	I am sick.
1 st person	<u>A</u> x waak yanéekw.	My eye hurts.

Question & Answer / Dialog

Wáa sá iyatee?	How are you?
<u>X</u> at yanéekw.	I am sick.
Goosá yanéekw?	Where does it hurt?
<u>A</u> x waak yanéekw.	My _____ hurts.
Eesháan, wa.é!	Poor you!

Optional Nouns

<u>a</u> x wóow	my lungs	<u>a</u> x yá	my face
<u>a</u> x goosh	my thumb	<u>a</u> x sée/ <u>a</u> x séi	my eye brow
<u>a</u> x leitóox	my throat	<u>a</u> x káak'	my forehead
<u>a</u> x x'óol'	my belly, tummy	<u>a</u> x xeit ka	my chest
<u>a</u> x díx'	my back	<u>a</u> x tl'eik	my finger
<u>a</u> x téix'	my heart	<u>a</u> x daa.eet	my body
<u>a</u> x tl'eik	my finger	<u>a</u> x gáts	my thighs
<u>a</u> x toowú	my inner feelings	<u>a</u> x shaxaawu	my hair

All Materials for Entire Unit

- List all materials here, one per line with bullet
- Example
- *memory cards

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- *10 pictures of nouns
- *Markers.

Assessments

One on one assessment of 12 body parts and verb phrase is in Lesson 5.

Alaska 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:

6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.

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

Students who meet this cultural standard are able to:

3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;

State Standards for World Languages:

A. A student should be able to communicate in two or more languages, one which is English.

A Student who meets the content standard should:

3. use two or more languages effectively in real life situations;

B. A student should expand the student's knowledge of peoples and cultures through language study.

A student who meets the content standard should:

1. understand the relationship between language and culture;
3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 1 ~ Tléix'

Objectives:

- Students will respond correctly when given a TPR command.
- Students will review 12 body parts in Lingít.

Time: 30 minutes

Materials:

- 11.5" x 8" pictures of the 12 body parts (1 set) to hang on the walls

Tlingit Vocabulary:

Nouns

my head	ax shá	my foot	ax x'oos
my hand	ax jín	my tooth	ax ooX
my nose	ax lú	my hip	ax káash / káashk'
my ear	ax gúk	my knee	ax keey
my eye	ax waak	my cheek	ax wásh
my mouth	ax x'é	my shoulder	ax xEEK

TPR Phrases

English	Plural Command	Singular Command
Stand up.	Gaydanaak / Geeydanaak	Gidaan/gidaháan
Sit down.	Gaykí/geeykí	Ganú
Touch your head.	Yee sháat yishí.	I sháat shí.
Touch his/her head	Du sháat yishí	Du sháat shí.
Point to your head.	Yee sháat yich'íx'	I sháat ch'íx'
Point to his/her head.	Du sháat yich'íx'	Du sháat ch'íx'
Say "my head"	Ax shá yéi yanayká	Ax shá yéi yanaká.
Sit still!	Tliyéix' gaykí/geeykí.	Tliyéi ganú.
Stand still.	Tliyéix' yan yinák.	Tliyéix' yan hán.
Sit in a circle.	Woosh duwagigin gaykí/geeykí.	

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Stand in a circle.	Woosh duwagign yan yinák.	
From there to here stand up.	Yoodáx ká yaadé gaydanaak / geeydanaak	
From there to here, sit down.	Yoodáx ká yaadáx gaykí / geeykí.	
Point to the picture of the man's head.	At yichíx', wé káa shá yahaayí.	At ch'íx', wé káa shá yahaayí.

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 1 ~ Tléix'

Time: 30 minutes

Activities:

Activity 1 - TPR - Body Parts (5-10 minutes)

Review the 12 body part nouns with students, through TPR.

Start with giving plural commands to the whole group. ie: Yee sháat yishí.

Next give singular commands to individual students. ie: I sháat shí. Continue with TPR until you see all students are remembering their body parts.

Activity 2 - Turn and Face (5 minutes)

Put the 12 body part pictures up all over the room. And say one of the 12 words, the students then turn and face the picture of the word you said. You may also have the students turn and point to the pictures.

Activity 3 - Du sháat shí. (5-10 minutes)

Began by giving students plural TPR commands, then singular commands and then, finally give students the command to point/touch a body part on another student. ie: Du sháat ch'íx'.

Remind students to be respectful of their peers.

Assessment: (time in minutes)

Continuously assess the students, if they are understanding, if they are having fun and are interested, and if they are ready to start speaking the words. Also, they must be confident in the nouns, prior to introducing the verb phrase.

Additional Optional Activities:

1. Simon yéi x'ayaká - Simon Says. Look in Beginning Tlingit for phrase pattern and ideas.
2. Song Head, Shoulders, Knees, and Toes. Look in Beginning Tlingit for lyrics and recording of song.
3. Song Hookey Pookey.

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 2 - Déix

Objectives:

- Students will review 12 body part nouns and learn the 1st person imperfective of the verb ya-neekw.

Time: 30 minutes

Materials:

- 2 sets of the 12 Body Part pictures (8½ x 11)
- 2 flash lights
- Classroom set (approx. 20) of Envelopes filled with the 12 Body Part pictures (same size of index cards or smaller, I use 2" x 2")

Tlingit Vocabulary:

Nouns

my head	ax shá	my foot	ax x'oos
my hand	ax jín	my tooth	ax oo _x
my nose	ax lú	my hip	ax káash / káashk'
my ear	ax gúk	my knee	ax keey
my eye	ax waak	my cheek	ax wásh
my mouth	ax x'é	my shoulder	ax x _{ee} k

TPR Phrases

Shine the flashlight on the picture of the man's face.	Du káa yát x'eeshát.
Hold the ball between your knees.	Wé kooch'éit'aa yee keey x'aak gaylashaat / geeylashaat.

Verbs

underlying form:	ya - neekw	to feel sick
1 st person	Xat yanéekw.	I am sick.
1 st person	Ax _____ yanéekw.	My _____ hurts.

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Dialog / Question and Answer

Wáa sá iyatee?	How are you
Xat yanéekw.	I am sick.
Goo sáwé yanéekw?	Where are you sick?
Ax _____ yanéekw.	My _____ hurts.
Wooch gé has uwdiyaa?	Are they the same?
Aaá. / Tléik'.	Yes. / No.

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 2 - Déix

Time: 30 minutes

Activities:

Activity 1 - TPR Review (3-5 minutes)

Review the 12 body part nouns. Get the students ears ready to hear and learn Lingít.

Activity 2 - Flash light Find (5-10 minutes)

Hang up the 12 body part pictures. Split the students into two teams. Have one team member from each team come up to the front and give them the command to light up a body part. ie: Káa shá kaylagan. Once you have reviewed all body part nouns move on to the next activity.

*If you have more than two flashlights split the students into more groups.

Activity 3- Question and Answer Drill

Wáa sá iyatee? Xat yanéekw. (5 minutes)

Review the Question Wáa sá iyatee? Model this question on a fluent speaker, classroom teacher, or student with prior knowledge. Their answers will vary, this is okay.

After you have asked someone and they have answered, have them ask you by saying: Xat x'anawóos', "Wáa sá iyatee?" Reply to them by dramatically acting out: Xat yanéekw.

Finally have students all practice saying: Xat yanéekw, by leading the question and answer drill.

Activity 4 - Goo sáwé yanéekw? Where does it hurt? (10-15 minutes)

Introduce new phrase My _____ hurts, by dramatically acting out, Ax _____ yanéekw. Then lead the students in question and answer drill.

*If students are having trouble with coming up with a body part, use TPR to prompt their response.

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*Or you may hand out an envelope of small pictures of the body parts you wish students to focus on and have them pick a noun from one of the pictures.

Assessment: (entire class)

Continuously assess the students for understanding by observing their non-verbal and verbal communication and that you are challenging them just enough to grow.

Additional Optional Activities:

1. Simon yéi x'ayaká - Simon Says. Look in Beginning Tlingit for phrase pattern and ideas.
2. Song Head, Shoulders, Knees, and Toes. Look in Beginning Tlingit for lyrics and recording of song.
3. Song Hookey Pookey.

Ax daa. it tu yanéekw. - My body hurts.
Lesson 3 - Nás'k

Objectives:

- Students will continue to use the phrase Ax _____ yanéekw and gain confidence to use it in their daily life.

Time: 30 minutes

Materials:

- 2 sets of the 12 Body Part pictures (8½ x 11)

Tlingit Vocabulary:

Nouns

my head	ax shá	my foot	ax x'oos
my hand	ax jín	my tooth	ax oox
my nose	ax lú	my hip	ax káash / káashk'
my ear	ax gúk	my knee	ax keey
my eye	ax waak	my cheek	ax wásh
my mouth	ax x'é	my shoulder	ax xEEK

Verbs

underlying form:	ya - neekw	to feel sick
1 st person	Xat yanéekw.	I am sick.
1 st person	Ax _____ yanéekw.	My _____ hurts.

Dialog / Question and Answer

Daa sáyá?	What is this?
Káa _____ yahaayí áwé.	That is a picture of a man's _____.
Wáa sá iyatee?	How are you
Xat yanéekw.	I am sick.
Goo sáwé yanéekw?	Where does it hurt?
Ax _____ yanéekw.	My _____ hurts.
Wooch gé has uwdiyaa?	Are they the same?

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Aaá. / Tléik'.	Yes. / No.
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Ax daa. it tu yanéekw. - My body hurts.
Lesson 3 ~ Nás'k

Time: 30 minutes

Activities:

Activity 1- Question and Answer Daa sáyá? (3-5 minutes)

Review the 12 body part nouns by pointing to one of the 12 body part pictures and asking Daa sáyá? Prompt the students response Káa _____ yahaayí áwé.

Activity 2- Question and Answer (10 minutes)

Lead the question and answer drill "Goo sáwé yanéekw?" "Ax _____ yanéekw."

Activity 3- Memory Game (10 minutes)

Use the 2 sets of body part pictures (on 8½ x 11 paper) lay them in the middle of the circle face down to play memory.

Before the student flips over a picture have the class ask him/her "Goo sáwé yanéekw?" When they see the picture they answer, dramatically acting out, "Ax _____ yanéekw."

Then the class asks a second time "Goo sáwé yanéekw?" and the student will flip another picture over and answer.

At that time ask the student: "Wooch gé has uwdiyaa? Are they the same?" The student will respond by Aaá. or Tléik'. Continue until the students have found all the pairs.

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 4 - Daax'oon

Objectives:

- Students will continue to use the phrase Ax _____ yanéekw and gain confidence to use it in their daily life.

Time: 30 minutes

Materials:

- 3 sets of the 12 Body Part pictures (8½ x 11)
- 2 race cars (with different frequencies)
- 2 small soft nerf balls

Tlingit Vocabulary:

Nouns

my head	ax shá	my foot	ax x'oos
my hand	ax jín	my tooth	ax oo \underline{x}
my nose	ax lú	my hip	ax káash / káashk'
my ear	ax gúk	my knee	ax keey
my eye	ax waak	my cheek	ax wásh
my mouth	ax x'é	my shoulder	ax x \underline{eek}

Verbs

underlying form:	ya - neekw	to feel sick
1 st person	Xat yanéekw.	I am sick.
1 st person	Ax _____ yanéekw.	My _____ hurts.

TPR Commands

Drive near the picture of the man's _____.	Káa _____ yahaayí xánde naykoox.	Káa _____ yahaayí xánde na \underline{koox} .
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Ax daa. it tu yanéekw. - My body hurts.
Lesson 4 - Daax'oon

Time: 30 -40 minutes

Activities:

Activity 1 - The Disappearing Illustrations (5 minutes)

Mount the 12 pictures on the board. Then point to the pictures in order and the students should name them. After going through the list many times, remove one of the pictures, but continue to say the word for the picture.

Activity 2 - Knee Knock Game (10 - 15 minutes)

Place two - four pairs of pictures on the floor. And have all 12 pictures up on the wall. Say one of the 12 body part pictures from the wall and have two students race to the picture, holding a small ball between their knees. However, they need to go around the pictures that are laid on the floor, without dropping the ball, when they go around the picture they need to use the phrase, "Ax _____ yanéekw," Once they get to the 12 pictures on the wall they need to identify the one you asked them to.

Activity 3 - Race Cars

Use two race cars. Tape the twelve pictures of body parts on 12 chairs. Ask one student, *Goo sáwé yanéekw?* Then they will answer, "Ax _____ yanéekw." Then tell them to drive near that body part, "*Káa gúk xánde naykoox*". **Optional extension:** If you have a fluent speaker you can discuss with them how to say drive to the eye doctor, hand doctor, etc. However, do not extend into this step until the students have acquired the lesson's phrase.

Ax daa. it tu yanéekw. - My body hurts.
Lesson 5 - Keijín

Objectives: What are the students going to learn in this lesson? List them in bullets. A bullet should appear automatically when you press "return."

- Students will participate in stations

Time: 30 -40 minutes

Materials:

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

Tlingit Vocabulary:

Nouns

my head	ax shá	my foot	ax x'oos
my hand	ax jín	my tooth	ax ooX
my nose	ax lú	my hip	ax káash / káashk'
my ear	ax gúk	my knee	ax keey
my eye	ax waak	my cheek	ax wásh
my mouth	ax x'é	my shoulder	ax xEEK

Verbs

underlying form:	ya - neekw	to feel sick
1 st person	Xat yanéekw.	I am sick.
1 st person	Ax _____ yanéekw.	My _____ hurts.

Dialog / Question and Answer

Daa sáyá?	What is this?
Káa _____ yahaayí áwé.	That is a picture of a man's _____.
Wáa sá iyatee?	How are you
Xat yanéekw.	I am sick.
Goo sáwé yanéekw?	Where does it hurt?
Ax _____ yanéekw.	My _____ hurts.
Wooch gé has uwdiyaa?	Are they the same?
Aaá. / Tléik'.	Yes. / No.

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Ax daa. it tu yanéekw. - My body hurts.
Lesson 5 - Keijín

Time: 30 minutes

Station Activities: Run Each Station for 5-10 minutes

Stations to assess the 1st person imperfective form of yanéekw and twelve body parts. Pick on student to be the leader of the group.

Station 1: Memory, using the small pictures of the twelve body parts have students use the small body part cards to play the game.

Station 2: Using the mobile computer lab or the few computers in the classroom, have students go to the Sealaska website and play a language game.

Station 3: Assess the students using the twelve pictures. Ask them *Goo sáwé yanéekw?* The student will respond by pointing to a picture and saying *ax _____ yanéekw.* *Once you have assessed all twelve pictures, ask the student if they know any other body parts, and note the other nouns used.

Additional Optional Activities:

You may add another station if you have a game or activity the students can do independently.

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

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community.

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

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"Tlingit Flowing Through Generations: A Region-Wide Approach to Language Revitalization"

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 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.

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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

Sponsored by Central Council Tlingit and Haida Indian Tribes of Alaska, Circles of Care, SAMHSA Substance Abuse Planning Project, Elderly Nutrition Program, Johnson O'Malley Program and Alaska Rural Systemic Initiative, Alaska Association of School Boards

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