

Yan Sanú
Set it down
Ability Level: Beginner

TLINGIT CULTURAL SIGNIFICANCE:

The verb **yan sanú** is an important and often used word in the Lingít language. It is a word used with many living things and will be used with the living things listed below in this unit.

ELDER/CULTURE BEARER ROLE:

An elder or culture bearer is the key resource to any culture. They know 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 tell a Raven story and act it out.

OVERVIEW:

Students will learn the 1st, 2nd and 3rd person imperfective (present) and future tense of **yan sanú** in these 5 lessons. Students will learn 27 phrases and 12 living things. You may use any living things 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 imperfective.

In lesson # 2: What are you doing? I am putting the (living thing) under the chair.

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

In lesson # 3: What is h/s doing? What is h/s putting the (living thing) under the chair?

Students will learn Q & A for 3rd person.

In lesson # 4: “Who put the (living thing) under the chair? I put the (living thing) under the chair. H/s put the (living thing) under the chair. Did I put the (living thing) under the chair? No, h/s put the (living thing) under the chair./Yes, you put the living thing under the chair.

Students will learn 1st person & 3rd person perfective (past)

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

Students will be asked questions from a short story; “What does Laura see? What is Laura doing? What is Laura going to pick up from under the table? Is Laura going to put the (living thing) under the table”

Students will hear the future tense.

LESSON TITLES:

Lesson # 1: What is this? What do you see?

Lesson # 2: What are you doing? I am putting the (living thing) under the chair.

Lesson # 3: What is h/s doing? What is h/s putting under the chair?

Lesson # 4: Who put the (living thing) under the chair. I put the (living thing) under the chair. Did h/s put the (living thing) under the chair? Did I put the (living thing) under the chair? No, h/s put the (living thing) under the chair. Yes, you put the (living thing) under the chair.

Lesson # 5 Short story – What does Laura see? What is doing? What is Laura going to pick up from under the chair? Is Laura going to put the (living thing) under the table?

ALL VOCABULARY FOR ENTIRE UNIT -
VOCABULARY AND VERB FORMS
LIVING THINGS AND LIVING THING FORMS

Living thing	Translation
X'éishx'w yáx_yateeyi gáx_	Blue rabbit
Shákw yáx_yateeyi gishoo	Pink pig
Kanat'á kahéeni yáx_yateeyi gáx_	Purple rabbit
Dleit yáx_yateeyi Hintaak xóodzi	White polar bear
S'oow yáx_yateeyi xíxch'	Green frog
Lawúx_ yáx_yateeyi kanals'áak	Grey squirrel
T'ooch' yáx_yateeyi yéil	Black raven
S'agwáat yáx_yateeyi yáxwch'	Brown sea otter
T'ooch' ka dleit yáx_yateeyi kageet	Black & white loon
Dánaa yáx_yateeyi cheech	Silver porpoise
Ch'áak' loowú yáx_yateeyi gáx_	Yellow rabbit
X'aan yáx_yateeyi xóots	Red bear

Daa sáyá?	What is this?
(living thing) áwé.	That is a (living thing).
Daa sá iyatéen?	What do you see?
(Living thing) xaatéen.	I see a (living thing).

Daa sá ayatéen?	What does h/s see?
Wéi (living thing) ayatéen.	H/s sees a (living thing).
Daa sá yéi daa.eené?	What are you doing?
Wéi (living thing) káayaqijeit tayeex' yan xwasinú.	I put the (living thing) under the chair.
Daa sá káayaqijeit tayeex' yan yisinú?.	What did you put under the chair?
Wéi (living thing) káayaqijeit tayeex' yan xwasinú.	I put the (living thing) under the chair.
Daa sá yéi adané?	What is h/s doing?
Wéi (living thing) káayaqijeit tayeex' yan awsinú.	H/s put the (living thing) under the chair.
Daa sá (living thing) káayaqijeit tayeex' yan awsinú?	What did h/s put under the chair?
Wéi (living thing) káayaqijeit tayeex' yan awsinú.	H/s put the (living thing) under the chair.
Aadóoch sá wéi (living thing) káayaqijeit tayeex' yan wusinú?	Who put the (living thing) under the chair?
Wéi (living thing) káayaqijeit tayeex' yan xwasinú.	I put the (living thing) under the chair.
Aadóoch sá wéi (living thing) káayaqijeit tayeex' yan wusinú?	Who put the (living thing) under the chair?
Wéi (living thing) káayaqijeit tayeex' yan awsinú.	H/s put the (living thing) under the chair.
Xáach ákwé (living thing) káayaqijeit tayeex' yan xwasinú?	Did I put the (living thing) under the chair?
Tléik' hóoch áwé (living thing) káayaqijeit tayeex' yan awsinú.	No, h/s put the (living thing) under the chair.
Aaá, wa.éich wéi (living thing) káayaqijeit tayeex' yan yisinú.	Yes, you put the (living thing) under the chair.

Laura daa sá ayatéen?	What does Laura see?
Laurach wéi (living thing) káayagijeit tayeex' ayatéen.	Laura sees a (living thing) under the chair.
Laura daa sá yéi adaané?	What is Laura doing?
Laurach kéi aguxsanóok wéi (living thing) káayagijeit tayedáx.	Laura is picking up a (living thing) from under the chair.
Daa sá Laurach nadáakw tayeex' yan aguxsanóok?	What is Laura going to put under the table?
Laurach nadáakw tayeex' wéi (living thing) yan aguxsanóok.	Laura is going to put a (living thing) under the table.
Laurach gé wéi (living thing) nadáakw tayeex' yan aguxsanóok?	Is Laura going to put the (living thing) under the table?
Tléik', wéi (living thing) káayagijeit taayeex' yan aguxsanóok.	No, she is going to put the (living thing) under the chair.

ALL MATERIALS FOR ENTIRE UNIT

- *12 colored stuffed animals
- *12 8X10 inch laminated pictures of colored stuffed animals
- *12 4X6 inch pictures of colored stuffed animals
- *12 4X6 inch laminated pictures of same animal names in Lingít
- *numbered display board 1-24 with rungs to hold laminated pictures upright for games
- *2 flashlights
- *permanent markers red and blue for coloring flashlight covers
- *2 remote control cars on different frequencies
- *white board
- *dry erase markers
- *bag of lima beans
- *20 bingo cards 12x14 inch with 16 miniature pictures of stuffed animals listed in lesson 4 rows up and 4 rows down (do not duplicated animals pictures on each bingo card) you may use free boxes for the additional 4 characters you will need as you will only have 12 animals
- *circle of chairs
- *bag of different sized and colored pompoms
- *small plastic eyes
- *glue guns, glue sticks, heat retardant stand for glue guns

*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 gumballs for regular prizes too.

*Zip loc bags for goodies

ASSESSMENTS-

Pre-assessment- See page 26

Ongoing Assessment- See each lesson

Post-assessment- See page 26

ALASKA CULTURAL STANDARDS FOR STUDENTS:

FIND THESE AT THE END OF THE UNIT

A5, C4, D3, E8

Yan Sanú

Lesson 1

OBJECTIVES: Students will....

- Learn 4 living things
- Learn 6 phrases

TIME: 30 –40 minutes

TLINGIT VOCABULARY:

	Living things
X'éishx'w yáx yateeyi gáx	Blue rabbit
Kanat'á kahéeni yáx yateeyi gáx	Purple rabbit
Shákw yáx yateeyi gishoo	Pink pig
Dleit yáx yateeyi Hintaak xóodzi	White polar bear

	Phrases
Daa sáyá?	What is this?
Daa sá iyatéen?	What do you see?
Daa sá ayatéen?	What does he see?
(Living thing) áwé.	That's a (living thing) .
(Living thing) xaatéen.	I see a (living thing).
(Living thing) ayatéen.	H/s sees a (living thing).

PRE-ASSESSMENT – Give the assessment on page 26. Be sure to tell students that this is what they **are going** to learn, just fill in what they may already know. After the 5 lessons they will have the exact same page to see how much they have learned.

ACTIVITY 1-

INTRODUCE THE LIVING THINGS: Tape or hang the pictures of the four living things you are introducing. Hold up an 8"x10" picture of the living thing and ask the students if they know what this is a picture of. Say the living thing 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 living things are up on the board point to them one at a time and ask, **Daa sáyá?** "What is this?", and gesture by holding your arms out and shrugging your shoulders and saying over and over and hold up or point to the living thing until the students answer 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 living things and ask, **Daa sáyá?** "What is this?", and listen to hear if the students are catching on and getting the living things correctly. Don't worry if they are not. They will learn in time.

ACTIVITY 2 –

INTRODUCE VERB PHRASE:

Daa sá iyatéen?	What do you see?
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Have the students sit in a circle and model your phrase by holding the 8"x10" picture of an animal and use a gesture here. The American Sign Language gesture for "you" is a flat hand palm moving away from your body. Use your two fingers to point toward your eyes and use your ASL gesture for "you" and say,

Daa sá iyatéen?

Repeat this gesture and say the phrase with each living thing you are using in this lesson. Continue to repeat the phrase in Lingít, **Daa sá iyatéen?**

Test the students by pointing to the picture of the living thing and say, **Daa sá iyatéen?**

Right here I like to have my phrases printed on a sheet of paper with Lingít translations on front and English translations on the back. This prop helps the students to understand and soon it will not be necessary to use this prop.

NEXT INTRODUCE THE VERB ANSWER PHRASE:

(Living thing) xaatéen.	I see a (living thing).
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Repeat this phrase several times before asking the students to repeat it after you. When it sounds like the students are grasping the phrase, choose a living thing and ask the students, **Daa sá iyatéen?**

Have the students respond with **(Living thing) xaatéen.**

You can toss your stuffed animals around the circle and ask each student the phrase, **Daa sá iyatéen?** and have your students answer with, **(Living thing) xaatéen.**

Do this until everyone has had a chance to answer.

INTRODUCE THE VERB QUESTION PHRASE:

Daa sá ayatéen?	What does h/se see?
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Choose the prop and have one student stand in the middle of the circle by the chair. Hand the prop to one student. Ask the circle of students, **"Daa sá ayatéen?"** Gesture with shrugging your shoulders, hands out with palm out away from you towards the other student and two fingers towards your eyes, repeat your phrase, **"Daa sá ayatéen?"**. After the students sound comfortable with the phrase, **"Daa sá ayatéen?"**

INTRODUCE THE VERB ANSWER PHRASE:

(Living thing) ayatéen.	H/s sees a (living thing).
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Continue this until all students have had a chance to ask another student the question, **"Daa sá ayatéen?"**

Now have the students answer with the verb phrase, **"(Living thing) ayatéen."** If students need a prop, hold up your sheet with the questions and answer on either side in Lingít or the English translations printed on the back of the sheet.

ACTIVITY 3 -

COLORED POM POM BEAR - You will need a bag of different sized colored pompoms; small plastic eyes; glue guns and glue sticks (ribbons optional). Be very careful as the

glue gun can get very hot. Discuss with your students hot objects and the need to be very careful not to burn themselves or drip hot glue on themselves or others. Have a stand for your glue guns and also have a heat retardant base to set your glue guns down on when assembling your teddy bears. This is a perfect opportunity to discuss the colors of the pompoms and have them repeat back to you the colors of the pompoms therefore reinforcing the lessons on colored stuffed animals. Choose 2 larger pompoms 4” in diameter for the head and body of your teddy bear. Pick 4 smaller ones for the 2 arms and 2 legs of your teddy bear then choose 4 smaller pompoms in a different color than the arms and legs for the 2 ears, nose and tail. The 4 smaller pompoms can be a different color. Now choose 2 plastic eyes and a belly button (belly button optional) the students seem to enjoy this option. To assemble the teddy bear glue the 2 larger pompoms one on top of each other. One thing to do is to take your pompom and find the middle of it and make sure you glue right in the middle of the pompom so your two larger pompoms do not wobble. Take your 4 smaller pompoms and glue one on either side of the bottom pompom for arms (**déix du jín át kaylas’ix’w**) and glue the remaining 2 pompoms on the bottom of the bottom pompom resembling feet. Next glue 2 smaller pompoms on the top of the head for ears and one in front of the face for a nose and the last one in the back of the bottom pompom for a tail. There are very small pompoms in the bag that can be used for a belly button. The last detail is the eyes. Place 2 plastic eyes each above the nose pompom to complete the effect of a teddy bear. At this point you can tie a ribbon around his neck. This activity is to discuss colors.

POST ASSESSMENT -

Hold up the living things you are teaching and ask students if they know any of the names of the animals you are showing.

See if pairs of students can ask and answer the lesson’s questions.

YAN SANÚ

LESSON 2

OBJECTIVES:

Students will learn:

- 4 living things
- 3 phrases

TLINGIT VOCABULARY:

	Living things
S'oow yáx_yateeyi xíxch'	Green frog
T'ooch' yáx_yateeyi yéil	Black raven
Lawúx_yáx_yateeyi kanals'áak	Grey squirrel
S'agwáat yáx_yateeyi yáxwch'	Brown sea otter

	Phrases
Daa sá yéi daa.eené?	What are you doing?
Wéi (living thing) káayagijeit tayeex' yan xwasinú.	I put the (living thing) under the chair.
Daa sá káayagijeit tayeex' yan yisinú?	What did you put under the chair?
Wéi (living thing) káayagijeit tayeex' yan xwasinú.	I put the (living thing) under the chair

PRE-ASSESSMENT –

Hold up the living things you are teaching and ask students if they know any of the names of the animals you are showing. Begin to introduce the animal's names and colors in Lingít, Use gestures here and American Sign Language to help you teach the students the living things. The students are not under any pressure to learn at this time.

ACTIVITIES:

ACTIVITY 1- Introduce the living things: Tape or hang the pictures of the four living things 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?**” have the students repeat to you in Lingít, “**(Living thing) áwé.**” Review the living

things you introduced in Lesson 1. You will have 8 living things to hang on the walls or to spread out 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 living thing 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. Choose one of the living things, say it 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 living thing 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?
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Have the students stand in two lines. Motion to the chair set up in the middle of the group. Introduce the verb phrase, “**Daa sá yéi daa.eené?**”

Choose a student and hand h/h a prop and ask, “**Daa sá yéi daa.eené?**” Gesture by first pointing at the student and use ASL by holding your arms out bent at the elbow and hands palm up with thumb and index finger closing in a snapping motion. This is the sign for “doing”.

Repeat the question phrase as many times as it is necessary for all students and the student you are asking, to repeat it back to you. You can have this phrase on an 8x10” laminated sheet with the Lingít on one side and the English on the other to show the students as you are saying it to them. When the students are ready, move on to the next step,

INTRODUCE THE VERB ANSWER PHRASE:

Wéi (living thing) káayagijeit tayeex’ yan xwasinú.	I put the (living thing) under the chair.
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You will have a student put the (living thing) under the chair. You will say the living thing and its color 4x’s in Lingít and then you will say “**káayagijeit**” pointing to the chair all the while saying it.

Next say “**tayeex**” and point to underneath the chair while repeatedly saying the verb in Lingít. Reiterate your first living thing and its color and then chair and then underneath all in Lingít while you say it.

Lastly you will say “**Yan xwasinú**” 4 times again letting the students get the gist of your lesson. You’ll say “**Yan xwasinú**” and bring your hand to your chest and then cup your hands and put the (living thing) under the chair. This is Total Physical Response method and is a very successful method in the retention of the meaning of your translations when used with gestures. You can have the Lingít translation and the English translation of your target questions and answers on a sheet front and back to

use when students are responding with the answer phrase **“Wéi (living thing) káayaqijeit tayeex’ yan xwasinú.”**

Have all the students take turns putting the (living thing) under the chair each time having the class ask the student putting the (living thing) under the chair, **“Daa sá yéi daa.eené?”** and have the student doing the action say **“Wéi (living thing) káayaqijeit tayeex’ yan xwasinú.”** Even if the class is not able to repeat this perfectly you can help them and hold up your cue card with the phrase and the translation then

GO ON TO THE NEXT QUESTION PHRASE:

Daa sá káayaqijeit tayeex’ yan yisinú?	What did you put under the chair?
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You will have a student put the (living thing) under the chair. You will say the living thing and its color 4x’s in Lingít and then you will say **“káayaqijeit”** pointing to the chair all the while saying it. Next say **“tayeex”** and point to underneath the chair while repeatedly saying the verb in Lingít. Reiterate your first living thing and its color and then chair and then underneath all in Lingít while you say it.

Lastly you will say **“yan yisinú”** 4 times again letting the students get the gist of your lesson. You’ll say **“yan yisinú”** and gesture your hand away from your chest towards your student and then cup your hands and put the (living thing) under the chair all the while using this successful Total Physical Response method in the retention of the meaning of your translations. You can have the Lingít translation and the English translation of your target questions and answers on a sheet front and back. Just keep reiterating to them the whole sentence as the answer.

NEXT INTRODUCE THE VERB ANSWER PHRASE:

Wéi (living thing) káayaqijeit tayeex’ yan xwasinú.	I put the (living thing) under the chair.
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Have the students take turns while the group says, **“Daa sá káayaqijeit tayeex’ yan yisinú?”** Have the specific student who put the (living thing) under the chair and also the rest of the students answer to see if they are responding with the correct living thing. Preferably you want the students to answer with the appropriate living thing that is chosen, **“Wéi (living thing) káayaqijeit tayeex’ yan xwasinú.”** Repeat with each student several times using different living things taking turns putting the living thing under the chair. If the students just say the living thing correctly this is ok as your students will answer with the whole sentence in time. Just keep reiterating to them the whole sentence as the answer.

You can also have the students take turns while the group says, **“Daa sá káayaqijeit tayeex’ yan yisinú?”** Have the students answer with the appropriate living thing that is chosen, **“Wéi (living thing) káayaqijeit tayeex’ yan xwasinú.”**

Have each student gesture with American Sign Language the living thing and color in Lingít and then touch the **“káayaqijeit”** and point under the chair and say **“tayeex”** and then put the prop under the chair while saying, **“yan xwasinú”** and using ASL and gesturing with your flat palm against your chest signifying “I” am the one doing the action. This will help the student modeling the phrase and also help the circle of students understand the phrase. Have a few select students take the (living thing) and put it under the chair. Repeat with each student several times using different (living

things) taking turns putting it under the chair. Eventually students will be able to recognize the phrase and answer without the props.

POST-ASSESSMENT:

Hold up the living things you are teaching and ask students if they know any of the names of the animals you are showing.

See if pairs of students can ask and answer the lesson's questions.

UNIT YAN SANÚ

LESSON 3

OBJECTIVES:

Students will learn

- 3 phrases
- 4 living things

TIME: 30 –40 minutes

MATERIALS:

- *12 colored stuffed animals
- *12 8X10 inch laminated pictures of colored stuffed animals
- *2 remote control cars on different frequencies
- *2 flashlights; red, blue
- *numbered display board 1-24 with rungs to hold laminated pictures upright for games
- *12 4X6 inch pictures of colored stuffed animals
- *12 4X6 inch laminated pictures of same animal names in Lingít

TLINGIT VOCABULARY:

	Living things
T'ooch' ka dleit yáx_yateeyi kageet	Black & white loon
Ch'áak' loowú yáx_yateeyi gáx_	Yellow rabbit
X'éishx'w ka dáanaa yáx_yateeyi cheech	Blue & silver porpoise
X'aan yáx_yateeyi xóots	Red bear

	Phrases
Daa sá yéi adané?	What is he doing?
Wéi (living thing) káayagijeit tayeex' yan awsinú.	H/s put the (living thing) under the chair.
Daa sá wéi káayagijeit tayeex' yan awsinú?	What did h/s put under the chair?
Wéi (living thing) káayagijeit tayeex' yan awsinú.	H/s put the (living thing) under the chair.

PRE-ASSESSMENT –

Hold up the new living things you are teaching and ask students if they know any of the names of the animals you are showing. The students are not under any pressure to learn at this time.

ACTIVITIES:

ACTIVITY 1- Introduce the living things: Tape or hang the pictures of the four living things you are introducing as you did in Lessons 1 & 2. Repeat each living thing several times before having students say them aloud. Review Activity 1 with you asking the students, “Daa sáyá?”, and have the students repeat to you in Lingít, “(Living thing) áwé.” Review the living things you introduced in Lesson 1 & 2. You will have 12 living things 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 living thing 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 living thing randomly say the living thing and then say go! When you say go, the first car to park on the picture of the living thing 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 living things 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 adaané?	What is h/s doing?
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Have the students sit in a circle with a small chair set up in the middle of the group. Introduce the verb phrase, “**Daa sá yéi adaané?**” Choose a student to come out and stand in the middle of the group by the chair. Gesture by first pointing at the student and use ASL by holding your arms out bent at the elbow and hands palm up with thumb and index finger closing in a snapping motion. This is the sign for “doing”. Ask the students seated, “**Daa sá yéi adaané?**” You can have this phrase printed on a 8x10” laminated sheet of paper with Lingít on one side and English on the other to show the students as you are saying it to them.

Next have the student in the middle holding the prop place it under the chair. You will now model for the student in the middle, the name and color of the living thing using ASL, touch the chair and say in Lingít “**Káayagijeit**” then point under the chair and say “**tayeex**” and then have your student cup h/h two hands together, bend down and gesture, placing the live animal under the chair while you say “**Yan awsinú**”. When you feel the students are ready to move on to the next verb phrase.

INTRODUCE THE VERB PHRASE:

Wéi (living thing) káayagijeit tayeex’ yan awsinú.	H/s put the (living thing) under the chair.
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Say this phrase as many times as necessary for students to be able to repeat it by themselves. When you spot a student catching on and saying the phrase call him into the middle of the circle and repeat your gestures with corresponding Lingít phrases. “**Wéi (living thing) káayagijeit tayeex’ yan awsinú.**” You will have the first student put the (living thing) under the chair and you will use ASL. Model for the student in the

middle the name and color of the (living thing) using ASL, touch the chair and say “**káayagijeit**” then point under the chair and say “**tayeex**” and then have your student cup h/h two hands together and bend down and gesture placing the live animal under the chair while you say, “**Yan awsinú.**” Repeat this same model several times for the second student over and over until you feel h/s is catching on and then have h/h say to you, “**Wéi (living thing) káayagijeit tayeex’ yan awsinú.**”

Have the second student model the actions as he tells you what the first student did. Have the group answer also with the phrase, “**Wéi (living thing) káayagijeit yan awsinú.**” Have the student who is holding the (living thing) put it under the chair. When students are responding with the answer phrase, “**Wéi káayagijeit tayeex’ yan awsinú.**”

YOU WILL THEN INTRODUCE THE QUESTION PHRASE:

Daa sá káayagijeit tayeex’ yan awsinú?	What did h/s put under the chair?
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Say this phrase as many times as necessary for students to be able to repeat it by themselves.

When you spot a student catching on and saying the phrase call him into the middle of the circle and repeat your gestures with corresponding Lingít phrases, “**Daa sá káayagijeit tayeex’ yan awsinú?**” You will have the first student put the (living thing) under the chair and you will use ASL. Model for the student in the middle the name and color of the (living thing) using ASL, touch the chair and say “**káayagijeit**” then point under the chair and say “**tayeex**” and then have your student cup h/h two hands together and bend down and gesture placing the live animal under the chair while you say, “**yan awsinú.**”

Repeat this same model several times for the second student over and over until you feel h/s is catching on can go on to the next verb phrase:

Wéi (living thing) káayagijeit tayeex’ yan awsinú.	He put the (living thing) under the chair.
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You can have them each take turns with the (living things) one at a time as you ask the students, “**Daa sá káayagijeit tayeex’ yan awsinú?**”

Have the students each answer with the phrase, “**Wéi (living thing) káayagijeit tayeex’ yan awsinú.**” Say this phrase as many times as necessary for students to be able to repeat it by themselves.

When you spot a student catching on and saying the phrase call him into the middle of the circle and repeat your gestures with corresponding Lingít phrases “**Wéi (living thing) káayagijeit tayeex’ yan awsinú./H/s put the (living thing) under the chair. Wéi (living thing) káayagijeit tayeex’ yan awsinú.**” You will have the student put the (living thing) under the chair and you will use ASL. Model for the student in the middle the name and color of the (living thing) using ASL, touch the chair and say “**káayagijeit**” then point under the chair and say “**tayeex**” and then have your student cup h/h two hands together and bend down and gesture placing the live animal under the chair while you say, “**yan awsinú**”

Repeat this same model several times for another student over and over until you feel h/s is catching on and then have h/h say to you, “**Wéi (living thing) káayagijeit tayeex’**

yan awsinú.” Have the second student model the actions as he tells you what the first student did. Have the group answer also with the phrase, **“Wéi (living thing) káayagijeit tayeex’ yan awsinú.”** Have the student who is holding the (living thing) put it under the chair and repeat as many times as necessary for your students to be able to respond correctly **“Wéi (living thing) káayagijeit tayeex’ yan awsinú.”**

ACTIVITY 4- TWO COLORED FLASH LIGHT FIND: Divide class boys blue team and girls red team. Display the living thing 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 living things 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 living thing 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 5- CONCENTRATION GAME: Divide students into teams Eagles vs Ravens. Have a display board with rungs numbered 1 – 24 in the front of the room. Laminate the 3x5 inch card pictures of your 12 living things and 12 more of the **Lingít** translations making it a total of 24 cards. Students are seated in their respective teams facing you. Arrange your 24 3x5 inch cards face down on your display board. You may choose a scorekeeper to keep track of the points each player wins on the whiteboard. Have one students on a team choose two cards they would like the teacher to turn over (**déix yóo áa yax yéi sané**) . If the student gets a pair and they can identify their match, they can hold on to the cards they have won, thereby attaining a point for their team and an individual point for themselves under their name. The team that gets the most pairs wins. However, if the student does not attain a match the next team gets a chance. The cards are turned back over if a player does not get a match. The students will be required to remember where they last saw the card they need to choose to make a pair. This is a fun game and the students can accumulate points and win incentives.

POST-ASSESSMENT:

Hold up the living things you are teaching and ask students if they know any of the names of the animals you are showing.

See if pairs of students can ask and answer the lesson’s questions.

UNIT YAN SANÚ

LESSON 4

OBJECTIVES:

Students will learn:

- 6 phrases

TIME: 30 –40 minutes

TLINGIT VOCABULARY:

	Phrases:
Aadóoch sá wéi (living thing) káayaqijeit tayeex' yan wusinú?	Who put the (living thing) under the chair?
Wéi (living thing) káayaqijeit tayeex' yan xwasinú.	I put the (living thing) under the chair.
Aadóoch sá káayaqijeit tayeex' yan wusinú	Who put it under the chair?
Hóoch áwé wéi (living thing) káayaqijeit tayeex' yan awsinú.	She put the (living thing) under the chair.
Xáach ákwé wéi (living thing) káayaqijeit tayeex' yan xwasinú?	Did I put the living thing under the chair?
Tléik' hóoch áwé wéi (living thing) káayaqijeit tayeex' yan awsinú.	No, she put the living thing under the chair.
Aaá, wa.éich áwé (living thing) káayaqijeit tayeex' yan yisinú.	Yes, you put the living thing under the chair.

PRE-ASSESSMENT –

Ask the questions above to see if anyone can answer them.

ACTIVITIES:

ACTIVITY 1- Review previous living things: Tape up the pictures of the 12 living things 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?**”

and have the students repeat to you in Lingít, “**(Living thing) áwé.**” Review the 12 living things, either hang them up on the walls or spread them out on the floor depending on which game you are going to play. Review the living things for the students.

ACTIVITY 2-(YOU MAY PLAY 2-COLOR FLASHLIGHT FIND OR REMOTE-CONTROL CAR PARK)

TWO COLORED FLASH LIGHT FIND: Divide class boys blue team and girls red team. Display the living thing 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 living things 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 living thing 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.

REMOTE CONTROL CAR FIND: Divide class into equal players, boys team and girls team. Display the 12 living thing 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 living thing randomly say the living thing and then say go! When you say go, the first car to park on the picture of the living thing 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 living things have been selected. Teams 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 QUESTION PHRASE:

Aadóoch sá wéi (living thing) káayagijeit tayeex’ yan wusinú?	Who put the (living thing) under the chair?
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Have the students sit in a circle with a small chair in the middle of the group. Pair your student’s girl and boy for this activity. Introduce the verb phrase, “**Aadóoch sá wéi (living thing) káayagijeit tayeex’ yan wusinú?**” Repeat this phrase over and over until the students are repeating it after you.

Have the boy student hold up his (living thing) and put it under the chair. Now ask you students in the circle and the girl student, “**Aadóoch sá wéi (living thing) káayagijeit tayeex’ yan wusinú?**”

Repeat the question phrase as many times as it is necessary for student and his partner and the group to repeat it back to you.

INTRODUCE THE VERB ANSWER PHRASE:

Wéi (living thing) káayagijeit tayeex’ yan xwasinú.	I put the (living thing) under the chair.
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Say this phrase as many times as necessary for the students to be able to repeat it back to you. Next have the boy student who put the (living thing) under the chair answer with the phrase, **“Wéi (living thing) káayagijeit tayeex’ yan xwasinú.”** Have your girl student put the (living thing) under the chair in the circle and then have the other students in the group ask the girl student who put the (living thing) under the chair, **“Aadóoch sá wéi (living thing) káayagijeit tayeex’ yan wusinú?”** The student who put the (living thing) under the chair will then answer with the phrase, **“Wéi (living thing) káayagijeit tayeex’ yan xwasinú.”**

YOU WILL THEN INTRODUCE THE QUESTION PHRASE AGAIN:

Aadóoch sá wéi (living thing) káayagijeit tayeex' yan wusinú?	Who put the (living thing) under the chair?
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Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. With the first 2 students paired up boy and girl in the middle of the circle with the chair in it, have the girl put the (living thing) under the chair. Then ask the boy, **“Aadóoch sá wéi (living thing) káayagijeit tayeex' yan wusinú?”**

THEN INTRODUCE YOUR NEXT VERB PHRASE:

Wéi (living thing) káayagijeit tayeex' yan awsinú.	She put the (living thing) under the chair.
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Have the 2 students, boy and girl stand or sit next to each other and have the girl student start out with putting the (living thing) under the chair. Ask the question phrase, **“káayagijeit tayeex' yan wusinú?”** Now have the students in the group and the boy student answer with, **“Wéi (living thing) káayagijeit tayeex' yan awsinú.”** Use your 8x10 laminated sheet with the correct tense **“awsinú”** to hold up for the students to catch on to the change. Do this activity until it is clear students are engaged.

NOW GO ON WITH THE NEXT VERB QUESTION PHRASE:

Xáach ákwé wéi (living thing) káayagijeit tayeex' yan xwasinú?	Did I put the (living thing) under the chair?
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Repeat this verb question phrase as many times as necessary to engage all students in the game. Now you stand in the middle of the group and ask **“Xáach ákwé wéi (living thing) káayagijeit tayeex' yan xwasinú?”** Use American Sign Language as much as you can here.

After the girl student puts the (living thing) under the chair gesture with flat palm against your chest resembling you and the other hand gesturing a question saying, **“Xáach ákwé?/did I?”** then pointing to the chair saying **“káayagijeit”** and point underneath the chair and say **“tayeex”** and gesture with hands cupped and place the (living thing) underneath the chair saying **“Xáach ákwé wéi (living thing) káayagijeit tayeex' yan xwasinú?”**

STUDENTS ANSWER WITH THE NEW VERB PHRASE:

Tléik', wéi (living thing) káayagijeit tayeex' yan awsinú.	No, she put the (living thing) under the chair.
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Again you will have your girl student present this lesson. Have the girl student then put the living thing under the chair. Then ask the group, **“Xáach ákwé wéi (living thing) káayagijeit tayeex' yan xwasinú?”** Use American Sign Language as much as you can here. After the girl student puts the (living thing) under the chair gesture with flat palm against your chest resembling you and the other hand gesturing a question saying, **“xáach ákwé/did I”** then pointing to the chair saying **“káayagijeit”** and point underneath the chair and say **“tayeex”** and gesture with hands cupped and place the (living thing) underneath the chair saying **“Xáach ákwé wéi (living thing) káayagijeit tayeex' yan xwasinú?”** When your students seem to be comprehending the question, let them

answer with the phrase, “Tléik’ wéi (living thing) Káayaqijeit tayeex’ yan awsinú.” Here you can use your 8x10 laminated sheet with the Lingít translation on one side and the English on the other side. This will help the students to comprehend the lesson.

Use ASL by shaking your head and saying “Tléik’/No” and pointing at the ‘káayaqijeit’ and saying it then pointing under the chair and saying “tayeex” and pointing all the while at the girl student who put the (living thing) under the chair.

AFTER THIS LESSON INTRODUCE THE AFFIRMATIVE ANSWER FOR THIS QUESTION.

ANSWER PHRASE:

Aaá, wéi (living thing) káayaqijeit tayeex’ yan yisinú.	Yes, you put the (living thing) under the chair.
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Have another student stand in the middle of the circle of students. Repeat this verb phrase with the class “**Aaá, wéi (living thing) káayaqijeit tayeex’ yan yisinú.**” Use ASL here nod your head affirmative and say “**aaá/yes**” and say “**wéi (living thing)**” while holding the (living thing) and touching the chair and say “**káayaqijeit**” pointing under the chair while saying “**tayeex**” and say, “**yisinú/you set it**” by moving your flat palm away from your chest towards the girl student and cupping the (living thing) in your hands and placing it under the chair.

this as many times as you can until the class responds together the phrase in **Lingít**. Then you put the (living thing) under the chair and then ask the class, “**Xáach ákwé wéi (living thing) káayaqijeit tayeex’ yan xwasinú?**” Use American Sign Language as much as you can here. Say “**xáach ákwé?**” then pointing to the chair saying “**káayaqijeit**” and point underneath the chair and say “**tayeex**” and gesture with hands cupped and place the (living thing) underneath the chair saying, “**Xáach ákwé wéi (living thing) káayaqijeit tayeex’ yan xwasinú?**” Right here have your laminated sheet with the **Lingít** and English translations on front and back to help the students respond with the correct answer “**Aaá, wéi (living thing) káayaqijeit tayeex’ yan yisinú.**”

Repeat this activity until your students are engaged and able to answer with your help verb questions and phrases.

ACTIVITY 4 –

BINGO - Laminated 20 bingo cards with 16 miniature pictures of (living thing), 4 rows up and 4 rows across; do not duplicate (living thing) pictures on each bingo card. You will have to use a free space for the extra 4 spaces or put in **Lingít** words in these spaces. Use laminated pictures of each of the 16 (living things). Buy 4 bags of lima beans or buttons or colored discs. Distribute bingo cards to students, hand out lima beans or discs. Play bingo. Call out the (living thing) names in **Lingít** show the picture after you have called the name in **Lingít**. Eventually students will be able to recognize **Lingít** (living things) when called. When a student gets a bingo (a row up, down or diagonally) they will holler out ‘**Yaxwadlaak!**’ I won, I made it, or I beat you. Player who wins must repeat back to you the winning row of (living things). You may help student by pointing to the place above the board where the (living thing) pictures are hanging to jog their memory. The winner can choose a Swedish fish or a prize from the treasure box for

themselves after the game is over. Provide plastic sandwich bags for students to put their booty in. To make the bingo prizes and sweets more special only do these prizes and sweets one day a week. For the other days you play use honey nut cheerios or regular cheerios for placing on the cards and when the student bingos he may eat his bingo after the game(s) are over and h/s has repeated his row of (living things) in **Lingít**. After playing 5 games with 2 bingos per game you can do a black out on the last game after 2 bingos are won do not remove your discs or lima beans from your card. The student (s) who can cover all their animals on one card wins a grand prize. Sometimes there are more than one winner so have extra grand prizes on hand i.e., parachute men, balls, slime, streamers or bigger prizes from the treasure box.

An extra incentive for language learning and additional sweets and prizes students can ask in **Lingít**, “**Linukdzi.át ax_tuwáa sigóo.**”/”I like candy,” or prize “**Ax_tuwáa sigóo.**”/”I like it.” and receive another treat. Fun.

Assessment:

QUIZ THE STUDENTS IN ENGLISH BY REVIEWING WHAT THEY HAVE LEARNED SO FOR.

Example:

Teacher: If I say, “Aadóoch sá wéi shákw yáx_yateeyi gishoo káayaqjeit tayeex’ yan wusinú? What did I say in English?

Teacher: How would you say, “I put the pink pig under the chair.” in Lingít?

UNIT YAN SANÚ

LESSON 5

OBJECTIVES:

Students will review:

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

TIME: 30 –40 minutes

TLINGIT VOCABULARY:

Review phrases from Lessons 1 - 4:

	New Phrases
Laura daa sá ayatéen?	What does Laura see?
Laurach ayatéen káayagijeit tayeex' wéi (living thing).	Laura sees a (living thing) under the chair.
Daa sá Laura adaané?	What is Laura doing?
Laurach kéi aguxsanóok wéi (living thing) káayagijeit tayedáx.	Laura is going to pick up the (living thing) from under the chair.
Daa sá Laurach nadáakw tayeex' yan aguxsanóok?	What is Laura going to put under the table?
Laurach wéi (living thing) nadáakw tayeex' yan aguxsanóok.	Laura is going to put the (living thing) under the table.
Laurach gé wéi (living thing) nadáakw tayeex' yan aguxsanóok?	Is Laura going to put the (living thing) under the table?
Tl'éik', wéi (living thing) káayagijeit tayeex' yan aguxsanóok.	No, she is going to put the (living thing) under the chair.

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 does Laura see? What is Laura doing? What is Laura going to pick up from under the chair? Is Laura going to put the (living thing) under the table? No, she is going to put the (living thing) under the chair. You can also tell the same story using another student's name and a different (living thing) from the unit. Make sure every student gets an opportunity to answer one of your questions.

ACTIVITIES:

ACTIVITY 1 TEACHER WILL TELL THE SHORT STORY

Have the students sit in a circle with the chair and table in the middle of them. Have Laura come in the door and come in the middle of the group where the chair and table are set up.

“One day a girl named Laura got to class early. She spots the little pink pig that everyone like so much sitting all alone under the chair. Laura decides to play a trick on her classmates and picks up the pink pig to place it under the table instead of under the chair as was the lesson for a whole week. Laura is so pleased with her idea to place the pink pig under the table that when she hears her classmates rumbling into class she forgets and places the pink pig back under the chair.” The End

INTRODUCE THE QUESTION PHRASE:

Daa sá Laura ayatéen?	What does Laura see?
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Choose the prop set it under the chair and have Laura or any student stand in the middle of the circle by the chair. Ask the circle of students, “**Daa sá Laura ayatéen?**” Gesture with shrugging your shoulders, hands out with palm out away from you towards Laura and with your two fingers towards your eyes, repeat your phrase, “**Daa sá Laura ayatéen?**”.

After the students sound comfortable with the phrase, “**Daa sá Laura ayatéen?**” and are engaged in the lesson you can introduce the phrase:

Laura daa sá yéi adaané?	What is Laura doing?
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Ask students “**Laura daa sá yéi adaané?**” If the students are not responding you may review Lesson One again with “**Daa sá yéi adaané?/What is h/s doing?**”

Use your laminated sheet with your **Lingít** and English translations on front and back. Gesture by first pointing at Laura and use the ASL by your arms out bent at the elbow and hands palm up with thumb and index finger closing in a snapping motion. This is the sign for “doing” and ask the question again “**Laura daa sá yéi adaané?**”

You can read the story to the students all the while you are asking the questions. This makes it very interesting.

INTRODUCE THE ANSWER PHRASE:

Laurach kéi aguxsanóok wéi (living thing) káayagijeit tayedáx.	Laura is going to pick up the (living thing) from under the chair.
-----------------------------------------------------------------------	--------------------------------------------------------------------

Have your student Laura start to go towards the (living thing) under the chair with her hands outstretched and have her look directly towards the table then back at the (living thing) under the chair and stand poised with her head tilted and hand cupped behind her ear as though she were listening and pick up the (living thing).

INTRODUCE THE NEXT QUESTION PHRASE:

Daa sá Laurach nadáakw tayeex' yan aguxsanóok?	What is Laura going to put under the table?
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Here you look at your students in the circle and ask “**Daa sá Laurach nadáakw tayeex' yan aguxsanóok?**” Use a laminated sheet with the Lingít translation “**Daa sá Laurach nadáakw tayeex' yan aguxsanóok?**” Your students will exclaim “**the (living thing)!**”

KEEP READING YOUR STORY AND ASK THE STUDENTS THE QUESTION:

Laurach gé wéi (living thing) nadáakw tayeex' yan aguxsanóok?	Is Laura going to put the (living thing) under the table?
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Have Laura start to pick up the (living thing) and with her hand still cupped behind her ear and read your story that states “when she hears her classmates come rumbling into class she forgets and places the (living thing) under the chair”. Then ask the class, “**Laurach gé wéi (living thing) nadáakw tayeex' yan aguxsanóok?**” Your class will exclaim “**TI'éik', wéi káayagijeit tayeex' yan aguxsanóok.**”/No, she is going to put it under the chair.” You can practice this with your students taking turns with the ones who are willing to act out the skit.

POST-ASSESSMENT:

Students answer the questions posed in the short story.

UNIT POST-ASSESSMENT: Give the assessment on page 26. Ask students to fill in what they know. Then let them compare their pre- assessment with their post-assessment to see how their knowledge has grown.

Unit Pre-Assessment & Post-Assessment: Total 35 points

Tell me 4 colors in Lingít (5 pts)

- 1.
- 2.
3. **Dleit yáx_yatee** - white
- 4.

Talking about people in Lingít. (10 pts)

Circle the correct answer.

1. If you are talking about yourself in Lingít, which would you say?

xat yak'éi or ***yee yak'éi***

2. If you are talking to me in Lingít, which would you say? -

Daa sá iyatéen? or ***Daa sá ayatéen?***

Translate these living things into Lingít. (7 pts)

1. Rabbit -
2. Chair -
3. Table -
4. Loon -
5. Squirrel -
6. Raven -

Translate these phrases into English (8 pts)

1. Daa sáyá? -
2. (Living thing) ***xaatéen.*** –
3. **Daa sá yéi daa.eené?** -
4. **Daa sá yéi adaané?** –
5. **Wéi (living thing) káayaqijeit tayeex' yan awsínú.** -
6. **Aadóoch sá wéi (living thing) káayaqijeit tayeex' yan wusinú?** –
7. **TI'éik', wéi (living thing) káayaqijeit tayeex' yan aguxsanóok.** - ☺

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 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 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.