

**Daa sá eexá?/Daa sá iyaxáa?**  
**What are you eating? /What did you eat?**

Grade Levels: 3-5

**Tlingit Cultural Significance:**

Our food is our way of life; haa atxaayí haa kusteeyíx sitee. Because all food comes from the earth in one way or another, the Lingít people have learned to respect the earth and its resources. They believe that the earth, the animals and the plants give themselves to the people. Therefore, respect is of utmost importance when speaking about our resources. It is important to always give thanks to those who give up their lives for human consumption and use. Talking to the plants and animals is a norm that has been established for thousands of years.

**Elder/Culture Bearer Role:**

During this unit there are many opportunities to use elders or culture bearers to help model the dialogues presented in each lesson. For example, at the beginning of each lesson, the elder/culture bearer can review the nouns. You can also practice the dialogue with her/him to model how it should sound.

The elder and culture bearer can also be used to discuss the cultural significance of the unit content (food/eating) or to tell stories that are relevant.

**Overview:**

There are many different teaching strategies combined in this unit in order to meet the needs of diverse learners. For example, using gestures or sign language is a strong tool to help those who learn visually and kinesthetically. TPR is also used which stands for Total Physical Response. This is a method of teaching that allows the students to learn phrases and words through physical movement following commands. Lastly, there are many games in this unit that are used to make learning fun and attainable. The games come from *Replacing Thinga-ma-jig: the Developmental Language Process* curriculum developed by Jim MacDiarmid. Some are used to provide students with opportunities to hear the language spoken and some are used

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to prompt them to speak. It is important to note that even though some games have the same title in different lessons, each game varies depending on the uses of the verbs.

To hook the students into the unit, read or tell the story "Géesh Daak Woogoogí Yéil" (Raven, Who Walked Along the Bull Kelp). A copy is attached (Need help finding the version Fred had before).

This unit introduces the verb stem "xáa" (eat) and many different forms of that verb stem. The different forms included in this unit are the imperfective (present tense), the perfective (past tense), and the imperative (command form). On each lesson's cover page, the verb forms are listed, and the new forms for that lesson are bolded.

Lesson 1 introduces the 8-10 nouns that will be used for the unit as well as the 1<sup>st</sup> person imperfective form ("I'm eating \_\_\_\_\_").

Lesson 2 reviews verb form from lesson 1 and introduces the 2<sup>nd</sup> person imperfective form ("You are eating \_\_\_\_\_.")

Lesson 3 continues to review the imperfective forms of the verb.

Lesson 4 introduces the perfective forms for the verb and continues to review the imperfective form of the verb.

Lesson 5 provides opportunities to review verb forms and to assess students through observation to see if they are grasping the different tenses of the verb.

## **All Vocabulary for Entire Unit**

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## *Target Vocabulary and Verb Forms*

### **Nouns**

<b>Noun</b>	<b>Translation</b>	<b>Noun</b>	<b>Translation</b>
Shákw	Strawberry	Xáat xúxu	Salmon meat
Tléikw	Berries	Át x'eeshí	Dry fish
Kaháakw	Salmon eggs	Gáax'w	Herring eggs
K'wánt	Potatoes	Tsaa dleeyí	Seal meat
Tsaa eexí	Seal oil	Kanat'á	Blueberry
Xákw'i	Soap berries	Kaneegwál'	Berry pudding
At yoowáa x'eeshi	Dried fish	S'aaw	Crab (Dungeness)
Gáatl	Pilot bread	Sakwnéin	Bread
K'wát'	Egg		

### **Verbs and Verb Forms**

<b>Person</b>	<b>Imperative</b>	<b>Imperfective</b>	<b>Perfective</b>
1 <sup>st</sup> person singular		_____ xaxá.	_____ xwaaxáa.
2 <sup>nd</sup> person singular	Xá!	_____ eexá	_____ iyaxáa.
2 <sup>nd</sup> person plural	Yeexá!		

### ***Target Sentence Patterns:***

Dáa sá eexá?	What are you eating?
At xaxá.	I am eating.
Dáa sá xaxá?	What am I eating?
_____ eexá.	You are eating _____.
Xá! (singular)	Eat!
Yeexá! (plural)	You all eat!
Dáa sá iyaxáa?	What did you eat?
_____ xwaaxáa.	I ate _____.

## **All Materials for Entire Unit**

### **Teacher materials**

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- \*10 large pictures of nouns with tape or magnets for hanging
- \*props or 1 set of hold-up cards

### **Student materials**

- \*1 set of hold-up cards for each student; these are smaller pictures of the nouns that are being used for the unit.
- \*2 remote control race cars on different frequencies; if they're on the same frequency, they will not drive correctly.
- \*Long string
- \*Roll of tape or large washer
- \*2 flashlights
- \*Index cards

### **Assessments**-List what assessments you will be using

*Ongoing Assessment*-purely observation of student actions

### **Alaska Cultural Standards for Students:**

See the attached cultural standards for students. The following standards that are being met in this unit are D1, D3 and E8.

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 1-Daa Sá Eexá?**

**Objectives:** Students will...

- \*Learn/review 8-10 food item nouns.
- \*Learn the 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms for the verb "to eat".
- \*Use receptive and expressive skills to learn verb forms.

**Time:** 30 -40 minutes

**Materials:**

**Teacher**

- ~10 laminated pictures of different food items listed in vocabulary section.
- ~props/or hold-up cards of each food item for teacher.

**Student**

- ~props/or hold-up cards of each food item (1 set per student)
- ~2 remote controlled cars—on different radio frequencies
- ~2 flashlights

**Tlingit Vocabulary:**

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

Nouns

Lingít	English	Lingít	English

Verbs/Dialogue

_____ xaxá.	I am eating_____.
Xá!	Eat!

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 1-Xá!**

**Time:** 30 -40 minutes

**Activities:**

**Activity 1-**

**Noun Introduction/review (time in minutes)**

Tape or hang pictures of 10 food items on the board. As you hang them, say each one in Lingit. After they are all hung up, point to each one while saying the word in Lingit and provide a gesture (sign language). Do this several times until most students are able to do the sign language with you. Then point to the picture, say the word in Lingit and have the students give the gesture. Prompt the gesture if needed. Keep upping the challenge until the students are able to do the sign language for the Lingit word/picture without gesture-prompting.

**Activity 2-**

**Card Hold-Up**

Give each student small pictures of the 10 food items and have them lay the cards out in front of them on the table. Have the students tell you "xá." Pretend to eat one of the food items and say "\_\_\_\_\_ xaxá." When you say this phrase, each student should hold up the card with the picture of the food item that you said. Repeat this several times with each of the noun pictures.

**Activity 3-**

**Flashlight Find**

Place the pictures of the food items on the whiteboard. Break the students up into 2 groups and have them stand in 2 lines. Give each student in the front of the 2 lines flashlights and let them know that when you say the phrase "\_\_\_\_\_ xaxá" they should point to the picture of the food item stated. Whoever points his/her flashlight at the picture first, wins that round. It then moves on to the next person.

#### **Activity 4-**

##### **Race Car (time in minutes)**

Have all of the students sit in one large circle and lay the noun pictures on the floor within the circle. Explain to the students that you will state that you are eating something. Example, "\_\_\_\_\_ xaxá." When you notice that they spotted the food picture that you mentioned, say "Góok!". They then race to get to that food picture.

##### **Assessment:**

All assessments during lessons 1-5 are done completely through observations of student participation as a demonstration of language attainment.

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 2-Daa Sá Eexá?**

**Objectives:**

- \*Review the 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms for the verb "to eat".
- \*Learn reserved roles of the 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms
- \*Use receptive and expressive skills to learn verb forms.

**Time:** 30 -40 minutes

**Materials:**

**Teacher**

- ~10 laminated pictures of different food items listed in vocabulary section.
- ~props/or hold-up cards of each food item

**Student**

- ~props/or hold-up cards of each food item (1 set per student)

**Tlingit Vocabulary:**

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

Nouns

Lingít	English	Lingít	English

Verbs/Dialogue

_____ xaxá	I am eating _____.
_____ eexá	You are eating _____.
<u>Xá!</u>	Eat!



*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 2-Daa Sá Eexá?**

**Time:** 30 -40 minutes

**Activities:**

**Activity 1-**

**Noun Review**

Hang pictures of up to 10 nouns (food) around the room. Point to pictures 1 at a time and say the Lingít word while also providing the gesture. Prompt the students to follow along with the gestures.

**Activity 2-**

**Turn and Face**

Have the students tell you to "eat!"-"xá!". As you pretend to eat and say the phrase "\_\_\_\_\_ xaxá" the students should turn to the picture of the food stated in the sentence.

**Activity 3-**

**Hold-Up Cards/Prayer Hands**

Give each student a set of the hold-up cards and ask them to lay them out face up on the tables. Then command one student to "eat!"-"xá!". After they pretend to eat whatever food they choose, say "\_\_\_\_\_ eexá." As you say the phrase, put your palms together to look like "prayer hands" and point them forward towards the student. This demonstrates that it is "you" who is eating without using a pointer finger. (note: it is rude to point at people with pointer finger). Repeat this a few times with different students.

Have the students command you to "eat!"-"xá!". Pretend to eat it. Use the prayer hands to point back at yourself and say "\_\_\_\_\_ xaxá." Do this a few times to show the difference between the 1<sup>st</sup> and 2<sup>nd</sup> person statements.

Use the prayer hands and both phrases

**Activity 4-****Race Car**

Have all of the students sit in one large circle and lay the noun pictures on the floor within the circle. Model by driving to a picture and saying "\_\_\_\_\_ xaxá." Pass the car to a student and say "\_\_\_\_\_ eexá." When the student arrives at that picture prompt them to say "\_\_\_\_\_ xaxá." Continue this pattern around the circle.

**Assessment:**

All assessments during lessons 1-5 are done completely through observations of student participation as a demonstration of language attainment.

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 3-Eexá**

**Objectives:**

- \*Learn/review 8-10 food item nouns.
- \*Review the 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms for the verb "to eat".
- \*Learn imperative (command) form
- \*Use receptive and expressive skills to learn verb forms.

**Time:** 30 -40 minutes

**Materials:**

**Teacher**

- ~10 laminated pictures of different food items listed in vocabulary section.
- ~props/or hold-up cards of each food item

**Student**

- ~props/or hold-up cards of each food item (1 set per student)

**Tlingit Vocabulary:**

Nouns

Lingít	English	Lingít	English

Verbs/Dialogue

Dáa sá eexá?	What are you eating?
_____ xaxá.	I am eating _____.
Dáa sá xaxá?	What am I eating?
_____ eexá.	You are eating _____.
Xá! (singular)	Eat!
Yeexá! (plural)	You all eat!

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 3-Eexá**

**Time:** 30 -40 minutes

**Activities:**

**Activity 1-**

**Card hold up - Review 1<sup>st</sup>/ 2<sup>nd</sup> person imperfective:** Give each student hold-up cards of the 10 food items and have them lay the cards out in front of them on the table. Have the whole class ask you the question "Daa sá eexá?". Respond with "\_\_\_\_\_ xaxá." When you respond, each student should hold up the card with the picture of the food item that you said. You then ask the students "Dáa sá xaxá?" and the students should answer "\_\_\_\_\_ eexá."

**Activity 2-**

**Introduce imperative and perfective forms:** Have a class discussion about how there are past and present tenses in English. Provide examples. *She is eating. She ate.* Explain that there are different tenses in Lingít as well and discuss that what they have already learned is present tense and they will learn past tense today.

**Activity 3-**

**Title (time in minutes)**

**Model using new tenses.** Hang 10 food pictures on the board. Have the students tell you to eat by using the imperative form "Xá!" Pretend to eat a picture/prop of one of the food items. Place the picture of the food item on your stomach to show that it has already been eaten. Then say "\_\_\_\_\_ xwaaxáa." Do this for each one of the food items.

**Assessment:**

All assessments during lessons 1-5 are done completely through observations of student participation as a demonstration of language attainment.

***Daa sá eexá?/Daa sá iyaxáa?***  
**Lesson 4-Daa Sá Iyaxáa?**

**Objectives:**

- \*Review the 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms for the verb "to eat".
- \*Learn 1<sup>st</sup> and 2<sup>nd</sup> imperfective forms.
- \*Use receptive and expressive skills to learn verb forms.

**Time:** 30 -40 minutes

**Materials:**

**Teacher**

- ~10 laminated pictures of different food items listed in vocabulary section.
- ~props/or hold-up cards of each food item

**Student**

- ~props/or hold-up cards of each food item (1 set per student)
- ~10 index cards per student

**Tlingit Vocabulary:**

Nouns

Lingít	English	Lingít	English

Verbs/Dialogues

Dáa sá eexá?	What are you eating?
_____ xaxá.	I am eating _____.
Dáa sá xaxá?	What am I eating?
_____ eexá.	You are eating _____.
Xá! (singular)	Eat!
Dáa sá iyaxáa?	What did you eat?
_____ xwaaxáa.	I ate _____.

*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 4-Daa Sá Iyaxáa?**

**Time:** 30 -40 minutes

**Activities:**

**Activity 1-**

**Card hold up - Review 1<sup>st</sup>/ 2<sup>nd</sup> person imperfective/perfective:**

- A. Give each student hold-up cards of the 10 food items and have them lay the cards out in front of them on the table. Have the whole class ask you the question "Daa sá eexá?". Respond with "\_\_\_\_\_ xaxá." When you respond, each student should hold up the card with the picture of the food item that you said. You then ask the students "Daa sá xaxá?" and the students should answer "\_\_\_\_\_ eexá."
- B. Repeat activity 1a with the perfective form of the verb. Remember to place the picture on your stomach to show that it has already been eaten.

**Activity 2-**

**Your Number's Up**

Give each student 10 index cards and have them write the numbers 1-10. The students should then lay their cards face down on their desks, out of order. Say a number 1-10 in Lingít and have each student flip up a random card from their desks. As they are flipping over one of their cards, place one of the food pictures either by your mouth or your stomach. If a student flipped up the same number that you said, they should be able to tell you either "\_\_\_\_\_ eexá" or "\_\_\_\_\_ iyaxáa." If there is more than one student who flipped up the card, you can switch the food item or switch the tense of the verb.

**Activity 3-**

**Partner Up**

- A. Have the students get into pairs with their hold-up cards. The first student pretends to eat one of the food items and keeps the picture near his/her mouth. S/he then says "\_\_\_\_\_ xaxá." His/her partner then uses the prayer hands to point at the person eating and states "\_\_\_\_\_ eexá."

- B. In the same pairs, the students begin the same activity, but this time they place the picture on his/her belly and says "\_\_\_\_\_ xwaaxáa." His/her partner then uses the prayer hands to point at the person eating and states "\_\_\_\_\_ iyaxáa."

**Assessment:**

All assessments during lessons 1-5 are done completely through observations of student participation as a demonstration of language attainment.

***Daa sá eexá?/Daa sá iyaxáa?***  
**Lesson 5- Daa sá eexá?/Daa sá iyaxáa?**

**Objectives:**

- \*Review all forms taught in lessons 1-4.
- \*Have the 1<sup>st</sup> and 2<sup>nd</sup> person perfective and imperfective forms in memory.

**Time:** 30 -40 minutes

**Materials:**

**Teacher**

- ~10 laminated pictures of different food items listed in vocabulary section.
- ~props/or hold-up cards of each food item
- ~long string and roll of tape (or washer)

**Student**

- ~10 index cards per student
- ~props/or hold-up cards of each food item (1 set per student)

**Tlingit Vocabulary:**

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

Nouns

Lingít	English	Lingít	English

Verbs

Dáa sá eexá?	What are you eating?
_____ xaxá.	I am eating _____.
Dáa sá xaxá?	What am I eating?
_____ eexá.	You are eating _____.
Xá! (singular)	Eat!
Dáa sá iyaxáa?	What did you eat?
_____ xwaaxáa.	I ate _____.



*Daa sá eexá?/Daa sá iyaxáa?*  
**Lesson 5- Daa sá eexá?/Daa sá iyaxáa?**

**Time:** 30 -40 minutes

**Activities:**

**Activity 1-**

**Your Number's Up**

Give each student 10 index cards and have them write the numbers 1-10. The students should then lay their cards face down on their desks, out of order. Say a number 1-10 in Lingít and have each student flip up a random card from their desks. As they are flipping over one of their cards, place one of the food pictures either by your mouth or your stomach. If a student flipped up the same number that you said, they should be able to tell you either "\_\_\_\_\_ eexá" or "\_\_\_\_\_ iyaxáa." If there is more than one student who flipped up the card, you can switch the food item or switch the tense of the verb.

**Activity 2-**

**Partner Up**

- C. Have the students get into pairs with their hold-up cards. The first student pretends to eat one of the food items and keeps the picture near his/her mouth. S/he then says "\_\_\_\_\_ xaxá." His/her partner then uses the prayer hands to point at the person eating and states "\_\_\_\_\_ eexá."
- D. In the same pairs, the students begin the same activity, but this time they place the picture on his/her belly and says "\_\_\_\_\_ xwaaxáa." His/her partner then uses the prayer hands to point at the person eating and states "\_\_\_\_\_ iyaxáa."

**Activity 3-**

**Slip String**

Join all of the students together with a long length string. Before tying the ends together, insert a roll of tape or large washer, over one end of the string. Then, tie the ends together. Face away from the students. The students should then pass the roll of tape on as quickly as possible. When you clap your hands, the student who is holding the tape must identify the correct statement for the action you are

doing. It will either be "\_\_\_\_\_ eexá" or "\_\_\_\_\_ iyaxáaa" depending on what the picture is and where you are holding it (either by your mouth or over your stomach. After they say the statement, say it in the first person form for them to hear (either "\_\_\_\_\_ xaxá" or "\_\_\_\_\_ xwaa\_xáa.")

**Assessment:**

All assessments during lessons 1-5 are done completely through observations of student participation as a demonstration of language attainment.

## **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; 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.



# SOUTHEAST TRADITIONAL TRIBAL VALUES

## “OUR WAY OF LIFE”

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

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

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