



"Drink from the vessel of Traditional Knowledge."

Daa sá i jeewú? What Do You Have Grade Levels: 4-8

Tlingit Cultural Significance:

The word "jeewú" is an important and often-used word in the Lingít language. It is a locative word that is used with many nouns and remains constant when nouns are changing possession. This unit can be used as a pre-unit for students to learn how to possess nouns before learning other culturally significant verbs, such as hunting, fishing, traditional cooking, etc.

Elder/Culture Bearer Role:

As this unit leads up to an English game in the final lesson, elders can be invited into the classroom to discuss traditional games. Speakers are also invited into the classroom to help deliver lessons to students, serve as a model and provide correct translations.

Overview:

This unit lists 1st/2nd/3rd person possessions of the word "jeewú" including positive and negative. This unit teaches a total of 29 words/phrases and previously learned isolated nouns will help. Instructors are encouraged to use any nouns and substitute as needed. Instructors are also encouraged to teach secondary phrases including classroom management phrases. Some of these are included in individual lessons, and instructors should add their own phrases they find themselves repeating while teaching this unit.

Lessons:

Lesson # 1: Noun Recognition: Students learn nouns and Q/A for 2nd/3rd person possession.

Lesson # 2: Daa sá ax/du/I jeewú?: Students continue reversed role of 1st/2nd person possession.

Lesson # 3: Positive 1st/2nd/3rd Person Possession: Students learn positive 1st person possession and continue 2nd.3rd person possession Q/A roles.

Lesson # 4: Negative 1st/2nd/3rd Person Possession: Students learn negative 1st/2nd/3rd person possession forms of jeewú/jee.

Lesson # 5: Keitl, keitl, goosú I s'aagí?: Students will learn 5 additional phrases in order to play the game, "doggy, doggy, where's your bone?"

All Vocabulary for Entire Unit

Nouns

Noun	Translation
*S'aak	Bone
Gwéil	Bag
Héen	Water
Dáanaa	Money (paper)
Kooch'éet'aa	Basketball
Kooxéedaa	Pencil
Téel	Shoes
X'úx'	Paper

*s'aagí is also used as the possessed form of s'aak in Lesson 5.

Target Sentence Patterns:

Daa sá I tuwáa sigóo?	What do you want?
__(noun)__ ax tuwáa sigóo.	I want a/an __(noun)__.
Daa sá I jeewú?	What do you have?
__(noun)__ gé I jeewú?	Do you have a/an __(noun) ?
Aaá, __(noun)__ ax jeewú.	Yes, I have a/an __(noun)__.
Tléik', tlél __(noun)__ ax jee.	No, I don't have a/an __(noun)__.
Daa sá ax jeewú?	What do I have?
__(noun)__ gé ax jeewú?	Do I have a/an __(noun) ?
Aaá, __(noun)__ I jeewú.	Yes, you have a/an __(noun)__.
Tléik', tlél (noun) I jee..	No, you don't have a/an __(noun)__.
Daa sá du jeewú?	What does s/he have?
__(noun)__ gé du jeewú?	Does s/he have a/an __(noun) ?
Aaá, __(noun)__ du jeewú.	Yes, s/he has a/an __(noun)__.
Tléik', tlél __(noun)__ du jee.	No, s/he doesn't have a/an __(noun)__.

All Materials for Entire Unit

- *2 Flashlights (with colored cellophane covering the light)
- *bone (dog toy will suffice)
- *bag
- *water bottle
- *money (fake works better!)
- *basketball
- *pencil
- *shoes (kids prefer new)
- *paper

Assessments-

Pre-assessment

Ongoing Assessment

Post-assessment Handouts

Alaska State & Cultural Standards for Students:

See the attached cultural standards for students.

Daa sá I jeewú?

Lesson 1: Noun Recognition

Objectives: Students will learn:

- 4 nouns
- 6 phrases

Time: 30 -40 minutes

Materials:

Props for each noun.

I Vocabulary:

Nouns

S'aak	Bone
Gwéil	Bag
Kooxéedaa	Pencil
Dáanaa	Paper money

Phrases

Aaá	Yes
Tléik'	No.
Daa sá i tuwaa sigóo?	What do you have?
_____ gé ax jeewú?	Do I have a/an _____?
_____ gé du jeewú?	Does s/he have a/an _____?
_____ gé i jeewú?	Do you have a/an _____?

Daa sá i jeewú?
Lesson 1: Noun Recognition

Time: 30 -40 minutes

Activities:

Pre-assessment-

If a teacher aide, model or other person is available, give him/her a handout of nouns/phrases to be taught for the lesson. Briefly and casually (perhaps before class actually begins) ask students if they know any of the items on the table. Hold them up and ask if anyone knows what it is called in Lingít. Instructor can introduce the words in Lingít, but no pressure for the students to learn at this time. Instructor can complete this independently as well.

Activity 1-

1a. Introduce Nouns.

S'aak	Bone
Gwéil	Bag
Kooxéedaa	Pencil
Dáanaa	Paper money

If instructor wishes, items can be any 8 nouns, but be sure to include "s'áak" ("bone") as this will come up in later lessons. As you introduce them, prep students by saying each noun several times in Lingít.

Non-verbal activity: after all items have been introduced, instructor holds two in each hand and says one aloud, students point to the corresponding item (left or right), continue switching items in hand.

Verbal activity: If you feel students are ready, have them repeat the word after you several times for each prop. Extra review: point at random items and have students repeat the word after you a few times.

1b. Turn and Face(Point): this is a non-verbal activity that gets students comfortable with identifying phrases. Choose 4 students to place the noun objects around the room (they can be chosen at random or by using a game such as "Pick A Number"; if students have learned 1-10 by this point, this is a good choice as it focuses on numbers). Make sure they are visible by all students. Next, have students stand up and listen for a word, as soon as they hear the word they turn and point to the corresponding object. Soon students will be able to identify all nouns...and fast!

Verbal activity: instructor points to an object in the room and students identify it aloud.

Activity 2-

Introduce the phrases:

Aaá	Yes
Tléik'	No
_____ gé ax jeewú?	Do I have _____?

Hand gesture or head gestures can be used for "aaá" and "tléik'," so students catch on to the meaning. Then hold an object and ask the class "_____ gé ax jeewú?" Students should answer using 'yes' or 'no'. Do this for all nouns.

Activity 3-

Introduce the phrases:

Daa sá i tuwaa sigóo?	What do you want?
_____ gé i jeewú?	Do you have _____?
_____ gé du jeewú?	Does s/he have _____?

Ask students individually "Daa sá i tuwaa sigóo?" Then prompt them: "_____ gé?" and hold up the item—continue until they say, "aaá" and hand them that item.

When 4 students have each of the props, ask the class "_____ gé du jeewú?" If students answer correctly using "aaá" or "tléik'," respond enthusiastically! Then, whether answered incorrectly or not, reiterate for them "aaá, _____ du jeewú," or "tléik, tlél _____ du jee." *Although students are not expected to answer in these forms yet, it is important that they continue to hear it.*

Then ask the individual student "_____ gé i jeewú?" S/he should answer using "aaá" or "tléik'." After four students have had a turn, pass the props onto 4 different students. Continue until all students have had a turn.

Assessment:

Observation. Are students engaged and participating?

Daa sá i jeewú?
Lesson 2: Daa sá ax/du/i jeewú?

Objectives:

Students will learn:

- 4 nouns
- 3 phrases

Time: 30 -40 minutes

Materials:

Props for nouns.

Tlingit Vocabulary:

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

Nouns

Kooch'éet'aa	Basketball
Héen	Water
Téel	Shoes
X'úx'	Paper

Phrases:

Daa sá <u>ax</u> jeewú?	What do I have?
Daa sá i jeewú?	What do you have?
Daa sá du jeewú?	What does s/he have?

Daa sá i jeewú?

Lesson 2: Daa sá ax/du/i jeewú?

Time: 30 -40 minutes

Pre-assessment-

If a teacher aide, model or other person is available, give him/her a handout of nouns/phrases to be taught for the lesson. Briefly and casually (perhaps before class actually begins) ask students if they know any of the items on the table. Hold them up and ask if anyone knows what it is called in Lingít. Instructor can introduce the words in Lingít, but no pressure for the students to learn at this time. Instructor can complete this independently as well.

Activities:

Activity 1-

1a. Introduce nouns.

Kooch'éet'aa	Basketball
Héen	Water
Téel	Shoes
X'úx'	Paper

Repeat Lesson 1:1 using new nouns. Next, play a quick version of Turn and Face(Point) using only the new nouns.

1b. Review nouns: Review nouns learned in lesson 1 and have students place them around the room. You should have 8 total objects. Divide class into two teams (let them pick their team name, can be colors, etc.) and have them line up single-file. Students will play a competitive variant of the game "Turn and Face". Hand a student from each team a flashlight. The flashlights remain on (or they can them remain off, whichever works best) and if students are not holding a flashlight, they are sitting on the floor "criss-cross applesauce". Students with flashlights wait for instructor to announce a word, and race to get their flashlight on the object first. Be sure to keep score on a board or somewhere students can see. Go to a specific number or allow for each student to go once or twice.

Activity 2-

Introduce the phrase:

Daa sá a _x jeewú?	What do I have?
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Verbal activity: Students should feel more comfortable identifying the objects verbally. Assess this by holding one item up at a time and ask the class, "Daa sá a_x jeewú?" They should be able to tell you *just the noun* Lingít. Do this for all items.

Activity 3-

Introduce phrases:

Daa sá i jeewú?	What do you have?
Daa sá du jeewú?	What does s/he have?

Pass random objects around to students. Ask the students "Daa sá du jeewú?" students should respond in Lingít. Whether students answer incorrectly or not, reiterate the correct answer, "aaá, _____ du jeewú." *Remember, students are not to answer with this phrase, yet, but it is still important they hear it many times.*

After the student has had a chance to hear the class answer collectively, ask the individual student, "Daa sá i jeewú?" S/he should be able to tell you the noun in Lingít.

Assessment:

Observational assessments. Are students engaged and engaging?

Daa sá i jeewú?

Lesson 3: Positive 1st/2nd/3rd Person Possession

Objectives:

Students will learn:

- 4 phrases

Time: 30 -40 minutes

Materials:

Props for all nouns learned.

Tlingit Vocabulary:

Phrases:

Aaá, _____ i jeewú.	Yes, you have a/an _____.
Aaá, _____ du jeewú.	Yes, s/he has a/an _____.
Aaá, _____ ax jeewú.	Yes, I have a/an _____.
" _____ " yéi yanayká .	Say: " _____ " (plural).

Daa sá i jeewú?

Lesson 3: (noun) gé ax jeewú?

Time: 30 -40 minutes

Pre-assessment-

No pre-assessment.

Activities:

Activity 1-

1a. Brief Review: students should not need to spend much time reviewing. Simply hold up props and have students identify them aloud. Review phrases by holding up an item and asking the students "daa sá ax jeewú?" When you feel confident students are ready to continue, continue onto next activity.

1b. Introduce the phrase:

Aaá, _____ du jeewú.	Yes, s/he has a/an _____.
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Hand a student an object and ask the class, "_____ gé du jeewú?" Make sure you ask the question so you will receive a positive (or 'yes') answer. Then tell the students "aaá, _____ du jeewú' yéi yanayká." Repeat this a few times and use gestures until students repeat the phrase after you. Take random items and give them to students around the room asking "_____ gé du jeewú?" Do not move on until you feel confident that all students are comfortable with this phrase.

Activity 2:

2a. Introduce the phrase:

Aaá, _____ ax jeewú.	Yes, I have a/an _____.
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Hold up an item and tell the class, "_____ ax jeewú." Do this many time with many different items. Then hand a student an item and repeat step **1b**.

If you are fortunate to have someone to model with: hand an object to your model and ask him/her, "_____ gé i jeewú?" S/he will respond "aaá, _____ ax

jeewú." Repeat this back and forth with many different objects. Then proceed to the next activity.

2b. Q&A Drill: Review "daa sá i tuwaa sigóo?" by asking a student which object s/he wants. Hand that object to the student and repeat activity **1b**. After s/he has heard the item aloud, ask him/her, "_____ gé i jeewú?" If student answers correctly, respond enthusiastically! Whether student answers correctly or not, reiterate the answer "aaá, _____ i jeewú."

Example: Instructor: Daa sá i tuwaa sigóo?
 Student: Kooch'éet'aa.
 Instructor: Kooch'éet'aa gé i jeewú?
 Student: Aaá, kooch'éet'aa ax jeewú.

Activity 3-

3a. Introduce the phrase:

Aaá, _____ i jeewú.	Yes, you have a/an _____.
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If you have someone to model with: hold an object and ask your model, "_____ gé ax jeewú?" S/he will respond "aaá, _____ i jeewú." Repeat this back and forth with many different objects. Rotate between that and "daa sá ax jeewú." When you feel confident students are ready, proceed to the next activity.

Pick up an item and ask student "daa sá ax jeewú?" Have your model answer with the students so they have someone to follow. Do this a few times with many different objects until you feel students are ready to move on.

The students may be ready for a Q&A Drill around the room: Ask a student "daa sá i tuwaa sigóo?" Hand the student that item. Model with the student "daa sá i jeewú?", student should reply appropriately. Have the student hand the object to the next person and repeat the question, "daa sá i jeewú?". Continue until all students have had a turn.

Example: Instructor: Daa sá i jeewú?
 Student1: Kooxéedaa ax jeewú.
 Student 1 (hands item to Student2): Daa sá i jeewú?
 Student2: kooxéedaa, ax jeewú.
 Continues around the circle.

3b. Q&A Drill: Bring one student up at a time. Using your model, hold a conversation with both using all phrases learned.

Example: Instructor (hands bag to model): Daa sá i jeewú?
Model: Gwéil a \underline{x} jeewú.
Instructor (to Student): Daa sá du jeewú?
Student: Gwéil du jeewú.
Model (to student): Daa sá a \underline{x} jeewú.
Student: Gwéil i jeewú.
Et cetera.

Assessment:

Observational assessment, are students engaged and engaging?

Daa sá i jeewú?

Lesson 4: Negative 1st/2nd/3rd Person Possessive

Objectives:

Students will learn:

- 3 phrases

Time: 30 -40 minutes

Materials:

All objects in noun list.

Tlingit Vocabulary:

Tléik', tlél _____ du jee.	No, s/he doesn't have _____.
Tléik', tlél _____ ax jee.	No, I don't have _____.
Tléik', tlél _____ i jee.	No, you don't have _____.

Daa sá i jeewú?

Lesson 4: Negative 1st/2nd/3rd Person Possessive

Time: 30 -40 minutes

Pre-assessment-

No pre-assessment.

Activities:

Activity 1-

1a. Brief Review (Q&A Drill): Review phrases by using activities 3a and 3b in Lesson 3.

1b. Introduce the verb phrase:

Tléik', tlél _____ du jee.	No, s/he doesn't have ____.
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If you have someone to model with: give an object to a student and ask your model, "_____ gé du jeewú?" Make sure you make this a FALSE question. You want the model to reply using the negative form: "Tléik', tlél _____ du jee." Ask your model of series of questions that will result in a FALSE answer. Next, have your model hand an object to a different student and repeat the series of questions. Students should be hearing the phrase "Tléik', tlél _____ du jee" many times with many different nouns. Continue when you feel students may be ready to try the verbal activity.

1c. Verbal Activity: Hand a student an object and ask the class, "_____ gé du jeewú?" Make sure you ask the question so you will receive a NEGATIVE (or 'no) answer. Then reiterate the students "tléik', tlél _____ du jee' 'yéi yanayká." Have them repeat it after you. Take random items and give them to students around the room asking "_____ gé du jeewú?" Do not move on until you feel confident that all students are comfortable with this phrase.

Activity 2-

2a. Introduce the phrase:

Tléik', tlél _____ ax jee.	No, I don't have ____.
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If you have someone to model with: hand an object to your model and ask him/her, "_____ gé i jeewú?" Make sure you make this a FALSE question. You want the model to reply using the negative form: "Tléik', tlél _____ ax jee." Ask your model of series of questions that will result in a FALSE answer. Next, pick up an object and have your ask you the same series of questions. Students should be hearing the phrase "Tléik', tlél _____ ax jee" many times with many different nouns. Continue when you feel students may be ready to try the verbal activity.

2b. Q&A Drill: Hand a student an object and him/her, "_____ gé i jeewú?" Make sure you ask the question so you will receive a NEGATIVE (or 'no) answer. Then reiterate the students "tléik', tlél _____ ax jee' 'yéi yanayká." Have them repeat it after you. Take random items and give them to students around the room asking "_____ gé i jeewú?" Do not move on until you feel confident that all students are comfortable with this phrase.

Activity 3-

3a. Introduce the phrase:

Tléik', tlél _____ i jee.	No, you don't have ____.
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If you have someone to model with: hold a selected object and ask your model, "_____ gé ax jeewú?" Make sure you make this a FALSE question. You want the model to reply using the negative form: "Tléik', tlél _____ i jee." Ask your model of series of questions that will result in a FALSE answer. Next, give an object to your model and have him/her ask you the same series of questions. Students should be hearing the phrase "Tléik', tlél _____ i jee" many times with many different nouns. Continue when you feel students may be ready to try the verbal activity.

3b. Q&A Drill: Hold an object in your hand and ask the class "_____ gé ax jeewú?" Make sure this question will receive a NEGATIVE (or 'no) answer. Have the model answer with the class so they can follow his/her lead. Repeat this with many different objects. When you are confident students are comfortable with this

phrase, rotate between asking questions that will receive NEGATIVE and POSITIVE answers.

3c. Review all phrases learned thus far. Hand a student an object and ask the class "_____ gé du jeewú?" Rotate between NEGATIVE and POSITIVE answers. Continue this model with questions learned in lessons 2 and 3. You may also give handouts and homework or in-class activities. If your curriculum requires it, instructor may choose which handout to give as the Unit Test at the end of Lesson 5.

Assessment:

Handout assessments or instructor's choice.

Daa sá i jeewú?

Lesson 5: Keitl, keitl, goosú i s'aagí?

Objectives:

Students will learn:

- 5 phrases

Time: 30 -40 minutes

Materials:

Prop for a bone.

Tlingit Vocabulary:

All phrases learned plus:

Keitl	Dog
Ax s'aagí	My bone.
I s'aagí.	Your bone.
Goosú i s'aagí?	Where is your bone?
__(person)__ du jeewú.	__(person)__ has it.

Daa sá i jeewú?

Lesson 5: Keitl, keitl, goosú i s'aagí?

Time: 30 -40 minutes

Activities:

Activity 1 -

Introduce new phrases:

Keitl	Dog
Ax s'aagí	My bone.
I s'aagí.	Your bone.
Goosú i s'aagí?	Where is your bone?
__(person)__ du jeewú.	__(person)__ has it.

Teach possession of the noun "bone".

Put all phrases learned together to play with the game "Doggy, doggy, where's your bone?"

Instructions for traditional game:

DOGGY, DOGGY, WHERE'S YOUR BONE?

A student played the part of the dog. He or she sat in a chair with their back to the class. An eraser or another object was put under the chair. That was the bone. While the dog was turned around with his or her eyes closed someone would sneak up and steal the bone and hide it somewhere on his person. Then everyone would ask: "Doggy, Doggy, where's your bone?" ~~Somebody's stole it from your home. Guess who it might be you.~~ Then the dog has three chances to guess who took it. ~~Sometimes it was left under his or her chair.~~ If the dog guessed right then he got to do it again. If he guessed wrong than the person who had the bone got a turn as the dog.

A variant of the game for Lingít purposes students have two chances to answer. Students can either lie or tell the truth, but can only do one or the other. If a student lies the first time, s/he must tell the truth the second time. Students

raise their hands or fingers after they are asked a question (this way the doggy can keep track of who s/he still needs to ask).

An example of the dialogue:

All students: Keitl, keitl, goosú i s'aagi?

Doggy: (Student #1), ax s'áagi gé i jeewú?

Student #1: Tléik', tlél i s'áagi ax jee. (person) du jeewú.

Doggy: (Student #2) ax s'áagi gé i jeewú?

Student #2: Aaá, i s'áagi ax jeewú.

Doggy then has to decide if Student #2 is telling the truth or not. If Doggy accuses the student and the student doesn't have the bone, the student sits down and question continues. Doggy only has one more chance to guess right. If the Doggy guesses right, s/he gets to be the doggy again. If s/he didn't guess right, whoever has the bone gets to be the doggy.

Assessment:

Observational assessments. Are students engaged and engaging?

Final handout or Unit Test.

*Daa sá i jeewú?***Lesson 1: Daa sá i tuwáa sigóo?/Daa sá i jeewú?****Assessment Sheet**

Lingít	English	Student response?
S'aak	Bone	
Gwéil	Bag	
Héen	Water	
Dáanaa	Paper money	

Correct Identification Key:

- 0 — no students respond
- X — under 10% students respond
- XX — approximately 50% students respond
- ☺ — nearly 100% students respond

Daa sá i jeewú?
Lesson 2: Daa sá ax jeewú?

Assessment Sheet

Lingít	English	Student response?
Kooch'éet'aa	Basketball	
Kooxéedaa	Pencil	
Téel	Shoes	
X'úx ,	Paper	

Correct Identification Key:

- 0 — no student response
- X — under 10% student response
- XX — approximately 50% student response
- ☺ — nearly 100% student response

I saayí kashaxít: _____
 Yagiyee: _____

Check the box next to the correct sentence.

1. I have it.
 - Tlél téel i jee.
 - Ax jeewú.
 - Tlél ax jee.
 - Héen du jeewú.
2. He has the basketball.
 - Kooch'éet'aa ax jeewú.
 - Téel du jeewú.
 - Tlél gwéil ax jee.
 - Kooch'éet'aa du jeewú.
3. You don't have it.
 - Tlél i jee.
 - Kooch'éet'aa du jeewú.
 - Tlél du jee.
 - Tlél gwéil ax jee.
4. She doesn't have it.
 - Tlél ax jee.
 - Gwéil ax jee.
 - Tlél du jee.
 - Daanáa du jeewú.
5. You have the bone.
 - Gwéil i jeewú.
 - Tlél s'áak ax jee.
 - Tlél du jee.
 - S'aak i jeewú.
6. I don't have a pencil.
 - Tlél ax jee.
 - Kooxéedaa ax jeewú.
 - Tlél kooxéedaa ax jee.
 - Héen du jeewú.
7. He doesn't have paper.
 - Tlél x'úx' ax jee.
 - Héen ax jeewú.
 - Tlél x'úx' du jee.
 - X'úx' du jeewú.
8. She doesn't have it.
 - Tlél ax jee.
 - Tlél i jee.
 - Tlél du jee.

Tlél téel du jeewú. .

I saayí kashaxít: _____
 Yagiyee: _____

Fill in the Blank with one of the following:

ax
 du
 i

1. He has it.

 jeewú.

2. You have it.

 jeewú.

3. I have it.

 jeewú.

4. She has it.

 jeewú.

5. You have the bone.

S'áak _____ jeewú.

6. I have water.

Héen _____ jeewú

7. He has the paper.

X'úx' _____ jeewú.

8. She doesn't have it.

Tlél _____ jee.

9. I don't have the shoes.

Tlél téel _____ jee.

10. You don't have the bag.

Tlél gwéil _____ jee.

11. I don't have it.

Tlél _____ jee.

12. You don't have it.

Tlél _____ jee.

13. He doesn't have the
 basketball.

Tlél kooch'éet'aa _____
 jee.

I saayí kashaxít: _____
 Yagiyee: _____

Draw a line to the corresponding English phrase.

I have it.	Tlél i jee.
You don't have it.	Tlél ax jee.
She doesn't have it.	Gwéil du jeewú.
You have the bone.	S'aak i jeewú.
She has the bag.	Tlél du jee.
I don't have shoes.	Dáanaa du jeewú.
He has money.	Tlél téel ax jee.
You don't have paper.	Ax jeewú.
He has the basketball.	Tlél x'úx' i jee.
I don't have it.	Kooch'éet'aa du jeewú.
He doesn't have a pencil.	Tlél kooxéedaa du jee.