



## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

*"Drink from the vessel of Traditional Knowledge."*

### **Tlingit Cultural Significance:**

Walking was the traditional mode of land transportation in Tlingit country. The people would do a lot of walking in the process of gathering resources to sustain their lifestyle. Today in smaller communities, there is still a lot of walking done. Asking other people where they are walking to and from is a natural conversation topic. Students can speak with each other and with elders on this topic.

### **Elder/Culture Bearer Role:**

An elder or culture bearer can visit the class and talk to the students about how the town was when they were younger and there were few if any motorized vehicles or roads. They can tell stories about their growing up years, and the traditional trails and areas where the people would walk to in order to gather food and other resources.

An elder can work with the teacher in presenting the lessons. The elder and teacher can model the question-and-answer drills.

### **Overview:**

This unit reviews names of common locations in a community which were introduced in Unit One. Students will also review the verb "dei—goot" (to go by walking.) Students will review how to ask and answer the basic question: "Where are you going?" New knowledge will include the perfective form of the same verb; the new basic question is: "Where did you go?" Several new place nouns will be included.

Lesson 1 reviews the place nouns and provides practice in hearing and saying them, along with review of the verb forms taught in Unit One. TPR commands, using the imperative form of the target verb, will be one of the instructional strategies. Students should already be familiar with many of the commands.

Lesson 2 introduces the perfective form of the verb "dei—goot," beginning with the third person singular form.

Lesson 3 adds the third person plural form of the verb in the perfective.

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In Lesson 4 the first person singular and plural forms are added, as well as the second person singular and plural forms.

In Lesson 5, activities using all the verb forms and vocabulary will be used to review the entire unit.

Note: the teacher can post the complete verb chart showing all the forms with the translations (see page 2 and 3) just so the students can see how they look. The unit objectives are for the students to understand and say the verb forms, not to read and write them. Use the written language just as a help, not another hurdle for the students to overcome. Middle elementary students have had significant exposure to written Tlingit, and are encouraged to use it as a help.

**A note about repetition and review:** Each lesson in this unit should begin with a thorough review of the previous lesson. Re-teach the vocabulary and patterns as necessary.

### All Vocabulary for Entire Unit

#### Nouns and Noun Forms

Noun	Translation	Locative Form	Translation
neil	Home	neilú/neilí	at home
sgóon	School	sgóonu	in school
chách	Church	cháji	at church
aan	Town	aaní	in town
hoon daakahídi	Store	hoon daakahídiwu	at the store
x'úx' daakahídi	Library/P.O.	x'úx' daakahídiwu	at the library/P.O.
atxá daakahídi	restaurant/cafeteria	atxá daakahídiwu	at the restaurant
átx'aan hídi	smokehouse	átx'aan hídiwu	at the smokehouse
dáanaa daakahídi	Bank	dáanaa daakahídiwu	at the bank
Du yáagu	His boat	Du yaagú yígu	On his boat

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### Verbs and Verb Forms

(noun)-dei--goot to go by walking

Person	Imperative	Progressive Imperfective	Perfective
1 <sup>st</sup> person singular		-dei yaa <u>n</u> xagút	-dei <u>x</u> waagoot
2 <sup>nd</sup> person singular	-dei nagú	-dei yaa neegút	-dei yeegoot
3 <sup>rd</sup> person singular		-dei yaa naagút	-dei woogoot
1 <sup>st</sup> person plural		-dei yaa ntoo.át	-dei wutuwa.aat
2 <sup>nd</sup> person plural	nay.á	-dei yaa nay.át	-dei yeey.aat
3 <sup>rd</sup> person plural		-dei yaa has na.át	-dei has woo.aat
4 <sup>th</sup> person		-dei yaa ana.át	-dei aawa.aat

### Review Target Sentence Patterns:

Goodéi sá yaa nagút?	Where is he going?
_____ -dei yaa nagút.	He is going (to the) _____.
Goodéi sá yaa neegút?	Where are you going?
_____ -dei yaa <u>n</u> xagút.	I'm going (to the) _____.
Goodéi sá yaa nay.át?	Where are you all going?
_____ -dei yaa ntoo.át.	We are going (to the) _____.
Goodéi sá yaa has na.át?	Where are they going?
Goosú _____?	Where is _____?
See locative forms chart for answers.	

### New Target Sentence Patterns:

Goodéi sá woogoot?(use a friendly tone)	Where did he go?
Ha goodéi sáyá woogoot? (irritated—angry-sounding)	Where did he go?
_____ -dei woogoot.	He went (to the) _____.
Goodéi sá has woo.aat?	Where did they go?
_____ -dei has woo.aat.	They went (to the) _____.
Goodéi sá yeey.aat?	Where did you all go?
_____ -dei wutuwa.aat.	We went (to the) _____.
Goodéi sá yeegoot?	Where did you go?
_____ -dei <u>x</u> waagoot.	I went (to the) _____.

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### TPR Commands:

English	Tlingit singular	Tlingit, plural
Walk to the (store.)	(Hoon daakahídidéi) nagú.	(Hoon daakahídidéi) nay.á.
Stop!	Tliyéix'!	Tliyéix'!
Go!	Góok!	Góok!
Go back.	Kúxdei nagú.	Kúxdei nay.á.
Go by ( <u>Nancy</u> ).	( <u>Nancy</u> ) xándeí nagú.	( <u>Nancy</u> ) xándeí nay.á.
Pick two.	Déix aax gala.á	Déix aax gayla.á
Toss (throw) them.	T'aakát lít	T'aakát yilít

### Materials for Entire Unit

- 8 x 10 photographs of a house, school, store, church, bank, library, restaurant or school cafeteria, smokehouse, town or downtown area, boat, swimming pool
- 5-inch cubes with windows to insert vocabulary pictures
- Optional: make small buildings out of cardboard boxes to represent the place nouns in this unit.
- Optional: props to help indicate where someone is going or has gone

**Assessments**—this will be informal and on-going. Teacher observes students as they participate in the activities. Re-teach vocabulary as needed. Listening quizzes can be given midway through the unit and at the end.

### Alaska Cultural Standards for Students:

See the attached cultural standards for students.

A5, D1, D3

## Going Places

### Lesson 1 ~ Review of Unit One Basics

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# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

Grade Levels 3-4

*"Drink from the vessel of Traditional Knowledge."*

**Objectives:**

- Students will demonstrate recognition of nine Tlingit place nouns when they hear them.
- Students will follow TPR commands that include the target nouns and the imperative form of the target verb.

**Time:** 30 -40 minutes

**Materials:**

- Large illustrations of the target nouns

**Tlingit Vocabulary:**

neil	Home
sgóon	School
chách	Church
aan	Town
hoon daakahídi	Store
x'úx'	library/post office
atxá daakahídi	restaurant/cafeteria
átx'aan hídi	Smokehouse
dáanaa daakahídi	Bank
du yáagu	his boat
ash kudat'ájaa daakahídi	swimming pool

**TPR Commands:**

English	Tlingit, singular	Tlingit, plural
Point to the _____.	_____ ch'íx'.	_____ yich'íx'.
Walk to the _____.	_____ -dei nagú.	_____ -dei nay.á.
Stop!	Tliyéix'!	Tliyéix'!
Go!	Góok!	Góok!

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# Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."

## Going Places

### Lesson 1 ~ Review of Unit One Basics

Time: 30 -40 minutes

#### Lesson Activities:

**Activity 1- Review of basic vocabulary:** Have photographs or large drawings of all the different places that were studied in Unit One placed all around the room. Give TPR Command: **Point to \_\_\_\_\_.** "Wé \_\_\_\_\_ yahaayí yich'x'." Leave enough time for students to figure out where to point. Only help them if everyone is stumped.

**Activity 2-: Let's Move:** Students make gestures to indicate that they know the noun when teacher says it.

**Activity 3-** Start with pairs. Give the commands: (Sgóon)dei nay.á. Walk to the (store.) As students head toward the target picture, teacher says: Tliyéix! (stop). Students freezes in place.

Teacher tells the class. Dáanaa daakahíidéi yaa has na.át Nancy ka Jill.

Then ask: Goodéi sá yaa has na.át Nancy ka Jill?

Class responds: Dáanaa daakahíidéi yaa has na.át

Teacher to students: Gook! They go to the proper place and stay there.

*Repeat this activity so that many students have a turn.*

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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

*"Drink from the vessel of Traditional Knowledge."*

**Activity 4-** Teacher gives one student the command: Dáanaa daakahídidéi nagú. (Walk to the bank.) As student head toward the target picture, teacher says: Tliyéix'! (stop). Student freezes in place.

Teacher tells the class. Dáanaa daakahídidéi yaa nagút Leah.

Then ask: Goodéi sá yaa nagút Leah?

Class responds: Dáanaa daakahídidéi yaa nagút.

Teacher to Leah: Gook! Leah goes to the proper place and stays there.

*Repeat this activity so that many students have a turn.*

**Activity 5-** Start with pairs. Give the commands: (Sgóon)dei nay.á. Walk to the (store.) As students head toward the target picture, teacher says: Tliyéix'! (stop). Students freeze in place.

Teacher tells the class. Dáanaa daakahídidéi yaa has na.át Nancy ka Jill.

Then ask: Goodéi sá yaa has na.át Nancy ka Jill?

Class responds: Dáanaa daakahídidéi yaa has na.át.

Teacher to students who are walking: Goodéi sá yaa nay.át?

They are to answer: Daakahídidéi yaa ntoo.át.

Teacher to students: Gook! They go to the proper place and stay there.

*Repeat this activity so that many students have a turn.*

**Activity 6-** At the end of class, play Game: "Switch": stand back-to-back with a partner. When you hear the word " \_\_\_\_\_ ", quickly switch partners. One person is extra. Try to not be the extra person.

As the students leave the room at the end of class, have them try to say at least one of the nouns that we have practiced today. If some aren't ready to do this, say one of the target words to them and have them repeat it, or say one of the words and have them do the appropriate hand motion.

**Assessment:** teacher observes students during this lesson to see if they are participating, and if they are making the correct responses.



## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."



### Going Places

#### Lesson 2 ~ Goodéi Sá Woogoot? Where Did He Go?

*In this lesson the basic pattern using the third person singular perfective form is introduced.*

#### Objectives:

- Students will recognize and understand the nine place name nouns for this unit.
- Students will follow TPR commands using the target nouns and verb.

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# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

**Grade Levels 3-4**

"Drink from the vessel of Traditional Knowledge."

**Time:** 30-40 minutes

**Materials:**

Photos or clip art of each of the places being taught in this unit. These should already be posted around the room before class begins.

**Tlingit Vocabulary:**

**Review nouns from Lesson 1 —**

neil	Home
sgóon	School
chách	Church
aan	Town
hoon daakahídi	Store
x'úx'	library/post office
atxá daakahídi	restaurant/cafeteria
átx'aan hídi	Smokehouse
dáanaa daakahídi	Bank

**New Nouns:**

du yáagu	his boat
ash kudat'ájaa daakahídi	swimming pool

**Target Sentence Patterns:**

Goodéi sá woogoot?	Where did he go?
Sgóondei woogoot.	He went to the school.

**TPR Commands---phrases for Activity #4**

Pick two.	Déix aax gala.á	Déix aax gayla.á
Toss (throw) them.	T'aakát lít	T'aakát yilít



# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."

### Going Places

#### Lesson 2 ~ Goodéi Sá Woogoot? Where Did He Go?

**Time:** 30 -40 minutes

**Activities:**

First review the nouns from Lesson 1:

**Activity 1- Let's Move**

**Activity 2- Yéi ákwé?** Teacher holds up a picture and says a noun. If it is right, students repeat. If wrong, they clap once. Most of the teacher's nouns should be correct, with just a few mistakes to hold the students' interest.-

**Activity 3- Give TPR Commands.**

Mary, hoon daakahídidéi nagú. (Mary, walk to the store.)

*Tell the class.* Hoon daakahídidéi woogoot. She went to the store.

Joe, átx'aan hídidéi nagú. Joe, walk to the smokehouse.

*Tell the class.* Atx'aan hídidéi woogoot. He went to the smokehouse.

Etc. Send five students to five different locations in the room. Repeat the pattern: \_\_\_\_\_-dei woogoot. She went to the \_\_\_\_\_.

Ask the class:

Goodéi sáyá woogoot (Mary)? Where did (Mary) go?

*Answer:* (Hoon daakahídidéi) áyá woogoot. (She) went to the store.

Goodéi sáyá woogoot (Joe)? Where did (Joe) go?

*Answer:* (Atx'aan hídidéi) áyá woogoot. He went to the (smokehouse.)

Continue until all five places have been used in the questions. Do all at least two times each.

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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."

### Activity 4:

**Cube Toss:** Have four six-sided cubes, two with pictures of individual students on each side, the other two with pictures of places on each side. Students take turns. When it is their turn, they choose two cubes (one of each type) to throw. Teacher asks the class: *Goodéi sá woogoot* (Jeff)? Where did (Jeff) go? Class answers: \_\_\_\_\_-dei woogoot (Jeff.) As they get more practice, the student who does the tossing can ask the question.

### Assessment: Listening Quiz

Hand out a sheet of small vocabulary illustrations. Have the students number each picture as you say them. Example: "Tléix' dáanaa daakahídi yahaayí káa káyshaxít." Or in English: "Write the number one under the picture of a bank." Note: this assessment can be done a number of times. Different pattern sentences can be used, for example, "Tléix': dáanaa daakahídidéi woogoot." (One: he went to the bank.)

### Additional Optional Activities:

**Balloon Volleyball:** Two teams bat a balloon back and forth. When a team misses and lets the balloon touch the floor, they must identify a vocabulary picture together.

#### Variations:

To make it more challenging, the team could be required to use a complete sentence to answer the teacher's question, such as "Goodéi sá yaa nagút Mary?" when they are shown one of the vocabulary pictures.

Each time a player touches the balloon, they must say a word in Tlingit. Encourage them to use the target vocabulary for this lesson.



# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."

### Going Places

#### Lesson 3 ~ Goodéi Sáyá Has Woo.aat?~(Where Did They Go?)

*The third person singular perfective is reviewed. The third person plural perfective is introduced.*

**Objectives:**

- Students will provide short answers about where someone has gone, in both singular and plural forms.

**Time:** 30 -40 minutes

**Materials:**

Large study prints should be posted around the room, easily seen by the students. Optional: make small buildings out of cardboard to represent the different destination nouns in this unit.

**Tlingit Vocabulary:**

**Nouns and Noun Forms**

Noun	Translation	Locative Form	Translation
Neil	Home	neilú/neilí	at home
Sgóon	School	Sgóonu	in school
Chách	Church	Cháji	at church
Aan	Town	Aaní	in town
hoon daakahídi	Store	hoon daakanídiwu	at the store
x'úx' daakahídi	Library/P.O.	x'úx' daakahídiwu	at the library/P.O.
atxá daakahídi	restaurant/cafeteria	atxá daakahídiwu	at the restaurant
átx'aan hídi	Smokehouse	átx'aan hídiwu	at the smokehouse
dáanaa daakahídi	Bank	dáanaa	at the bank

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# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the Vessel of Traditional Knowledge."

		daakahíiwu	
du yáagu		his boat	
ash kudat'ájaa daakahíi		swimming pool	

### Going Places

#### Lesson 3 ~ Goodéi Sáyá Has Woo.aat?~(Where Did They Go?)

**Activity 1-Review Places Nouns: Let's Move. Yéi Ákwé?**

**Activity 2-** Teacher gives one student the command: Dáanaa daakahíidéi nagú. (Walk to the bank.) As student head toward the target picture, teacher says: Tliyéix'! (stop). Student freezes in place.

Teacher tells the class. Dáanaa daakahíidéi yaa nagút Nancy.

Then ask: Goodéi sá yaa nagút Nancy?

Class responds: Dáanaa daakahíidéi yaa nagút.

Teacher to Mary: Gook! Nancy goes to the proper place and stays there.

*Repeat this activity so that many students have a turn.*

**Activity 3-**When all the destinations have someone standing near them, tell the class:

(Nancy) went to the bank. (Nancy) (dáanaa daakahíidéi) woogoot.

(Jeff) went to the (library). Jeff (x'ux' daakahíidéi) woogoot.

Etc.—name all the students and their locations.

Ask the class a series of questions:

Question: Goodéi sáyá woogoot (Nancy)? Where did (Nancy) go?

Short answer: (Dáanaa daakahíidéi) ----- to the bank.

Long answer: (Dáanaa daakahíidéi) woogoot (Nancy).

Question: (Hoon daakahíidéi) gé woogoot(Nancy)? Did (Nancy) go to the (store)?

Answer: Aaá, (Nancy) dáanaa daakahíidéi woogoot. Yes, (Nancy) went to the bank.

(Hoon daakahíidéi) gé woogoot (Jeff)? Did (Jeff) go to (the store)?

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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the vessel of Traditional Knowledge."

Answer: **Tléik'**, tlél hoon daakahíidéi woogoot Jeff. No, Jeff didn't go to the store.

**Aadóo sáwé (hoon daakahíidéi) woogoot?** Who went to the (store)?

**Note to teacher:** Some students will answer the above questions with one-word answers, while others will use complete sentences. Repeat the complete sentence answers after them.

### Activity 4- Using the third person plural form:

Direct pairs of students to join the students at the different places.

Example:

(Lisa ka Jill), (Nancy) xándeí noy.á (Lisa & Jill) go by (Nancy).

Tell the class: Lisa ka Jill dáanaa daakahíidéi has woo.aat. Lisa and Jill went to the bank.

**Goodéi sá has woo.aat Lisa ka Jill?** Where did Lisa and Jill go?

Send pairs of students of students to each place.

Then ask the questions again.

Question: **Goodéi sáyá has woo.aat (Lisa ka Jill)?** Where did (Lisa and Jill) go?

Short answer: (Dáanaa daakahíidéi) ----- to the bank.

Long answer: (Dáanaa daakahíidéi) has woo.aat (Lisa ka Jill).

Question: **(Dáanaa daakahíidéi) gé has woo.aat (Lisa ka Jill)?** Did Lisa and Jill go to the bank?

Answer: **Aaá, dáanaa daakahíidéi has woo.aat Lisa ka Jill.** Yes, Lisa and Jill went to the bank.

Question: **(Dáanaa daakahíidéi) ágé has woo.aat (Peter ka Paul)?** Did (Peter and Paul) go to the (bank)?

Answer: **Tléik'**, tlél dáanaa daakahíidéi has woo.aat Peter ka Paul. No, Peter and Paul didn't go to the bank.

**Aadóo sáwé (dáanaa daakahíidéi) has woo.aat?** Who went to the (bank)?

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**Grade Levels 3-4**

“Drink from the vessel of Traditional Knowledge.”

Answer: Dáanaa daakahídidéi has woo.aat Lisa ka Jill. (they might also add Nancy to this answer)



### Going Places

#### Lesson 4 ~ Goodéi Sá Yaa Yeeygoot? (Where Did You All Go?)

**Objectives:**

- Students will be introduced to the first and second person singular forms of the target verb.

**Time:** 30 -40 minutes

**Materials:**

Large vocabulary pictures or designated areas in the room that represent the ten different place nouns covered in this unit.

**Tlingit Vocabulary:**

**New Sentence Patterns:**

Goodéi sá yeey.aat?	Where did you all go?
(Neil)déi wutuwa.aat.	We went (home.)

### *Going Places*

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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

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### Lesson 4 ~ Goodéi Sá Yeey.aat? (Where Did You All Go?)

#### Activities:

**Activity 1-** Teacher gives two students the command: Anna ka Kaylee, (atxá daakahídidéi) nay.á. Go to the cafeteria.

Once they arrive at their destination, teacher says: (Atxá daakahídidéi) has woo.aat Anna ka Kaylee. Anna and Kaylee went to the (cafeteria.)

Then ask the girls: Goodéi sá yeey.aat? Where did you all go?

Answer: Atxá daakahídidéi wutuwa.aat. We went to the cafeteria.

*Repeat this activity so that several pair of students have a turn, using the different destination nouns. Most of the students should at this point be confident in naming the places, and can be prompted to use the correct verb form as long as they need help. The teacher can glance at the target verb posted in a conspicuous place when students are unsure about what verb to use. Or just say it for them and have them repeat it.*

*Send all students back to their chairs at the end of this activity.*

*Command: Ldakát yeewhaan, yee kaa yaqíjeidídel nay.á, akaa gaykí.*

*Everyone, go back to your chair & sit down.*

**Activity 2-** Teacher gives one student the command to go to one of the destinations. Then ask: Goodéi sá yeegoot?

Student can use the short answer, then teacher tells them to say:

\_\_\_\_\_ xwaagoot.

Continue with individuals, prompting them to answer with the new verb xwaagoot when asked the question. Ask for volunteers for this activity, as students feel ready to use the new verb form.

#### Additional **Optional** Activities:

Teacher goes outside the school building at dismissal time and asks individual students "Goodéi sá yaa neegút? If they are stuck for an answer, ask them? "Neidéi gé yaa neegút?" This can continue throughout the length of this unit and



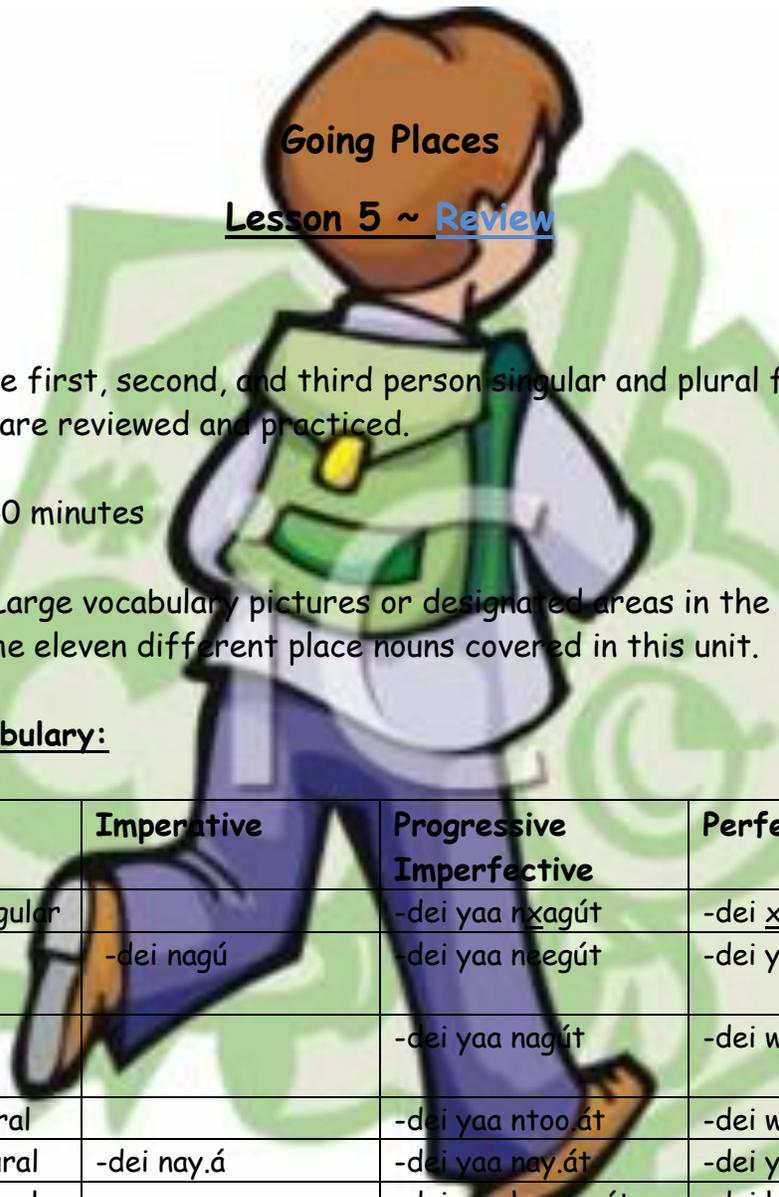
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*"Drink from the vessel of Traditional Knowledge."*

afterwards as well. When teacher sees a student walking around town, ask the question. Encourage the students to ask each other and elders that they know.



### Going Places

#### Lesson 5 ~ Review

**Objectives:**

- The first, second, and third person singular and plural forms of the target verb are reviewed and practiced.

**Time:** 30 -40 minutes

**Materials:** Large vocabulary pictures or designated areas in the room that represent the eleven different place nouns covered in this unit.

**Tlingit Vocabulary:**

Person	Imperative	Progressive Imperfective	Perfective
1 <sup>st</sup> person singular		-dei yaa n <sub>x</sub> agút	-dei x <sub>w</sub> aagoot
2 <sup>nd</sup> person singular	-dei nagú	-dei yaa naegút	-dei yeegoot
3 <sup>rd</sup> person singular		-dei yaa nagút	-dei woogoot
1 <sup>st</sup> person plural		-dei yaa ntoo.át	-dei wutuwa.aat
2 <sup>nd</sup> person plural	-dei nay.á	-dei yaa nay.át	-dei yeey.aat
3 <sup>rd</sup> person plural		-dei yaa has na.át	-dei has woo.aat
4 <sup>th</sup> person		-dei yaa ana.át	-dei aawa.aat

**Review Target Sentence Patterns:**

Goodéi sá yaa nagút?	Where is he going?
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# Goodéi Sá Yeegoot?

## Going Places Part Two: Where Did You Go?

**Grade Levels 3-4**

*"Drink from the vessel of Traditional Knowledge."*

_____ -dei yaa nagút.	He is going (to the) _____.
Goodéi sá yaa neegút?	Where are you going?
_____ -dei yaa nxagút.	I'm going (to the) _____.
Goodéi sá yaa nay.át?	Where are you all going?
_____ -dei yaa ntoo.át.	We are going (to the) _____.
Goodéi sá yaa has na.át?	Where are they going?
Goosú _____ ?	Where is _____ ?
See locative forms chart for answers.	

### **Unit Two New Target Sentence Patterns:**

Goodéi sá woogoot?(use a friendly tone)	Where did he go?
Ha goodéi sáyá woogoot? (irritated- angry-sounding)	Where did he go?
_____ -dei woogoot.	He went (to the) _____.
Goodéi sá has woo.aat?	Where did they go?
_____ -dei has woo.aat	They went (to the) _____.
Goodéi sá yeey.aat?	Where did you all go?
_____ -dei wutuwa.aat.	We went (to the) _____.
Goodéi sá yeegoot?	Where did you go?
_____ -dei xwaagoot.	I went (to the) _____.

### *Unit Title*

### Lesson 5 ~ Review

#### **Activity 1: Review Lesson 2 and 3 verb forms:**

Goodéi sá woogoot?	Where did he go?
Sgóondei woogoot.	He went to the school.
Goodéi sá has woo.aat?	Where did they go?
Sgóondei has woo.aat.	They went to the school.

Do this review by asking volunteers to walk to a location, then asking the class the question.

#### **Activity 2: Review Lesson 4 forms:**

Goodéi sá yeey.aat?	Where did you all go?
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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

"Drink from the Vessel of Traditional Knowledge."

Sgóondei wutuwa.aat.	We went to the school.
Goodéi sá yeegoot?	Where did you go?
Sgóondei xwaagoot.	I went to the school.

Do this review by asking volunteers to walk to a location, then asking them the question. Start pairs, then work up to individuals. Have the class ask the question after the teacher does it for awhile.

**Activity 3--Cube Toss:** Have four six-sided cubes, two with pictures of individual students on each side, the other two with pictures of places on each side. Students take turns. When it is their turn, they choose two cubes (one of each type) to throw. Teacher asks the class: Goodéi sá woogoot (Jeff)? Where did (Jeff) go? Class answers: \_\_\_\_\_ -dei woogoot (Jeff.) As they get more practice, the student who does the tossing can ask the question. Note: this activity was used earlier in this unit as well. For the review lesson, the pictures of people can be changed to have groups or individuals, thus requiring different verbs to be used in the questions and answers. Another option is to have the pictures indicate what form to use even more specifically. For example, one person looking at another person would indicate "Where did you go?"

Another picture with a person pointing to himself would be: "Where did I go?"

Another one would be one person asking two people: "Where did you guys go?"

These would best be done with photographs taken just for this purpose, rather than searching for appropriate clip-art.

### Assessment:

Throughout this set of lessons, the teacher should be doing informal assessments by observing which students are able to participate and respond correctly during the activities. The progress made by the students will dictate how quickly the newer material is introduced, and how much review is needed. After all five lessons have been taught, a formal assessment can be done with each student individually. During this process,

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students can be asked questions about pictures showing people in various places.

### Additional **Optional** Activities:

- Show photographs or clip art of people who have been somewhere, with clues in the picture as to where they have been. Ask "Goodéi sá woogoot? (Where did s/he go?) Or for a group, ask "Goodéi sá has woogoot? (Where did they go?)
- Work with small groups of students to take sets of photographs to illustrate the verb forms studied in this unit. Decide on the correct captions for the photos, then make little books to share with other students and family members. These photos could also be used as assessment tools, when the teacher works with students individually to assess their understanding of the material.
- Have the class make a large floor-size map of the town, including: the school, post office, bank, several houses, at least one store, church, boat harbor, smokelhouse and restaurant(s). This map can be used for various activities using the target verb forms. Have little dolls or small stuffed animals do the "walking" around the town while target vocabulary is practiced. Smaller versions of the same map can be duplicated for students to play in small groups and to take home and teach family members to play simple games.

### Sample sentences for extra practice:

Where did your husband go? Goodéi sá woogoot i xúx?

He went down to his boat (to check on it.) Du yáagu kikándeí woogoot.

She went to the Youth Center. Youth Centerdeí woogoot.

Did your father go to the post office? X'úx' daakahídidéi gé woogoot i éesh?

Yes, he went there. Aaá, aadéi woogoot.

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Let's go swimming.

Ash koodat'ách'aa na<sup>x</sup>too.aat.



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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

Grade Levels 3-4

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### 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

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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.

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## Goodéi Sá Yeegoot? Going Places Part Two: Where Did You Go?

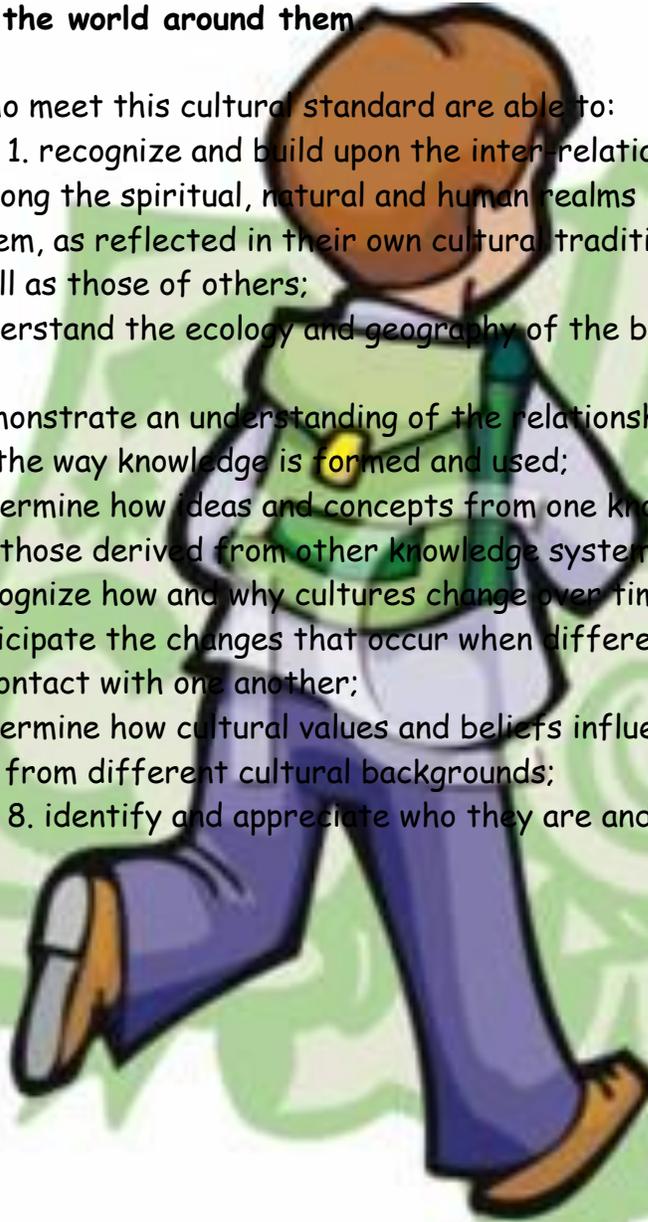
Grade Levels 3-4

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**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.



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**Goodéi Sá Yeegoot?**  
**Going Places Part Two: Where Did You Go?**  
**Grade Levels 3-4**

*"Drink from the vessel of Traditional Knowledge."*



# SOUTHEAST TRADITIONAL TRIBAL VALUES

## "OUR WAY OF LIFE"

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

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

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

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