



"Drink from the vessel of Traditional Knowledge."



Yáanaa Tóodei Yèi Wdudzinei
Packing a Backpack
 ABILITY LEVEL: BEGINNER, INTERMEDIATE



Tlingit Cultural Significance

There are several verb-forms used when conversing about packing a backpack-picking up, putting down items; packing various items in a closed container (**tóodei + ya-tee, sa-een, ka-sa-taan, sa-nei**), and in particular, a verb-form meaning to pack things on one's back (**ya-yaa**). Tlingit's trade with numerous clans and groups of people, and one form of trade in the past was to pack things on the back. This is especially true with the Dry Bay, Chilkat, and Chilkoot areas.

There are numerous cultural implications relating to these clans within the verb-forms in this unit. These cultural treasures are known among house groups', and/or clans' oral histories, stories, names and **at.óow**, including the **L'uknaḵ.ádi**, **Lukaax.ádi**, **Kaagwaantaan**, and the **Shangukeidí** clans. This unit does not focus on this knowledge, however, it can be taught during a social studies portion of the day. Other clan histories, stories, and **at.óow** may include a variety of cultural knowledge relating to this verb-form. If there are clans in your area with knowledge of stories, history, or **at.óow** connecting to this verb-form, then contact an elder or clan leader to share this with your students.

For more cultural connections regarding trade, see the Juneau Indian Studies curriculum on the Alaska Native Knowledge Network at:

<http://www.google.com/imgres?imgurl=http://www.ankn.uaf.edu/curriculum/Tlingit/FishCamp/images/bige-59.gif&imgrefurl=http://www.ankn.uaf.edu/curriculum/Tlingit/FishCamp/fourth.html&usq=jGwoePuSFeAOluOWc1gKT849fPc=&h=923&w=710&sz=30&hl=en&start=17&zoom=1&tbnid=hYJpcZjk1zaiM:&tbnh=147&tbnw=113&ei=M4fyT5XaL4SjrQGMztDfBg&prev=/search%3Fq%3Dtlingit%2Btrade%26um%3D1%26hl%3Den%26client%3Dsafari%26sa%3DN%26rls%3Den%26tbn%3Disch&um=1&itbs=1>

Also, trade involves other groups of people: Tlingit clans, Athabaskan's, Haida, Tsimshian and Euro-Americans. These groups of people can be another area of study. Other connections relating to trade are studies of Tlingit social structure of kinship and **kwáan**.

Elder/Culture Bearer Role

Contact an elder or leader from one of the clans mentioned above, or from your area, to come and share a story, song or history relating to the verb-forms, or in particular, to the verb-form to carry a pack on one's back (**ya-yaa**).

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Overview

This unit teaches listening and speaking activities for conversation, with focus on the verb-forms:

Ya-yaa, to carry a pack on one's back;

Tóodei yéi sa-nei, to put many items in a closed container (i.e., backpack);

Tóodei ya-tee, to put general items in a closed container (i.e., backpack);

Tóodei ka-sa-taan, to put skinny, stick-like objects in a closed container (i.e., backpack);

Tóodei sa-een, to put container with liquid or contents in a closed container (i.e., backpack).

Students will learn to listen for and to say phrases in Tlingit, follow commands, and play listening and speaking games. Teaching approaches include direct instruction of targeted oral language using games from Jim MacDiarmid's *Replacing the Thing-a-ma-jig*, Accelerated Second Language Acquisition (ASLA), and Total Physical Response (TPR).

ASLA is a method where students listen to and instantly say things in the language being taught, in this case, Tlingit. Pictures are required for vocabulary - each set of nouns, phrases/verb-forms needs a picture. The teacher introduces the vocabulary, in sets of 4, one set at a time, saying the vocabulary word or phrase/verb-form while touching the corresponding picture. After a set is introduced, the teacher invites a student up to listen to the set of terms and to practice saying each term. Each student goes through this process for each of the vocabulary sets taught. The ASLA method builds language acquisition through conceptual understanding, rather than rote memorization of language drills.

TPR is a method that replicates the learning of one's birth language. TPR focuses on understanding through listening and mimicking or physically doing what has been shown by the teacher. It requires no speaking, as this method allows students to go through a similar process of learning and producing one's birth language. Sometimes a student gives TPR commands, but only when the teacher knows the student is ready and capable of doing this. Having a student give commands can also be a form of assessment, and also allows students the chance to practice what has been learned. For Tlingit, the TPR method can be very important, as learning and internally knowing the command form of a verb (which includes its conjugation prefix) can allow learners to produce that verb in other forms. This unit uses TPR to introduce commands for various verb-forms; internalizing patterns and making predictions is not the focus.

Lesson 1: Students will learn 16 nouns relating to items often found on school supply lists at the start of the school year; these are often things they need to pack in their backpacks on a regular basis. Next students will use listening and speaking skills, while playing games, to learn target dialog phrases using the verb-form **ya-yaa** 'to pack things on one's back,' and with TPR commands from the **aatx** and **yan ya-tee** verb-form, to

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pick up and put things down. Then, they will learn the Question & Answer for conversations using the **ya-yaa** verb-form in context.

Lesson 2: Students will review nouns with TPR commands from the **aatx** and **yan sa-een** verb-forms. They will also learn new Question & Answer phrases, and play games to listen to and say new target dialog phrases.

Lesson 3: Students will review nouns with TPR commands from the **aatx** and **yan ka-sa-taan** verb-forms. They will also learn new Question & Answer phrases, and play games to listen to and say new target dialog phrases.

Lesson 4: Students will review all noun forms, listening to TPR commands from all verb-forms introduced in previous lessons. Also, they will learn to say new Target Dialog Phrases. Finally, students will play a game and use listening skills with Question & Answer and Target Dialog Phrases (I put _____ in my backpack), for conversation about packing a backpack.

Lesson 5: Students will review all noun forms, listening to TPR commands from all verb-forms introduced in previous lessons. Also, they will learn to say new Target Dialog Phrases. Finally, students will play a game and use speaking skills with Question & Answer and Target Dialog Phrases (I put _____ in my backpack) for conversation about packing a backpack.

Objectives

Students will

- ✓ Listen to and say 16 nouns, learning terms for school items
- ✓ Correctly use the possessive pronouns for his/her, your, our, my
- ✓ Learn to say all Target Dialog Phrases for conversation
- ✓ Learn all TPR commands
- ✓ Learn all Question & Answer Phrases for conversation
- ✓ Learn 1st person progressive imperfective from **ya-yaa** verb-form, with exposure to the whole form
- ✓ Learn packing a backpack (with school items) verb-form
- ✓ Learn carrying a backpack verb-form

TLINGIT VOCABULARY

NOUNS AND NOUN FORMS

NOUN	TRANSLATION	POSSESSIVE FORM	TRANSLATION
At wuskóowu jishagóoni	School items	Du at wuskóowu jishagóoni	Her school items
Yáanaa	Backpack	Du yáanayi	His backpack

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Jiw téeli	Gym shoes	I jiw téeli	Your sneakers
X'úx' lugwéinaa	Tissue	Haa x'úx' lugwéinayi	Our tissue
A ká kdushxít x'úx'u	Notebook/paper	I ká kdushxít x'úx'u	Your book/paper
Kaashaxáshaa	Scissors	Ax kaashaxáshayi	My scissors
Neildéi yéi jineiyí	Homework	I neildéi yéi jineiyí	Your homework
Neildéi yéi jineiyí x'úx' daakeit	Homework folder	Ax neildéi yéi jineiyí x'úx' daakeidí	My homework folder
Kooxéedaa	Pencil	Haa kooxéedayi	Our pencils
Néegwál' kooxéedaa	Marker	Du néegwál' kooxéedayi	Her markers
Kawlisek'u kooxéedaa	Colored pencils	Ax kawlisek'u kooxéedayi	My colored pencils
Néis' kooxéedayi	Crayons	Haa néis' kooxéedayi	Our crayons
Nadáakw kagwéinaa	Table wipes	Haa nadáakw kagwénayi	Our table wipes
Sitgawsáan atxaayí	Lunch	Sitgawsáan aa i atxaayí	Your lunch
Atxáax'i sáani	Snack	Ax atxaayíx'i sáani	My snack
Kaduls'ix'w át	Glue	Haa kaduls'ix'w ádi	Our glue

VERBS AND VERB-FORMS S BELOW MEANS THE SUBJECT, THE PERSON DOING ACTION.

PERSON	VERB-FORM	TRANSLATION
BASIC VERB	AATX SA-.EEN	FOR S TO PICK UP (CONTAINER FULL OF LIQUID OR SMALL OBJECTS).
2 nd person singular	Aatx gasa.een.	You pick up (container full of liquid or small objects).
2 nd person plural	Aatx gaysa.een.	You folks pick up (container full of liquid or small objects)
BASIC VERB	YAN SA-.EEN	FOR S TO PUT DOWN (CONTAINER FULL OF LIQUID OR SMALL OBJECTS)
2 nd person singular	Yan sa.ín.	You put down (container full of liquid or small objects).
2 nd person plural	Yan yisa.ín.	You folks put down (container full of liquid or small objects).
BASIC VERB	TÓODEI SA-.EEN	FOR S TO CARRY (CONTAINER WITH LIQUID OR SMALL OBJECTS)
2 nd person singular	A tóodei nas.een.	You carry (container with liquid or small objects).
2 nd person plural	A tóodei naysa.een.	You folks carry (container with liquid or small objects).

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BASIC VERB	AATX KA-SA-TAAN	FOR S TO PICK UP (SMALL, STICK-LIKE OBJECT)
2 nd person singular	Aatx kaksataan.	You pick up (small, stick-like object).
2 nd person plural	Aatx kagaysataan.	You folks pick up (small, stick-like object).
BASIC VERB	YAN KA-SA-TAAN	FOR S TO PUT DOWN (SMALL, STICK-LIKE OBJECT OBJECT)
2 nd person singular	Yan kasatán.	You put down (small, stick-like object object).
2 nd person plural	Yan kaysatán.	You folks put down (small, stick-like object object).
BASIC VERB	TÓODEI KA-SA-TAAN	FOR S TO PUT (SMALL, STICK-LIKE OBJECT OBJECT) INTO CLOSED CONTAINER
2 nd person singular	Tóodei kanastaan.	You put (small, stick-like object object) into closed container.
2 nd person plural	Tóodei kanaysataan.	You folks put (small, stick-like object object) into closed container.

BASIC VERB	AATX YA-TEE	FOR S TO PICK UP (GENERAL OBJECT)
2 nd person singular	Aatx gatí.	You pick up (general object).
2 nd person plural	Aatx gaytí.	You folks pick up (general object).
BASIC VERB	YAN YA-TEE –	FOR S TO PUT DOWN (GENERAL OBJECT)
2 nd person singular	Yan tí.	You put down (general object).
2 nd person plural	Yan yití.	You folks put down (general object).
BASIC VERB	TÓODEI YA-TEE	FOR S TO PUT (GENERAL OBJECT) INTO CLOSED CONTAINER
2 nd person singular	Tóodei natí.	You put (general object) into closed container.
2 nd person plural	Tóodei naytí.	You folks put (general object) into closed container.

BASIC VERB	TÓO- YÉI SA-NEI	FOR S TO PUT (SEVERAL OBJECTS) INTO CLOSED CONTAINER
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd p singular	Tóodei yéi nasné.	Put it inside.
2 nd p plural	Tóodei yéi naysané.	You folks put it inside.
VERB-FORM	PERFECTIVE	TRANSLATION
1 st p singular	Tóodei yéi xwsinei	I put things into
2 nd p singular	Tóodei yéi yisinei	You put things into
3 rd p singular	Tóodei yéi wsinei	S/he put things into
1 st p plural	Tóodei yéi wtusinei	We put things into
2 nd p plural	Tóodei yéi yeeyisinei	You all put things into
3 rd p plural	Tóodei yéi has awisinei	They put things into
4 th person	Tóodei yéi wdudzinei	Someone put things into

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	YA-YAA	FOR S TO PACK O ON BACK
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd ps	Yaa gayá	Pack it!
2 nd p pl	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st ps	Yaa nxayáan.	I am packing it (on my back).
2 nd ps	Yaa neeyáan.	You are packing it (on your back).
3 rd ps	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p pl	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p pl	Yaa nayyáan.	You all are packing it (on your backs).
3 rd p pl	Yaa has anayáan.	They are packing it on their backs.
4 th p	A xoo aa yaa nduyáan.	Some are packing it on their backs.

	KU-YA-SHEE	FOR S TO LOOK FOR/FIND O
VERB-FORM	IMPERATIVE	TRANSLATION
2 ps	Kunashí!	Find it!
2 ppl	Kunayshí!	You all find it!
VERB-FORM	PERFECTIVE	TRANSLATION
1 ps	A káx kuxwashee.	I found it.
2 ps	A káx keeyashee.	You found it.
3 ps	A káx koowashee.	He found it.
1 ppl	A káx kuwtwashee.	We found it.
2 ppl	A káx kuyeyshee.	You all found it.
3 ppl	A káx has koowashee.	They found it.
4 p	A káx kuwdwashee.	Someone found it.
VERB-FORM	NEGATIVE PERFECTIVE	TRANSLATION
1 ps	Tlél a káx kuxwashee.	I can't find it.
VERB-FORM	FUTURE	TRANSLATION
1 ps	A káx kukkwaashée.	I will find it.

TARGET DIALOG PHRASES:

Ax yáanayi yaa nxayáan.	I am packing my backpack.
I yáanayi yaa neeyáan.	You are packing your backpack.
Du yáanayi yaa anayáan.	She is packing her backpack.
Haa yáanayi yaa ntooyáan.	We are packing our backpacks.
Yee yáanayi yaa nayyáan.	You are all packing your backpacks.
Has du yáanayi yaa has anayáan.	They are all packing their backpacks.

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Ax yáanayi tóodei xwaatee wé _____.	I put _____ in my backpack. (general object)
Ax yáanayi tóodei xwasi.een wé _____.	I put _____ in my backpack. (container w/ liquid or contents)
Ax yáanayi tóodei kaxwsitaan wé _____.	I put _____ in my backpack. (skinny, stick-like obj)
A káx kuxwaashee.	I found it.
Ax yáanayi tóodei yéi xwsinei wé _____.	I put _____ in my backpack. (several objects)

QUESTIONS AND ANSWERS:

Goosú i yáanayi?	Where is your backpack?
Aagáa kunashí!	Find it!
A káx kukkwashée!	I will find it!
Ax yáanayi káx kuxwaashee.	I found my backpack.
Tlél a káx kuxwashee.	I can't find it.
Goosú wéit'aa yáanayi?	Where is his backpack?
Aagáa kunashí dei!	Find it now!
Aagáa kunayshí dei!	Y'all find it now!

TOTAL PHYSICAL RESPONSE (TPR) COMMANDS:

Yaa gayá!	Pack it (on your back)!
Yaa gayyá!	You all pack it (on your backs)!
Aagáa kunashí!	Find it!
Aagáa kunayshí!	Y'all find it!
Aatx gatí.	Pick it up.
Aatx gaytí.	You all pick it up.
Yan tí.	Put it down.
Yan yití.	You all put it down.
I yáanayi tóodei natí i _____. (general object)	Put your _____ in your backpack. (general object)
Yee yáanayi tóodei naytí yee _____. (general object)	You all put your _____ in your backpack. (general object)
I yáanayi yaa gayá!	Carry your backpack (on back)!
Yee yáanayi yaa gayyá!	You all carry your backpack (on back)!
Aatx gasa.een! (container w/liquid or small objects)	Pick it up! (container w/liquid or small objects)
Aatx gaysa.een. (container with liquid or	You all pick it up. (container with liquid or



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small objects)	small objects)
Yan sa.ín. (container with liquid or small objects)	Put it down. (container with liquid or small objects)
Yan yisa.ín (container with liquid or small objects)	You all put it down (container with liquid or small objects)
I yáanayi tóodei nas.een i _____. (container with liquid or small objects)	Put your _____ in your backpack. (container with liquid or small objects)
Yee yáanayi tóodei naysa.een yee _____. (container with liquid or small objects)	You all put your _____ in your backpack. (container with liquid or small objects)
Aatx kaksataan (small stick-like object)	Pick it up (small stick-like object)
Aatx kagaysataan (small stick-like object)	You all pick it up (small stick-like object)
Yan kasatán (small stick-like object)	Put it down (small stick-like object)
Yan kaysatán (small stick-like object)	You all put it down (small stick-like object)
I yáanayi tóodei kanastaan i _____. (small stick-like object)	Put your _____ in your backpack. (small stick-like object)
Yee yáanayi tóodei kanaysataan yee _____. (small stick-like object)	You all put your _____ in your backpack. (small stick-like object)
I yáanayi tóodei yéi nasné i at wuskóowu jishagóoni.	Put your school items in your backpack.
Yee yáanayi tóodei yéi naysané yee at wuskóowu jishagóoni	You all put your school items in your backpack.



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ASLA Pictures – Copy 2 sets on cardstock, one set cut in half for games.



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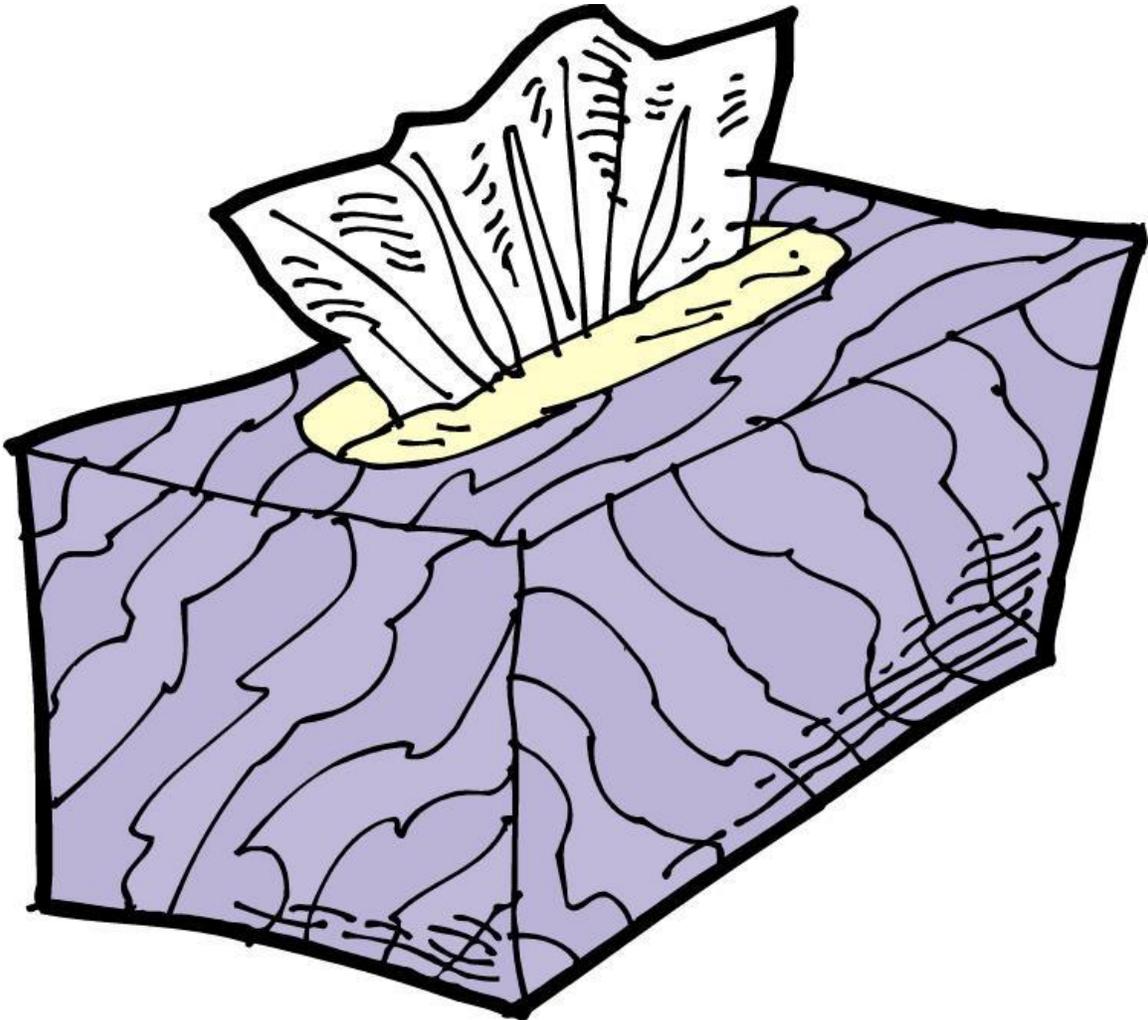
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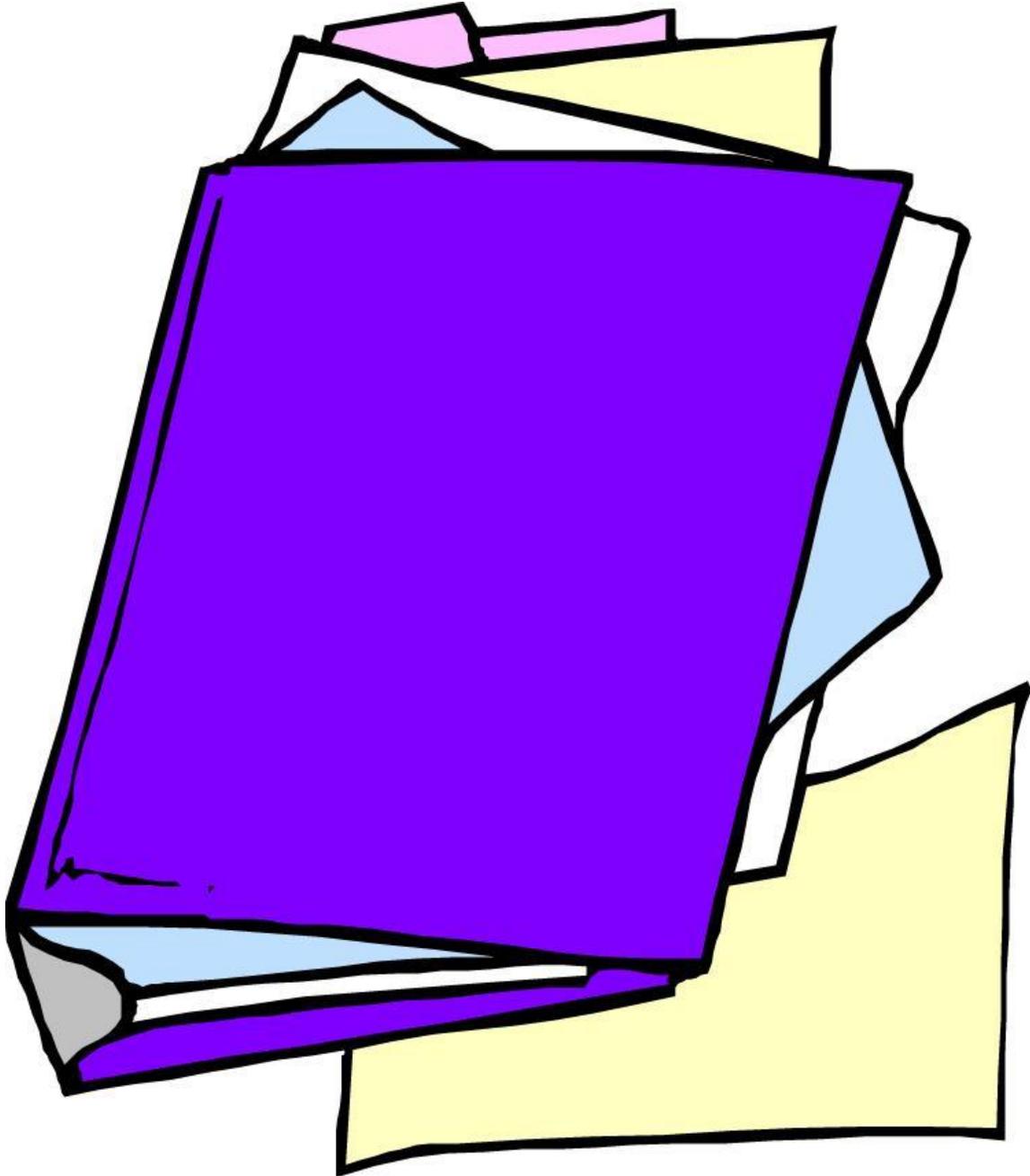
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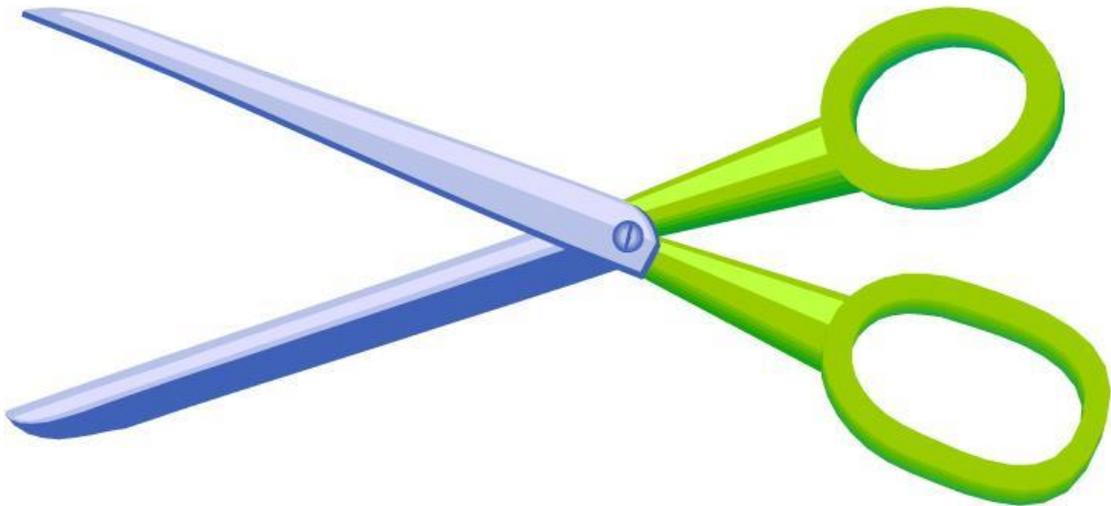
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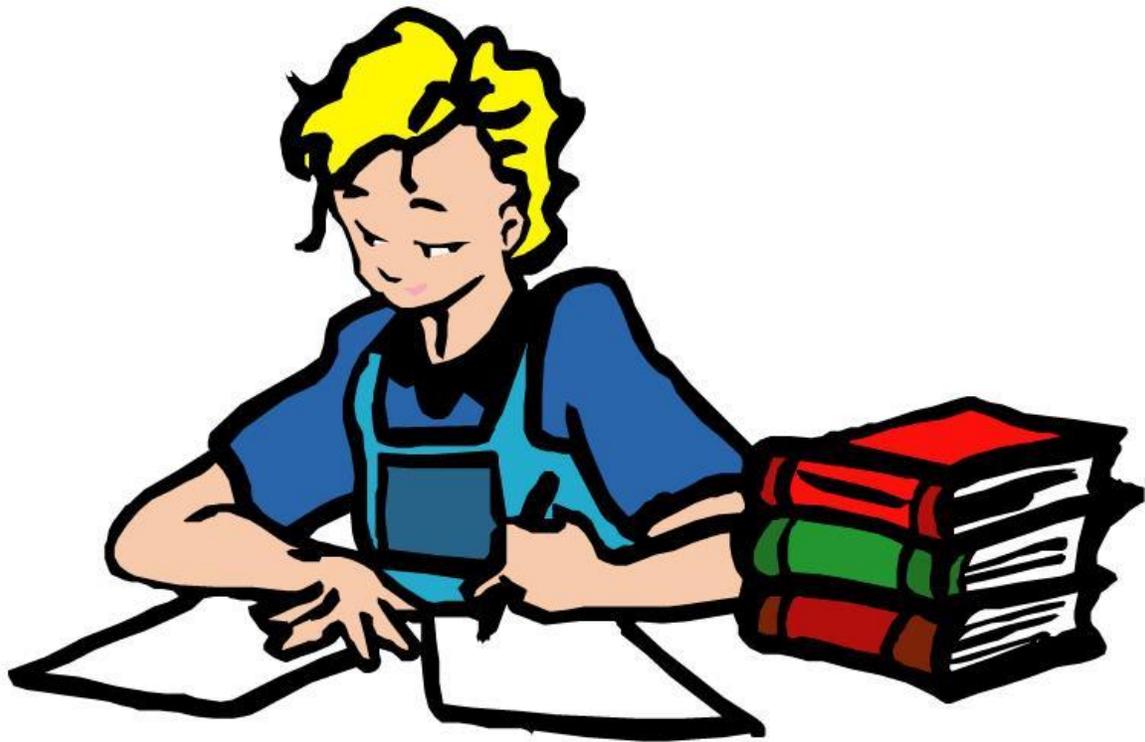


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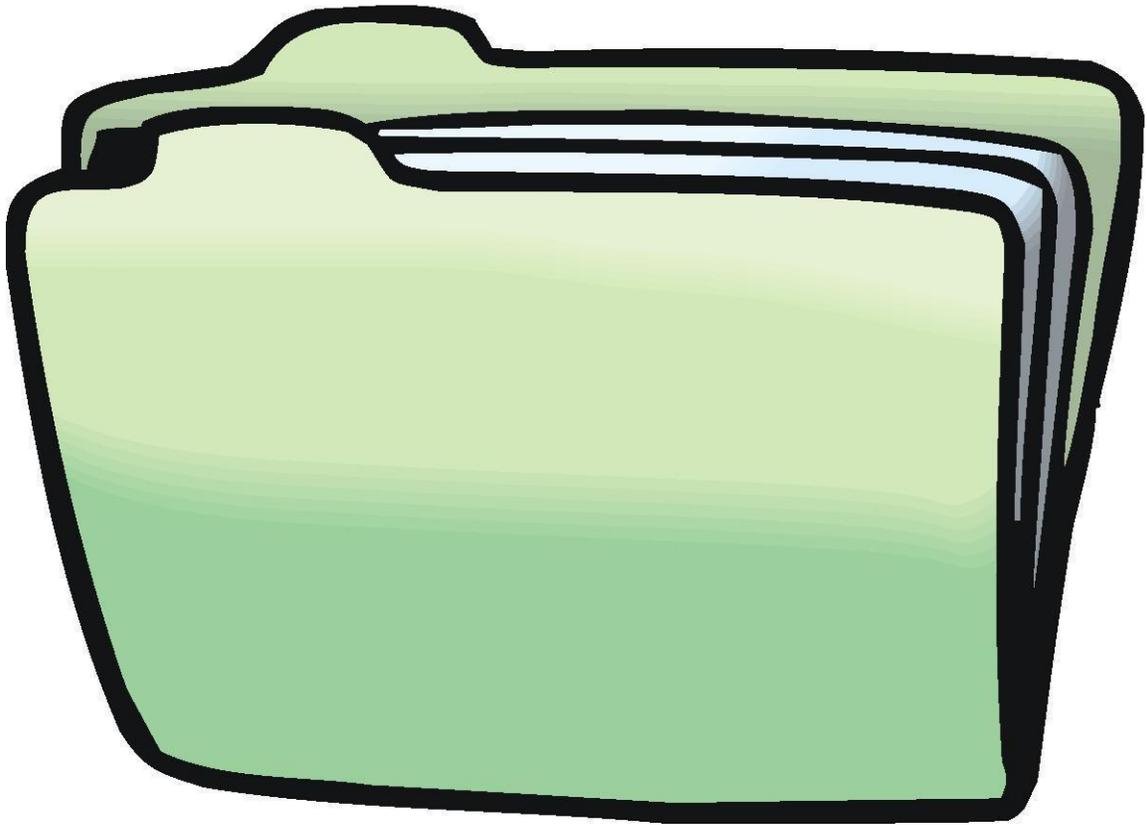


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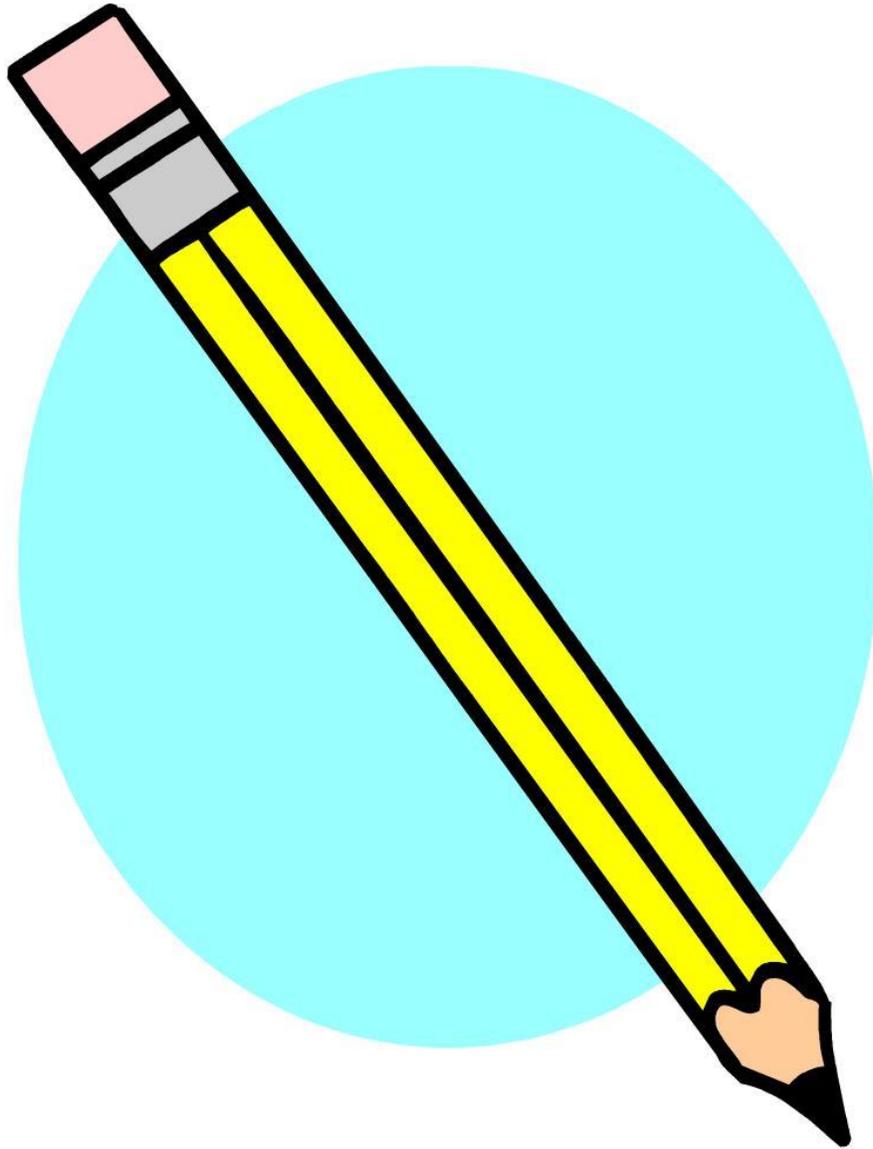


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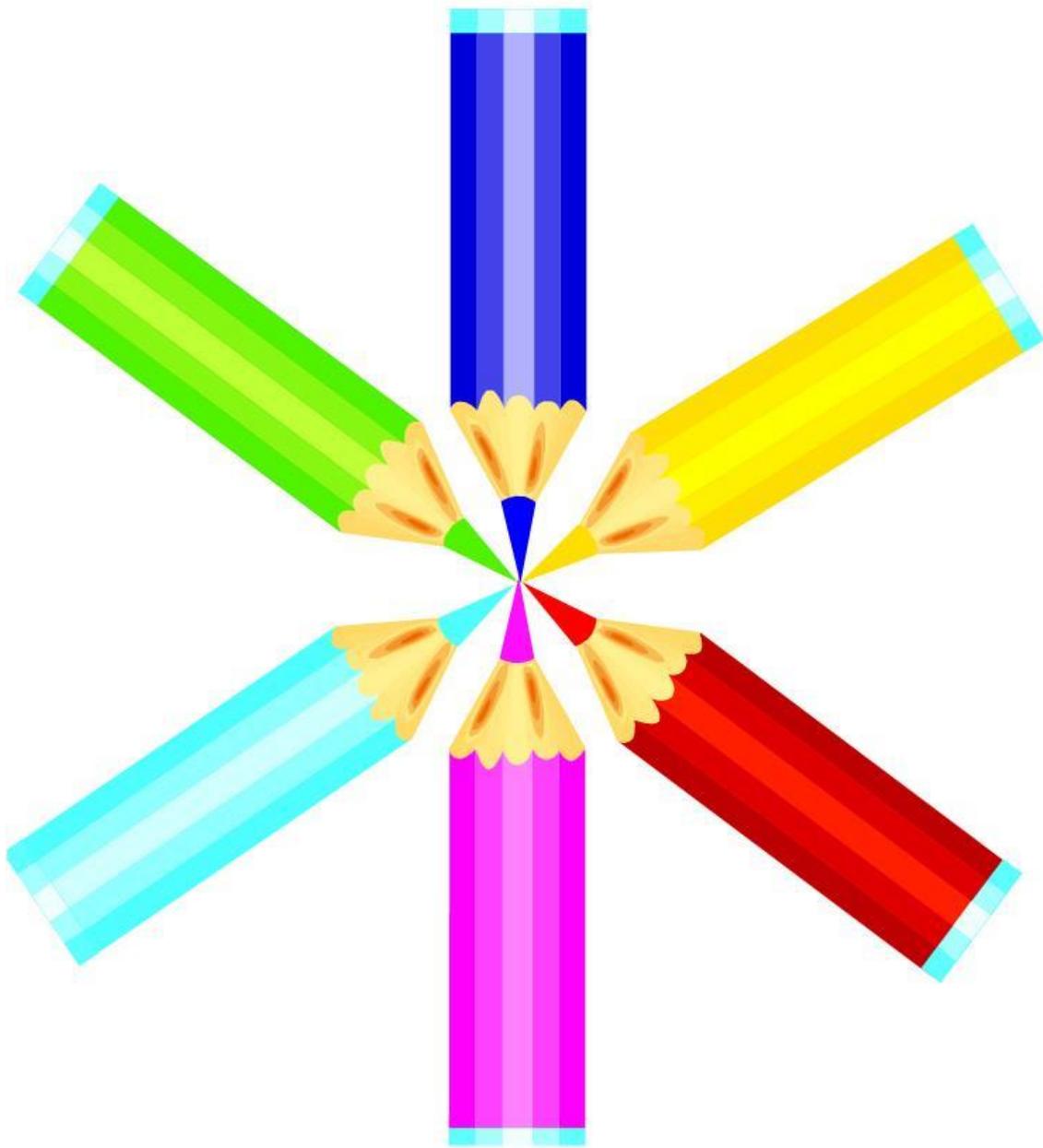
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Packing a Backpack Game Piece –one copy per student



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Introduce 4 wild cards

Gaaw – Drum = skip a turn to rest from dancing



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At x'éeshi – Dry fish = take two items from backpack to carry dry fish

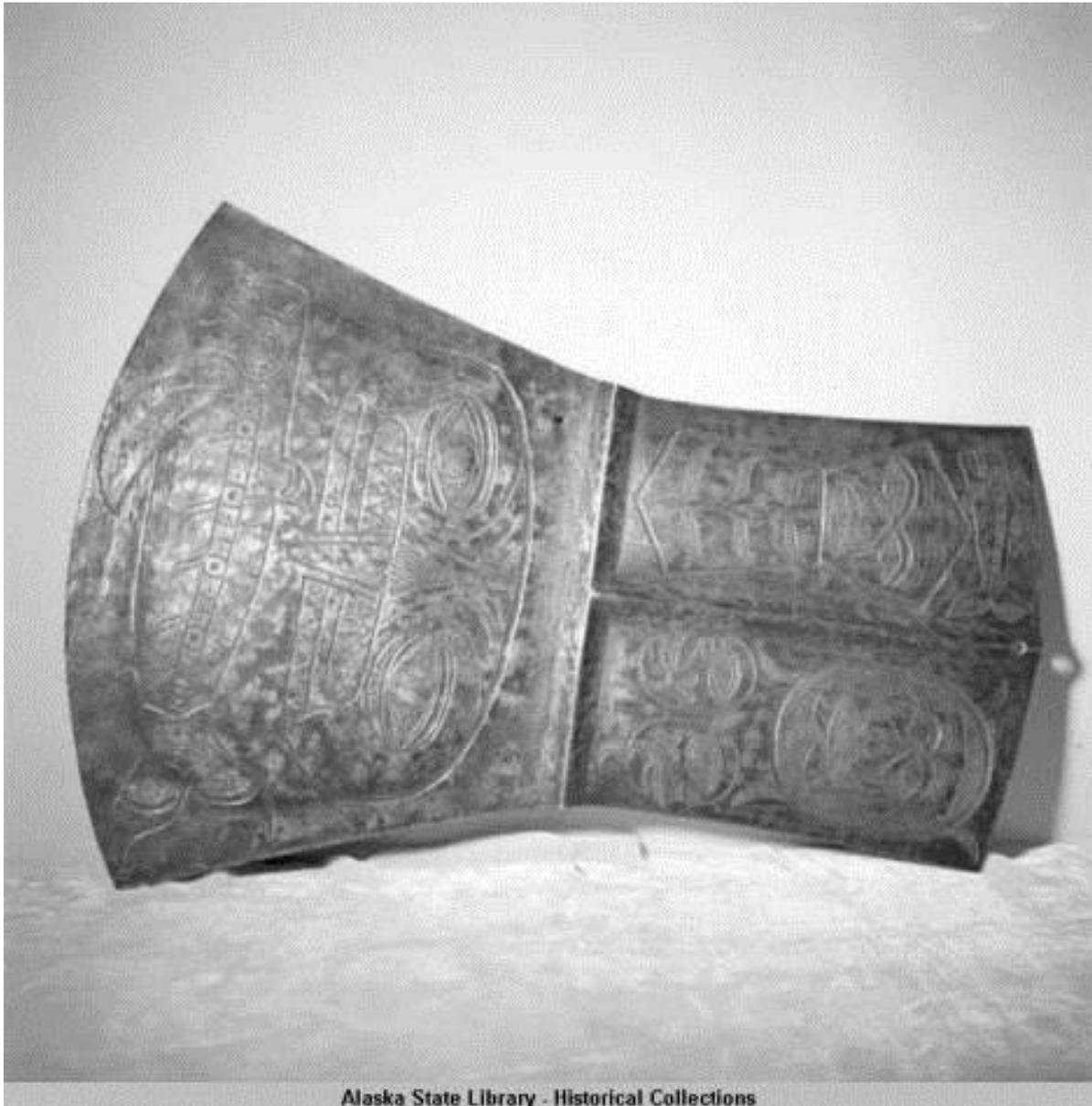


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Tináa – Copper shield = pick up an extra card from pile



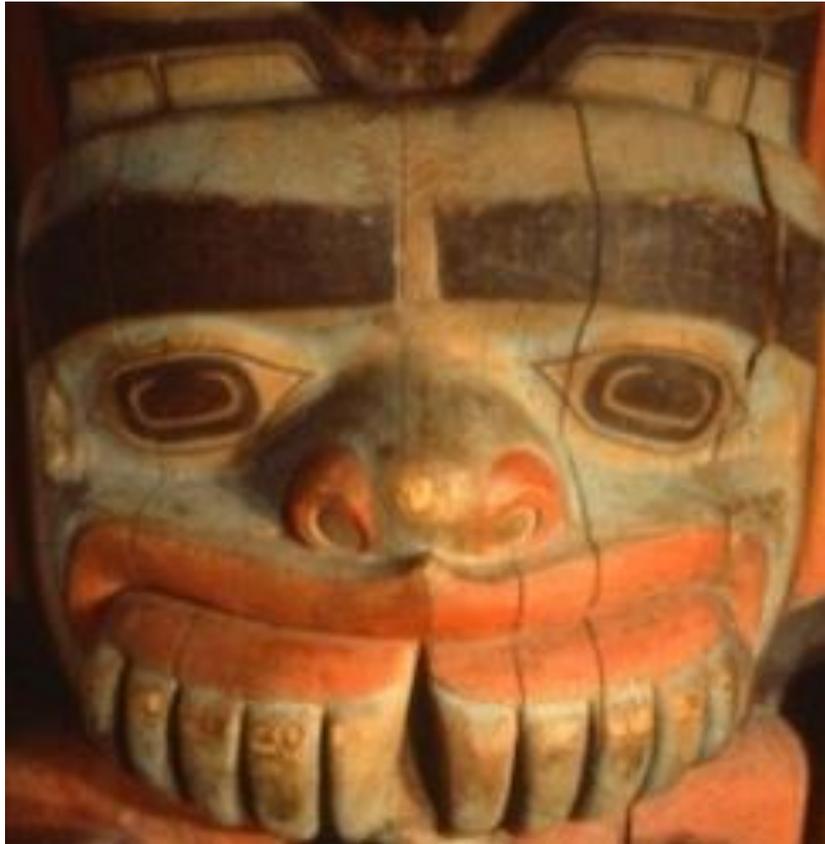
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S'ooow – greenstone/jade = remove all but one item, as backpack is too heavy



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Cards for Packing a Backpack Game



Jiw téeli



Neildéi yéi jinéiyi

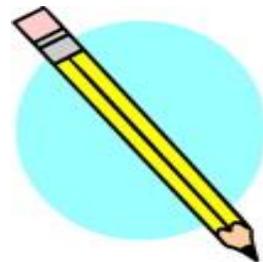
X'úx' lugwéinaa



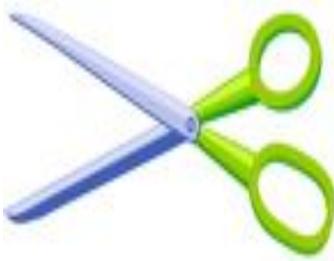
A ká kdushxít x'úx'



Neildéi yéi jinéiyi x'úx' daakeit



Kooxéedaa



Kaashaxáshaa



Neegwál' kooxéedaa



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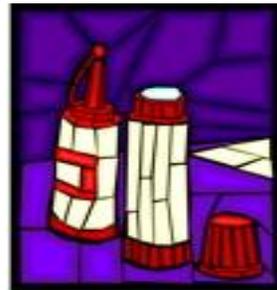
Kawlisék'u kooxédaa



Atxáax'i sáani



Néis' kooxédaa



kaduls'ix'w át



Nadáakw kagwéinaa



Sitgawsaan atxaayí

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



"Drink from the vessel of Traditional Knowledge."

4 Wild Cards



Drum gaaw-skip a turn to rest from dancing.



Copper shield, tináa-pick up an extra card from pile



Dry fish, at x'éeshi – Take two items from backpack to carry dry-fish.



Greenstone, s'oow-remove all but one item, as backpack is too heavy



"Drink from the vessel of Traditional Knowledge."

School Item Lists for Packing a Backpack Game
Copy onto cardstock, cut, and laminate – one per player

Kawliſeḱ'u kooxéedaa	Colored pencils
Néis' kooxéedaa	Crayons
Nadáakw kagwéinaa	Table wipes
Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack
Kaduls'ix'w át	Glue

Néis' kooxéedaa	Crayons
X'úx' lugwéinaa	Tissue
Neildéi yéi jineiyí	Homework
A ká kdushxít x'úx'	Paper/notebook
Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack

A ká kdushxít x'úx'	Paper/notebook
Kooxéedaa	Pencil
Néis' kooxéedaa	Crayons
Kaduls'ix'w át	Glue
Neildéi yéi jineiyí	Homework
Kaashaxáshaa	Scissors

Kaashaxáshaa	Scissors
Kawliſeḱ'u kooxéedaa	Colored pencils
Kooxéedaa	Pencil
Nadáakw kagwéinaa	Table wipes
Néis' kooxéedaa	Crayons
Neildéi yéi jineiyí	Homework

Néegwál' kooxéedaa	Marker
Kawliſeḱ'u kooxéedaa	Colored pencils
Néis' kooxéedaa	Crayons
Nadáakw kagwéinaa	Table wipes

Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack

Sitgawsáan atxaayí	Lunch
X'úx' lugwéinaa	Tissue
A ká kdushxít x'úx'	Paper/notebook
Kooxéedaa	Pencil
Kaashaxáshaa	Scissors
Jiw téeli	Gym shoes

Atxáax'i sáani	Snack
X'úx' lugwéinaa	Tissue
Kaashaxáshaa	Scissors
Nadáakw kagwéinaa	Table wipes
Kooxéedaa	Pencil
Sitgawsáan atxaayí	Lunch

X'úx' lugwéinaa	Tissue
A ká kdushxít x'úx'	Paper/notebook
Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack
Neildéi yéi jineiyí	Homework
Kooxéedaa	Pencil

Jiw téeli	Gym shoes
X'úx' lugwéinaa	Tissue
Kaduls'ix'w át	Glue
A ká kdushxít x'úx'	Paper/notebook
Kaashaxáshaa	Scissors
Kooxéedaa	Pencil

A ká kdushxít x'úx'	Paper/notebook
Neildéi yéi jineiyí x'úx'	Homework folder

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daakeit	
Néegwál' kooxéedaa	Marker
Kawlisek'u kooxéedaa	Colored pencils
X'úx' lugwéinaa	Tissue
Kaduls'ix'w át	Glue

Neildéi yéi jineiyí	Homework
Neildéi yéi jineiyí x'úx' daakeit	Homework folder
Jiw téeli	Gym shoes
Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack
Kaashaxáshaa	Scissors

Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack
Jiw téeli	Gym shoes
Kaashaxáshaa	Scissors
Néis' kooxéedaa	Crayons
Nadáakw kagwéinaa	Table wipes

Kaduls'ix'w át	Glue
Kooxéedaa	Pencil
A ká kdushxít x'úx'	Paper/notebook
Neildéi yéi jineiyí x'úx' daakeit	Homework folder
X'úx' lugwéinaa	Tissue
Kawlisek'u kooxéedaa	Colored pencils

Neildéi yéi jineiyí x'úx' daakeit	Homework folder
Sitgawsáan atxaayí	Lunch
Jiw téeli	Gym shoes
A ká kdushxít x'úx'	Paper/notebook
Kooxéedaa	Pencil
Nadáakw kagwéinaa	Table wipes

A ká kdushxít x'úx'	Paper/notebook
Jiw téeli	Gym shoes
Kooxéedaa	Pencil
Néis' kooxéedaa	Crayons
Nadáakw kagwéinaa	Table wipes
Sitgawsáan atxaayí	Lunch

Néegwál' kooxéedaa	Marker
Sitgawsáan atxaayí	Lunch
Atxáax'i sáani	Snack
X'úx' lugwéinaa	Tissue
Kaashaxáshaa	Scissors
Jiw téeli	Gym shoes

Kooxéedaa	Pencil
Atxáax'i sáani	Snack
Kawlisek'u kooxéedaa	Colored pencils
X'úx' lugwéinaa	Tissue
Kaashaxáshaa	Scissors
Nadáakw kagwéinaa	Table wipes

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All Materials

Pictures and real items for the following:

- ✂ school items
- ✂ backpack
- ✂ sneakers
- ✂ tissue
- ✂ paper/notebook
- ✂ scissors
- ✂ homework
- ✂ homework folder
- ✂ pencils
- ✂ markers
- ✂ colored pencils
- ✂ crayons
- ✂ table wipes
- ✂ lunch
- ✂ snack
- ✂ glue

Other materials:

- ✂ tape or magnets for hanging pictures for activities
- ✂ nouns poster
- ✂ Target Dialog Phrases poster
- ✂ **ya-yaa** verb-form poster –find this near the end of the unit.
- ✂ TPR commands poster
- ✂ Question & Answer poster
- ✂ 8 School Items Lists per group (with different items)
- ✂ 1 deck of cards per group a deck = Make 4 pictures each of ASLA sets

Assessments

See end of this unit file for all recording sheets for pre and post assessments

Pre-Assessment

Administer and use recording sheets for School Item Nouns and Noun Phrases; Target Dialog Phrases; Question & Answer Phrases; and Total Physical Response Commands to record if students are able to identify nouns using pictures or by following commands.



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Ongoing Assessment

Listening – if a student points to an incorrect picture or puts the wrong picture pieces together, show student which one to point to or put together. Speaking – provide immediate pronunciation feedback. For more information on assessments see lessons for explanation.

Post-Assessment

Use same sheet as Pre-assessment but mark the second column for each noun or phrase.

Alaska Cultural Standards for Students

See the attached cultural standards for students.

A3, D1

State Standards for World Languages

A1, A3

LESSON 1

PACKING A BACKPACK

SCHOOL ITEMS, PACKING SCHOOL ITEMS IN A BACKPACK

Objectives

Students will:

- listen to and say 16 nouns learning terms for school items
- listen to and say Question & Answer phrases
- learn to say Target Dialog Phrases
- follow **aatx** and **yan ya-tee** TPR commands for general objects, using appropriate nouns from ASLA sets

Time: 60 minutes

Materials

Pictures and actual items

- ✂ paper/notebook
- ✂ scissors
- ✂ sneakers

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✂ backpack

Other Materials

- ✂ Question & Answer poster
- ✂ Target Dialog Phrases poster
- ✂ ya-yaa verb-form poster
- ✂ TPR Commands poster

Tlingit Vocabulary

Nouns

Tlingit	Translation:
At wuskóowu jishagóoni	School items
A ká kdushxít x'úx'	Paper/notebook
Kaashaxáshaa	Scissors
Jiw téeli	Gym shoes
Yáanaa	Backpack

Verbs

	KU-YA-SHEE	FOR S TO LOOK FOR/FIND O
<i>VERB-FORM</i>	<i>IMPERATIVE</i>	<i>TRANSLATION</i>
2 ps	<u>K</u> unashí!	Find it!
2 ppl	<u>K</u> unayshí!	You all find it!
<i>VERB-FORM</i>	<i>PERFECTIVE</i>	<i>TRANSLATION</i>
1 ps	A <u>káx</u> <u>kux</u> washee.	I found it.
2 ps	A <u>káx</u> <u>keey</u> ashee.	You found it.
3 ps	A <u>káx</u> <u>koow</u> ashee.	He found it.
1 ppl	A <u>káx</u> <u>kuwtu</u> washee.	We found it.
2 ppl	A <u>káx</u> <u>kuyeey</u> shee.	You all found it.
3 ppl	A <u>káx</u> <u>has koow</u> ashee.	They found it.
4 p	A <u>káx</u> <u>kuwdu</u> washee.	Someone found it.
<i>VERB-FORM</i>	<i>NEGATIVE PERFECTIVE</i>	<i>TRANSLATION</i>
1 ps	<u>Tlél a káx</u> <u>kux</u> washee.	I can't find it.
<i>VERB-FORM</i>	<i>FUTURE</i>	<i>TRANSLATION</i>
1 ps	A <u>káx</u> <u>kukk</u> washée.	I will find it.

	YA-YAA	FOR S TO PACK O ON BACK
<i>VERB-FORM</i>	<i>IMPERATIVE</i>	<i>TRANSLATION</i>
2 nd ps	Yaa gayá	Pack it!

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2 nd p pl	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st ps	Yaa n̄xayáan.	I am packing it (on my back).
2 nd ps	Yaa neeyáan.	You are packing it (on your back).
3 rd ps	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p pl	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p pl	Yaa nayyéin.	You all are packing it (on your backs).
3 rd p pl	Yaa has anayáan.	They are packing it on their backs.
4 th p	A xoo aa yaa nduyáan.	Some are packing it on their backs.

BASIC VERB	AATX YA-TEE	FOR S TO PICK UP (GENERAL OBJECT)
2 nd person singular	Aatx gatí.	You pick up (general object).
2 nd person plural	Aatx gaytí.	You folks pick up (general object).

BASIC VERB	YAN YA-TEE –	FOR S TO PUT DOWN (GENERAL OBJECT)
2 nd person singular	Yan tí.	You put down (general object).
2 nd person plural	Yan yití.	You folks put down (general object).

BASIC VERB	TÓODEI YA-TEE	FOR S TO PUT (GENERAL OBJECT) INTO CLOSED CONTAINER
2 nd person singular	Tóodei natí.	You put (general object) into closed container.
2 nd person plural	Tóodei naytí.	You folks put (general object) into closed container.

TOTAL PHYSICAL RESPONSE (TPR) COMMANDS

Yaa gayá!	Carry it on your back!
Yaa gayyá!	You all carry it on your backs!
Aagáa kunashí!	Find it!
Aagáa kunayshí!	You all find it!
Aatx gatí	Pick it up
Aatx gaytí	You all pick it up
Yan tí	Put it down
Yan yeetí	You all put it down
I yáanayi tóodei tí i _____. (general object)	Put your _____ in your backpack. (general object)
Yee yáanayi tóodei yití yee _____. (general object)	You all put your _____ in your backpack. (general object)
I yáanayi yaa gayá!	Pack (walk with) your backpack!
Yee yáanayi yaa gayyá!	You all pack (walk with) your backpack!

Target Dialog Phrases

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Ax yáanayi yaa nxayáan.	I am carrying my backpack.
Ax yáanayi tóodei xwaatee wé _____.	I put _____ in my backpack. (general object)

Questions and Answers

Goosú i yáanayi?	Where is your backpack?
Aagáa kunashí!	Find it!
Aagáa kunashí dei!	Find it now!
A káx kukkwashée!	I will find it!
Ax yáanayi káx kuxwaashee.	I found my backpack.

Lesson 1 Activities

Activity 1, Speaking- ASLA

Introduce 4 sets of 4 pictures- School Items (15 minutes)

Introduce one set at a time. Point to and say the vocabulary term or verb phrase for each picture. After introducing one set invite a student up to listen to and say each picture. Repeat process with each student for each set.

Activity 2- Speaking-Target Dialog Phrases

Carrying and Packing a Backpack (10 minutes)

Hang pictures of Target Dialog Phrases and introduce each picture and phrase. Then have students echo you saying each phrase several times. Get your backpack and put in it paper, scissors, and sneakers. Have students sit with their backpacks. Model how to say the Target Dialog Phrases – one while walking with your backpack, and one while placing selected nouns (for this lesson) in your backpack. After introducing the phrases, invite a student to do the same thing you did, while saying the Target Dialog Phrases. Repeat this with several students, modeling how to say the phrases. Then have students partner and practice as you monitor pronunciation. Reinforce or remind students of the target dialog phrases, as necessary.

Activity 3- Listening- Total Physical Response-

Pick-Up and Put-Down TPR Using School Item Nouns (10 minutes)

Give students commands for picking up and putting down general objects (ya-tee), using the nouns and TPR commands listed above for this lesson. Repeat with single student, or with groups of students, as time allows.

Activity 4- Listening and Speaking- ASLA - Introduce Question & Answer Set- Where is My Backpack? (15 minutes)

Introduce each question or answer, touching or pointing to each picture as you say the phrase. After introduction invite a student up to listen to and say each picture. Repeat process with each student.



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Assessment

Ongoing during instruction and as necessary...

Activity 1 – Make sure students point to appropriate picture, and provide immediate pronunciation feedback as necessary.

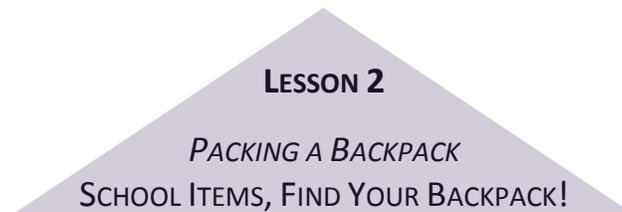
Activity 2 – Redirect pronunciation as necessary as student says target dialog phrases. Monitor students as they follow directions for packing a backpack, and redirect as necessary.

Activity 3 – Monitor students as they follow TPR commands and redirect as necessary.

Activity 4 – Make sure students point to appropriate picture, and provide immediate pronunciation feedback as necessary.

Optional Activities

- If students know kinship terms these can be added to parts of the lesson, for instance, in the Question & Answer, or Target Dialog Phrases.
- TPR commands can include a noun phrase such as **nadáakw káx'** – 'on the table' to extend learning or reinforce previously taught content.



Objectives

Students will:

- ✓ review school materials nouns
- ✓ learn Question & Answer phrases
- ✓ follow **aatx** and **yan sa-.een** TPR commands with like-nouns from ASLA
- ✓ play a game to listen to Target Dialog Phrases
- ✓ play two games to say the Target Dialog Phrases

Time: 70 minutes

Materials

Pictures and actual materials

- ✂ table wipes
- ✂ lunch
- ✂ snack
- ✂ homework folder
- ✂ backpack
- ✂ tissue

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Other Materials

- ✂ Question & Answer poster
- ✂ Target Dialog Phrases poster
- ✂ **ya-yaa** verb-form poster
- ✂ TPR Commands poster

TLINGIT VOCABULARY

SCHOOL ITEM NOUNS AND NOUN FORMS

NOUN	TRANSLATION	POSSESSIVE FORM	TRANSLATION
At wuskóowu jishagóoni	School items	Du at wuskóowu jishagóoni	Her school items
Yáanaa	Backpack	Du yáanayi	His backpack
Jiw téeli	Gym shoes	I jiw téeli	Your sneakers
X'úx' lugwéinaa	Tissue	Haa x'úx' lugwéinayi	Our tissue
A ká kdushxít x'úx'u	Notebook/paper	I ká kdushxít x'úx'u	Your book/paper
Kaashaxáshaa	Scissors	Ax kaashaxáshayi	My scissors
Neildéi yéi jineiyí	Homework	I neildéi yéi jineiyí	Your homework
Neildéi yéi jineiyí x'úx' daakeit	Homework folder	Ax neildei yéi jineiyí x'úx' daakeidí	My homework folder
Kooxéadaa	Pencil	Haa kooxéedayi	Our pencils
Néegwál' kooxéadaa	Marker	Du néegwál' kooxéedayi	Her markers
Kawlisek'u kooxéadaa	Colored pencils	Ax kawlisek'u kooxéedayi	My colored pencils
Néis' kooxéedayi	Crayons	Haa néis' kooxéedayi	Our crayons
Nadáakw kagwéinaa	Table wipes	Haa nadáakw kagwénayi	Our table wipes
Sitgawsáan atxaayí	Lunch	Sitgawsáan aa i atxaayí	Your lunch
Atxáax'i sáani	Snack	Ax atxaayix'i sáani	My snack
Kaduls'ix'w át	Glue	Haa kaduls'ix'w ádi	Our glue

VERBS AND VERB-FORMS

	YA-YAA	FOR S TO PACK O ON BACK
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd ps	Yaa gayá	Pack it!
2 nd p pl	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st ps	Yaa nxayáan.	I am packing it (on my back).
2 nd ps	Yaa neeyáan.	You are packing it (on your back).
3 rd ps	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p pl	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p pl	Yaa nayyéin.	You all are packing it (on your backs).

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3 rd p pl	Yaa has anayáan.	They are packing it on their backs.
4 th p	A xoo aa yaa nduyáan.	Some are packing it on their backs.

	KU-YA-SHEE	FOR S TO LOOK FOR/FIND O
VERB-FORM	IMPERATIVE	TRANSLATION
2 ps	Kunashí!	Find it!
2 ppl	Kunayshí!	You all find it!
VERB-FORM	PERFECTIVE	TRANSLATION
1 ps	A káx kuxwashee.	I found it.
2 ps	A káx keeyashee.	You found it.
3 ps	A káx koowashee.	He found it.
1 ppl	A káx kuwtwashee.	We found it.
2 ppl	A káx kayeyshee.	You all found it.
3 ppl	A káx has koowashee.	They found it.
4 p	A káx kuwduwashee.	Someone found it.
VERB-FORM	NEGATIVE PERFECTIVE	TRANSLATION
1 ps	Tlél a káx kuxwashee.	I didn't find it.
1 ps	Tlél aadé a káx kunkwasheeyi yé	I can't find it.
VERB-FORM	FUTURE	TRANSLATION
1 ps	A káx kukkwaashée.	I will find it.

BASIC VERB	AATX SA-.EEN	FOR S TO PICK UP (CONTAINER FULL OF LIQUID OR SMALL OBJECTS).
2 nd person singular	Aatx gasa.een.	You pick up (container full of liquid or small objects).
2 nd person plural	Aatx gaysa.een.	You folks pick up (container full of liquid or small objects)

BASIC VERB	YAN SA-.EEN	FOR S TO PUT DOWN (CONTAINER FULL OF LIQUID OR SMALL OBJECTS)
2 nd person singular	Yan sa.ín.	You put down (container full of liquid or small objects).
2 nd person plural	Yan yisa.ín.	You folks put down (container full of liquid or small objects).

BASIC VERB	TÓODEI SA-.EEN	FOR S TO CARRY (CONTAINER WITH LIQUID OR SMALL OBJECTS)
2 nd person singular	A tóodei nas.een.	You carry (container with liquid or small objects).

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2 nd person plural	A tóodei naysa.een.	You folks carry (container with liquid or small objects).
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TOTAL PHYSICAL RESPONSE (TPR) COMMANDS

Yaa gayá!	Carry it on your back!
Yaa gayyá!	You all carry it on your backs!
A gaa <u>k</u>unashee!	Find it!
A gaa <u>k</u>nayshee!	Y'all find it!
Aatx <u>g</u>asa.een! (container with liquid or small objects)	Pick it up! (container with liquid or small objects)
Aatx <u>g</u>aysa.een (container with liquid or small objects)	You all pick it up (container with liquid or small objects)
Yan sa.ín (container with liquid or small objects)	Put it down (container with liquid or small objects)
Yan yisa.ín (container with liquid or small objects)	You all put it down (container with liquid or small objects)
I yáanayi tóodei nas.een i _____. (container with liquid or small objects)	Put your _____ in your backpack. (container with liquid or small objects)
Yee yáanayi tóodei naysa.een yee _____. (container with liquid or small objects)	You all put your _____ in your backpack. (container with liquid or small objects)

TARGET DIALOG PHRASES

Haa yáanayi yaa ntooyáan.	We are carrying our backpacks.
Ax yáanayi tóodei <u>x</u>wasi.een wé _____.	I put _____ in my backpack. (container with liquid or small objects)

QUESTIONS AND ANSWERS

Goosú i yáanayi?	Where is your backpack?
Aagáa <u>k</u>nashí!	Find it!
Aagáa <u>k</u>nashí dei!	Find it now!
A káx <u>k</u>ukkwashée!	I will find it!
Aagáa <u>k</u>nayshí!	You all look for it!
Ax yáanayi káx <u>k</u>uxwaashee.	I found my backpack.



"Drink from the vessel of Traditional Knowledge."

Activities

Activity 1-Listening and Speaking, ASLA - Review 16 Nouns;

Introduce Question & Answer set ASLA School Items (10 minutes)

Introduce one set at a time. Point to and say the vocabulary term or verb phrase for each picture. After introducing one set invite a student up to listen to and say each picture. Repeat process with each student for each set.

Question & Answer set (10 minutes)

Introduce each question or answer, touching or pointing to each picture as you say the phrase. After introduction of the set, invite a student up to listen to and say each phrase while pointing to or touching the picture. Repeat process with each student.

Activity 2-Listening, Total Physical Response

Pick-Up and Put-Down TPR Using School Item Nouns (10 minutes)

Give students commands for picking up and putting down objects containing liquid or small things (**sa.-een**), using the nouns and TPR commands listed above for this lesson. Repeat with single student, or with groups of students, as time allows.

Activity 3-Listening Game, Target Dialog Phrases

Change (10 minutes)

Group students in pairs, having one left without a pair to be "It" for the first round. Have pairs stand back to back, with their elbows interlocked. You will start saying any of the Target Dialog Phrases for the lesson (or to challenge them, Target Dialog Phrases from the whole unit) as students listen for the 1st person plural form, **Haa yáanayi yaa ntooyáan**. When the students, including "It," hear **Haa yáanayi yaa ntooyáan**, they drop arms and quickly find new partners. Continue as time allows.

Activity 4-Speaking Game, Target Dialog Phrases

Being Lippy (10 minutes)

Make sure all students can see your mouth for this activity! Move your lips as if to say one of the Target Dialog Phrases. The students are to watch your lips carefully and then repeat the Target Dialog Phrase. Do this with the other phrase for this lesson. Students say the phrase. Then tell students that you will be using more than the two phrases for this lesson, and that when they see you have "lipped" one of the two Target Dialog Phrases from this lesson, then they are to say the phrase. This can also be played in team form. To play this way, group students into teams and assign turns for students to say what was "lipped." The player in each team must attempt to repeat the Target Dialog Phrase that you "lipped." The one who says it correctly first, wins the round. Have all students say the phrase together before the next rounds starts. Repeat until all players have participated, and then as time allows.



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Activity 5-Speaking Game, Target Dialog Phrases / Questions & Answers Out of Order (10 minutes)

Group your students into teams as they stand in a line. Each person at the front of the line will be the guesser. Arrange pictures of Target Dialog Phrases and Question & Answer Phrases for this lesson on the whiteboard. Students are to look carefully at the sequence of pictures. Then, have students close their eyes. Switch the order of the two of the pictures, and tell them to open their eyes. The student who raises their hand first will get to say, in Tlingit, which two pictures were re-arranged. The two teams then must say together, one of the phrases for a picture you point at from the sequence. Repeat process until all group members have participated and as time allows.

Activity 6- Listening and Speaking, Target Dialog Phrases Carrying and Packing a Backpack (10 minutes)

Have students sit with their backpacks. Model how to say the Target Dialog Phrases – one while walking with your backpack, and one while placing selected nouns (for this lesson) in your backpack. After introducing the phrases, invite a student to do the same thing you did, while saying the Target Dialog Phrases. Repeat with several students, modeling the phrases. Then have students partner and practice as you monitor pronunciation, and reinforce or remind students of the target dialog phrases, as necessary.

Assessment: (Ongoing, during instruction, and as necessary)

Activity 1 – Make sure students point to appropriate picture, and provide immediate pronunciation feedback as necessary.

Activity 2 – Monitor students as they follow TPR commands and redirect as necessary.

Activity 3 – As students listen and play the game, make sure they interlock their arms safely, and find a new partner when they hear the 1st person plural verb-form **Haa yáanayi yaa ntooyáan**.

Activity 4 – As students say the Target Dialog Phrase, make sure you pick the first one to say the phrase correctly. Make sure the class says the phrase together so you can address pronunciation issues as necessary, or to know which phrase to focus on a little more.

Activity 5 – Address pronunciation as necessary and prompt student if needed. Make sure the class says the phrase together; to assist with immediate feedback of pronunciation and/or to know what phrase(s) need more focus.

Activity 6 – Provide automatic feedback for pronunciation or provide prompt if necessary. As partners practice together, monitor speech and give pronunciation feedback if needed. Also remind students to stay in the language, and provide prompts as needed.



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LESSON 3
PACKING A BACKPACK
CARRYING A BACKPACK

Objectives

Students will:

- review school material nouns, and learn Question & Answer phrases
- play a game, learn to say Target Dialog Phrases
- follow **aax** and **yan ka-sa-taan** TPR commands using ASLA nouns
- play a game to say the Target Dialog Phrases

Time: 60 minutes

Materials

Pictures and actual materials:

- ✂ pencils
- ✂ markers
- ✂ colored pencils
- ✂ crayons
- ✂ glue

Other Materials

- ✂ Question & Answer poster
- ✂ Target Dialog Phrases poster
- ✂ ya-yaa verb-form poster
- ✂ TPR Commands poster

TLINGIT VOCABULARY

SCHOOL ITEMS NOUNS AND NOUN FORMS

NOUN	TRANSLATION	POSSESSIVE FORM	TRANSLATION
At wuskóowu jishagóoni	School items	Du at wuskóowu jishagóoni	Her school items
Yáanaa	Backpack	Du yáanayi	His backpack
Jiw téeli	Gym shoes	I jiw téeli	Your sneakers
X'úx' lugwéinaa	Tissue	Haa x'úx' lugwéinayi	Our tissue
A ká kdushxít x'úx'u	Notebook/paper	I ká kdushxít x'úx'u	Your book/paper
Kaashaxáshaa	Scissors	Ax kaashaxáshayi	My scissors
Neildéi yéi jineiyí	Homework	I neildéi yéi jineiyí	Your homework
Neildéi yéi jineiyí x'úx' daakeit	Homework folder	Ax neilídei yéi jineiyí x'úx' daakeidí	My homework folder



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Kooxéedaa	Pencil	Haa kooxéedayi	Our pencils
Néegwál' kooxéedaa	Marker	Du néegwál' kooxéedayi	Her markers
Kawlisek'u kooxéedaa	Colored pencils	Ax kawlisek'u kooxéedayi	My colored pencils
Néis' kooxéedayi	Crayons	Haa néis' kooxéedayi	Our crayons
Nadáakw kagwéinaa	Table wipes	Haa nadáakw kagwénayi	Our table wipes
Sitgawsáan atxaayí	Lunch	Sitgawsáan aa i atxaayí	Your lunch
Atxáax'i sáani	Snack	Ax atxaayix'i sáani	My snack
Kaduls'ix'w át	Glue	Haa kaduls'ix'w ádi	Our glue

VERBS AND VERB-FORMS

BASIC VERB	AATX KA-SA-TAAN	<i>FOR S TO PICK UP (SMALL, STICK-LIKE OBJECT)</i>
2 nd person singular	Aatx kaksataan.	You pick up (small, stick-like object).
2 nd person plural	Aatx kagaysataan.	You folks pick up (small, stick-like object).

BASIC VERB	YAN KA-SA-TAAN	<i>FOR S TO PUT DOWN (SMALL, STICK-LIKE OBJECT OBJECT)</i>
2 nd person singular	Yan kasatán.	You put down (small, stick-like object object).
2 nd person plural	Yan kaysatán.	You folks put down (small, stick-like object object).

BASIC VERB	TÓODEI KA-SA-TAAN	<i>FOR S TO PUT (SMALL, STICK-LIKE OBJECT OBJECT) INTO CLOSED CONTAINER</i>
2 nd person singular	Tóodei kanastaa.	You put (small, stick-like object object) into closed container.
2 nd person plural	Tóodei kanaysataan.	You folks put (small, stick-like object object) into closed container.

	KU-YA-SHEE	<i>FOR S TO LOOK FOR/FIND O</i>
VERB-FORM	IMPERATIVE	TRANSLATION
2 ps	Kunashí!	Find it!
2 ppl	Kunayshí!	You all find it!
VERB-FORM	PERFECTIVE	TRANSLATION
1 ps	A káx kuxwashee.	I found it.
2 ps	A káx keeyashee.	You found it.
3 ps	A káx koowashee.	He found it.
1 ppl	A káx kuwtwashee.	We found it.
2 ppl	A káx kayeyshee.	You all found it.

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3 ppl	A káx has koowashee.	They found it.
4 p	A káx kuwduwashee.	Someone found it.

	YA-YAA	FOR S TO PACK O ON BACK
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd ps	Yaa gayá	Pack it!
2 nd p pl	Yaa gayyá!	You all pack it!

TOTAL PHYSICAL RESPONSE (TPR) COMMANDS

Aatx kaksataan. (small stick-like object)	Pick it up (small stick-like object)
Aatx kagaysataan. (small stick-like object)	You all pick it up. (small stick-like object)
Yan kasatán. (small stick-like object)	Put it down. (small stick-like object)
Yan kaysatán. (small stick-like object)	You all put it down (small stick-like object)
I yáanayi tóodei kanastaa<i>n</i> i _____. (small stick-like object)	Put your _____ in your backpack. (small stick-like object)
Yee yáanayi tóodei kanaysataan yee _____. (small stick-like object)	You all put your _____ in your backpack. (small stick-like object)

TARGET DIALOG PHRASES

Ax yáanayi yaa nxayáan.	I am carrying my backpack.
I yáanayi yaa neeyáan.	You are carrying your backpack.
Du yáanayi yaa anayáan.	She is carrying her backpack.
Haa yáanayi yaa ntooyáan.	We are carrying our backpacks.
Yee yáanayi yaa nayeéin.	You are all carrying your backpacks.
Has du yáanayi yaa has anayáan.	They are all carrying their backpacks.
Ax yáanayi tóodei kaxwsitaan wé _____. (skinny, stick-like obj)	I put _____ in my backpack. (skinny, stick-like obj)

QUESTIONS AND ANSWERS

Goosú i yáanayi?	Where is your backpack?
Aagáa kunashí!	Find it!
Aagáa kunashí dei!	Find it now!
Goosú wéit'aa yáanayi?	Where is his backpack?
A káx kukkwashée!	I will find it!
Aagáa kunayshí!	You all find it!



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Ax yáanayi káx kuxwaashee.	I found my backpack.
Tlél a káx kuxwashee.	I didn't find it.
Tlél aadé a káx kunkwaasheeyi yé	I can't find it.

Activities

Activity 1-ASLA - Review 16 Nouns; Introduce Question & Answer set School Items (15 minutes)

Introduce one set at a time. Point to and say the vocabulary term or verb phrase for each picture. After introducing one set invite a student up to listen to and say each picture. Repeat process with each student for each set.

QUESTION & ANSWER SET (10 MINUTES)

Introduce each question or answer, touching or pointing to each picture as you say the phrase. After introduction invite a student up to listen to and say each picture. Repeat process with each student.

Activity 2-Speaking Game, Target Dialog Phrases / Questions & Answers Out of Order (15 minutes)

Group your students into teams as they stand in a line. Each person at the front of the line will be the guesser. Arrange pictures of Target Dialog Phrases and Question & Answer Phrases for this lesson on the whiteboard. Students are to look carefully at the sequence of pictures. Then, have students close their eyes. Switch the order of the two of the pictures, and tell them to open their eyes. The student who raises their hand first will get to say which two pictures were re-arranged. The two teams then must say one of the phrases for a picture you point at from the sequence. Repeat process until all group members have participated and as time allows.

Activity 3- Listening, Total Physical Response

Pick-Up and Put-Down TPR Using School Item Nouns (10 minutes)

Give students commands for picking up and putting down skinny, stick-like objects (ka-sa-taan), using the nouns and TPR commands listed above for this lesson. Repeat with single student, or with groups of students, as time allows.

Activity 4- Speaking Game, Target Dialog Phrases Being Lippy (10 minutes)

Make sure all students can see your mouth for this activity! Move your lips as if to say one of the Target Dialog Phrases. The students are to watch your lips carefully and then repeat the Target Dialog Phrase. Do this with the other phrase for this lesson. Students say the phrase. Then tell students that you will be using more than the two phrases for this lesson, and that when they see you have lipped a Target Dialog Phrase from this lesson, then they are to say the phrase. This can also be played in team form. To play this way group students into teams, and assign turns for saying what was "lipped." The first player in each team must attempt to repeat



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the Target Dialog Phrase that you "lipped." The one who says it correctly first, wins the round. Repeat until all players have participated, and then as time allows.

Activity 5- Speaking, Target Dialog Phrases Carrying and Packing a Backpack (10 minutes)

Have students sit with their backpacks. Model how to say the Target Dialog Phrases – one while walking with your backpack, and one while placing selected nouns (for this lesson) in your backpack. After introducing the phrases, invite a student to do the same thing you did, while saying the Target Dialog Phrases. Repeat this with several students, modeling how to say the phrases. Then have students partner and practice as you monitor pronunciation, and reinforce or remind students of the target dialog phrases, as necessary.

Assessment

Activity 1 – Make sure students point to appropriate picture, and provide immediate pronunciation feedback as necessary.

Activity 2 – Address pronunciation as necessary and prompt student if needed. Make sure the class says the phrase together to assist with immediate feedback of pronunciation and/or to know what phrase(s) need more focus.

Activity 3 – Monitor students as they follow TPR commands and redirect as necessary. Challenge a student to give the TPR commands-but only use this if you know your students are ready for speaking and/or are comfortable doing it. Otherwise, as you give commands observe and note which students are able to follow commands properly.

Activity 4 – As students say the Target Dialog Phrase, make sure you pick the first one to say the phrase correctly. Make sure the class says the phrase together so you can address pronunciation issues as necessary, or to know which phrase to focus on a little more.

Activity 5 – Provide automatic feedback for pronunciation or provide prompt if necessary. As partners practice together, monitor speech and give pronunciation feedback if needed. Also remind students to stay in the language, and provide prompts as needed.

LESSON 4

PACKING A BACKPACK

PACKING A BACKPACK GAME - LISTENING; REVIEW

Objectives

Students will:

- review all TPR and Question & Answer phrases
- use listening and speaking skills to learn Target Dialog Phrases

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- play Packing a Backpack Game – use listening skills for Question & Answer Phrases, and Target Dialog Phrases for conversation

Time: 60 minutes

Materials

Pictures and real items for the following:

- ✂ school items
- ✂ backpack
- ✂ sneakers
- ✂ tissue
- ✂ paper/notebook
- ✂ scissors
- ✂ homework
- ✂ homework folder
- ✂ pencils
- ✂ markers
- ✂ colored pencils
- ✂ crayons
- ✂ table wipes
- ✂ lunch
- ✂ snack
- ✂ glue

Other Materials

- ✂ tape or magnets for hanging pictures for activities
- ✂ nouns poster
- ✂ Target Dialog Phrases poster
- ✂ **ya-ya** verb-form poster
- ✂ TPR commands poster
- ✂ Question & Answer poster
- ✂ 8 School Items Lists per group (with different items)
- ✂ 1 deck of cards per group a deck = Make 4 pictures each of ASLA sets

TLINGIT VOCABULARY

SCHOOL ITEMS NOUNS AND NOUN FORMS

Noun	TRANSLATION	POSSESSIVE FORM	TRANSLATION
At wuskóowu jishagóoni	School items	DU AT WUSKÓOWU JISHAGÓONI	Her school items
Yáanaa	Backpack	DU YÁANAYI	His backpack
Jiw téeli	Gym shoes	I JIW TÉELI	Your sneakers
X'úx' lugwéinaa	Tissue	HAA X'ÚX' LUGWÉINAYI	Our tissue
A ká kdushxít	Notebook/paper	I KÁ KDUSHXÍT X'ÚX'U	Your book/paper

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x'úx'u			
Kaashaxáshaa	Scissors	AX KAASHAXÁSHAYI	My scissors
Neildéi yéi jineiyí	Homework	I NEILDÉI YÉI JINEIYÍ	Your homework
Neildéi yéi jineiyí x'úx' daakeit	Homework folder	AX NEILÍDEI YÉI JINEIYÍ X'ÚX' DAAKEIDÍ	My homework folder
Kooxéedaa	Pencil	HAA KOOXÉEDAYI	Our pencils
Néegwál' kooxéedaa	Marker	DU NÉEGWÁL' KOOXÉEDAYI	Her markers
Kawlisek'u kooxéedaa	Colored pencils	AX KAWLISEK'U KOOXÉEDAYI	My colored pencils
Néis' kooxéedayi	Crayons	HAA NÉIS' KOOXÉEDAYI	Our crayons
Nadáakw kagwéinaa	Table wipes	HAA NADÁAKW KAGWÉNAYI	Our table wipes
Sitgawsáan atxaayí	Lunch	SITGAWSÁAN AA I ATXAAYÍ	Your lunch
Atxáax'i sáani	Snack	AX ATXAAYÍX'I SÁANI	My snack
Kaduls'ix'w át	Glue	HAA KADULS'IX'W ÁDI	Our glue

VERBS AND VERB-FORMS

PERSON	VERB-FORM	TRANSLATION
BASIC VERB	AATX SA-.EEN	FOR S TO PICK UP (CONTAINER FULL OF LIQUID OR SMALL OBJECTS).
2 nd person singular	Aatx gasa.een.	You pick up (container full of liquid or small objects).
2 nd person plural	Aatx gaysa.een.	You folks pick up (container full of liquid or small objects)
BASIC VERB	YAN SA-.EEN	FOR S TO PUT DOWN (CONTAINER FULL OF LIQUID OR SMALL OBJECTS)
2 nd person singular	Yan sa.ín.	You put down (container full of liquid or small objects).
2 nd person plural	Yan yisa.ín.	You folks put down (container full of liquid or small objects).
BASIC VERB	TÓODEI SA-.EEN	FOR S TO CARRY (CONTAINER WITH LIQUID OR SMALL OBJECTS)
2 nd person singular	A tóodei nas.een.	You carry (container with liquid or small objects).
2 nd person plural	A tóodei naysa.een.	You folks carry (container with liquid or small objects).
BASIC VERB	AATX KA-SA-TAAN	FOR S TO PICK UP (SMALL, STICK-LIKE OBJECT)
2 nd person singular	Aatx kaksataan.	You pick up (small, stick-like object).

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2 nd person plural	Aatx kagaysataan.	You pick up (small, stick-like object).
BASIC VERB	YAN KA-SA-TAAN	<i>FOR S TO PUT DOWN (SMALL, STICK-LIKE OBJECT OBJECT)</i>
2 nd person singular	Yan kasatán.	You put down (small, stick-like object object).
2 nd person plural	Yan kaysatán.	You folks put down (small, stick-like object object).
BASIC VERB	TÓODEI KA-SA-TAAN	<i>FOR S TO PUT (SMALL, STICK-LIKE OBJECT OBJECT) INTO CLOSED CONTAINER</i>
2 nd person singular	Tóodei kanastaan.	You put (small, stick-like object object) into closed container.
2 nd person plural	Tóodei kanaysataan.	You folks put (small, stick-like object object) into closed container.

BASIC VERB	AATX YA-TEE	<i>FOR S TO PICK UP (GENERAL OBJECT)</i>
2 nd person singular	Aatx gatí.	You pick up (general object).
2 nd person plural	Aatx gaytí.	You folks pick up (general object).
BASIC VERB	YAN YA-TEE –	<i>FOR S TO PUT DOWN (GENERAL OBJECT)</i>
2 nd person singular	Yan tí.	You put down (general object).
2 nd person plural	Yan yití.	You folks put down (general object).
BASIC VERB	TÓODEI YA-TEE	<i>FOR S TO PUT (GENERAL OBJECT) INTO CLOSED CONTAINER</i>
2 nd person singular	Tóodei natí.	You put (general object) into closed container.
2 nd person plural	Tóodei naytí.	You folks put (general object) into closed container.

BASIC VERB	TÓO- YÉI SA-NEI	<i>FOR S TO PUT (SEVERAL OBJECTS) INTO CLOSED CONTAINER</i>
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd p singular	Tóodei yéi nasné.	Put it inside.
2 nd p plural	Tóodei yéi naysané.	You folks put it inside.
VERB-FORM	PERFECTIVE	TRANSLATION
1 st p singular	Tóodei yéi xwsinei	I put things into
2 nd p singular	Tóodei yéi yisinei	You put things into
3 rd p singular	Tóodei yéi wsinei	S/he put things into
1 st p plural	Tóodei yéi wtusinei	We put things into
2 nd p plural	Tóodei yéi yeysinei	You all put things into

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3 rd p plural	Tóodei yéi has awsinei	They put things into
4 th person	Tóodei yéi wdudzinei	Someone put things into

	YA-YAA	FOR S TO PACK O ON BACK
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd ps	Yaa gayá	Pack it!
2 nd p pl	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st ps	Yaa n̄xayáan.	I am packing it (on my back).
2 nd ps	Yaa neeyáan.	You are packing it (on your back).
3 rd ps	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p pl	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p pl	Yaa nayyéin.	You all are packing it (on your backs).
3 rd p pl	Yaa has anayáan.	They are packing it on their backs.
4 th p	A x̄oo aa yaa nduyáan.	Some are packing it on their backs.

	KU-YA-SHEE	FOR S TO LOOK FOR/FIND O
VERB-FORM	IMPERATIVE	TRANSLATION
2 ps	Kunashí!	Find it!
2 ppl	Kunayshí!	You all find it!
VERB-FORM	PERFECTIVE	TRANSLATION
1 ps	A káx̄ k̄ux̄washee.	I found it.
2 ps	A káx̄ keeyashee.	You found it.
3 ps	A káx̄ koowashee.	He found it.
1 ppl	A káx̄ kuwtuwashee.	We found it.
2 ppl	A káx̄ k̄uyeyshee.	You all found it.
3 ppl	A káx̄ has koowashee.	They found it.
4 p	A káx̄ kuwduwashee.	Someone found it.

TARGET DIALOG PHRASES

A káx̄ k̄ux̄washee.	I found it.
Ax̄ yáanayi tóodei yéi x̄wsinei wé _____.	I put _____ in my backpack. (several objects)

QUESTIONS AND ANSWERS

Goosú i yáanayi?	Where is your backpack?
Aagáa kunashí!	Find it!
A káx̄ k̄ukk̄washée!	I will find it!



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Ax yáanayi káx kuxwaashee.	I found my backpack.
Tlél a káx kuxwashee.	I didn't find it.
Tlél aadé a káx kunkwaasheeyi yé.	I can't find it.
Goosú wéit'aa yáanayi?	Where is his backpack?
Aagáa kunayshí!	You all look for it!
Aagáa kunashí dei!	Find it now!
Aagáa kunayshí dei!	Y'all find it now!

TOTAL PHYSICAL RESPONSE (TPR) COMMANDS

Yaa gayá!	Pack it (on your back)!
Yaa gayyá!	You all pack it (on your backs)!
Aagáa kunashí!	Find it!
Aagáa kunayshí!	Y'all find it!
Aatx gati.	Pick it up.
Aatx gaytí.	You all pick it up.
Yan tí.	Put it down.
Yan yití.	You all put it down.
I yáanayi tóodei natí i _____. (general object)	Put your _____ in your backpack. (general object)
Yee yáanayi tóodei naytí yee _____. (general object)	You all put your _____ in your backpack. (general object)
I yáanayi yaa gayá!	Carry your backpack (on back)!
Yee yáanayi yaa gayyá!	You all carry your backpack (on back)!
Aatx gasa.een! (container w/liquid or small objects)	Pick it up! (container w/liquid or small objects)
Aatx gaysa.een. (container with liquid or small objects)	You all pick it up. (container with liquid or small objects)
Yan sa.ín. (container with liquid or small objects)	Put it down. (container with liquid or small objects)
Yan yisa.ín. (container with liquid or small objects)	You all put it down. (container with liquid or small objects)
I yáanayi tóodei nas.een i _____. (container with liquid or small objects)	Put your _____ in your backpack. (container with liquid or small objects)
Yee yáanayi tóodei naysa.een yee _____. (container with liquid or small objects)	You all put your _____ in your backpack. (container with liquid or small objects)
Aatx kaksataan. (small stick-like object)	Pick it up. (small stick-like object)
Aatx kagaysataan. (small stick-like object)	You all pick it up. (small stick-like object)
Yan kasatán. (small stick-like object)	Put it down. (small stick-like object)
Yan kaysatán. (small stick-like object)	You all put it down. (small stick-like object)

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	object)
I yáanayi tóodei kanastaan i _____. (small stick-like object)	Put your _____ in your backpack. (small stick-like object)
Yee yáanayi tóodei kanaysataan yee _____. (small stick-like object)	You all put your _____ in your backpack. (small stick-like object)
I yáanayi tóodei yéi nasné i at wuskóowu jishagóoni.	Put your school items in your backpack.
Yee yáanayi tóodei yéi naysané yee at wuskóowu jishagóoni.	You all put your school items in your backpack.

Activities

Activity 1- Listening, Total Physical Response Review

Pick-Up and Put-Down TPR Using School Item Nouns (15 minutes)

Give students commands for picking up and putting down school items, using all three forms: **ya-tee** (general objects), **sa.-een** (container with liquid or small objects), and **ka-sa-taan** (skinny, stick-like objects). Review all nouns and TPR commands with the class, with single student, or with groups of students, as time allows.

***As a form of assessment you can challenge a student to give the TPR commands-but only use this if you know your students are ready for speaking and/or are comfortable doing it.

Activity 2-Listening and Speaking Games,

Target Dialog Phrases and Question & Answer Phrases

A. LISTENING GAME – BACK TO BACK RACE (10 MINUTES)

Lay pictures of the Target Dialog Phrases and Question & Answer Phrases out on the floor. Have two teams in pairs stand back to back in the center of the classroom. Each pair should interlock arms. Say one of the phrases that are on the floor. The pairs race to the picture of the phrase you said without unlocking their arms. The first pair to reach the correct illustration wins the round. Continue until each child has participated, and as time allows.

B. SPEAKING GAME - CHANGE (10 MINUTES)

Group students in pairs, having one left without a pair to be "It" for the first round. Have pairs stand back to back, with their elbows interlocked. You will start saying any of the Target Dialog Phrases for the lesson (or to challenge them, Target Dialog Phrases from the whole unit) as students listen for the 1st person plural form, **Haa yáanayi yaa ntooyáan**. When the students, including "It," hear **Haa yáanayi yaa ntooyáan**, they drop arms and quickly find new partners. The one who becomes the new "It" gets to choose a phrase for everyone to say before the next round begins. Continue playing as time allows.

Activity 3-Listening Game, Target Dialog Phrases and TPR Phrases

Packing a Backpack Game (25 minutes)



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Make sure the two teams have copies of School Items List and enough pictures of the School Item nouns. Tell students they will use listening skills to play the game, and that it is teacher v. students. You can play this on the floor sitting in a circle, or by using an overhead or document camera, so that the backpack and pictures can be seen by all students. Lay out the game cards face down. Pick up one School Item list for you, and one for the students.

Begin playing by choosing one of the cards facing down. See if the corresponding phrase is on your School Item List. If it is, then place the card on your backpack game piece and say the appropriate phrase using **Ax yáanayi tóodei _____** and the verb-form. For example, **Ax yáanayi tóodei xwasi.een wé sitgawsáan atxaayí**. Then ask one student to choose a card, and compare it to the class' School Item List. If that item is on the list, then the students listen to the teacher say the appropriate phrase. For example, the card is a pencil, and it is on the list. So, the student places the card on the students' backpack game piece. The teacher will say as students listen, **Ax yáanayi tóodei kaxwsitaan wé kooxédaa**. If a penalty card is drawn, then draw an extra card, skip a turn, or take out item(s), as a result.

GAME CARD PENALTIES: If a "greenstone" card is drawn, then the backpack is too heavy to carry, and therefore all but one item must be emptied by from the backpack game piece. (Group or player uses the same list to continue playing). If a "dry fish" card is drawn, then two (or less) items must be removed from the backpack, in order to pack and carry the dry fish. If a "drum" card is drawn, then the group or player must rest from dancing so hard, and miss one turn. If a "copper" card is drawn, the group or player may pick up an extra card from the pile facing down. As an item is placed on the backpack game piece, say the phrase, "I put a _____ in my backpack" using the correct verb-form depending on the object. Repeat the phrase, making sure that students can hear you clearly. Play the game until a group or player wins by drawing all the items from the School List Items, and places them on the backpack game piece. Play again as time allows, and for repetition, as tomorrow students will be saying the phrases from today's lesson.

Play until one of the teams wins, by completely "packing the backpack" with all items from the School Item List. Play again, but choose different School Item Lists for each team.

Another option is to break students into groups, and have groups compete against you, each group having a different School Item List. The first group to "pack a backpack" wins the round. Make sure students are getting enough repetition through listening, as tomorrow they will be saying the phrases as they play the game.

Activity 4- Listening and Speaking, Real life communication

Start using the unit's words and sentences as much as you can throughout the time you are with students. Ask the students to tell you if you say something in English that you could say in Tlingit. Ask them if they want other students to do the same to them.



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Assessment

Activity 1 – Challenge a student to give the TPR commands-but only use this if you know your students are ready for speaking and/or are comfortable doing it. Otherwise, as you give commands observe and begin note which students are able to follow commands properly, using post-assessment spreadsheet.

Activity 2 –

A. Back to Back Game – Make sure they interlock their arms and walk to the picture after listening for the phrase you say. If you know your students are ready for speaking, have the winning team practice the phrase, then all students can say the phrase together.

B. Change Game – As students listen and play the game, make sure they interlock their arms safely, and find a new partner when they hear the 1st person plural verb-form (**Haa yáanayi yaa ntooyáan**).

Activity 3 – Ensure that all students can see the backpack game piece, and that they can hear you, as listening is the focus of this game. Make sure the student selects the appropriate picture corresponding to the School Item List. Repeat the phrase several times. You could also have the students mime your saying of the phrase.

Also ensure that students are following the game card penalties: If a “rock” card is drawn, then the backpack is too heavy to carry, and therefore must be emptied by clearing the game piece, and that group use the same list to continue playing. If a “dry fish” card is drawn, then one item must be removed from the backpack in order to carry the dry fish. If a “Chilkat” face is drawn, then the player must rest from dancing so hard, and miss one turn. If a “copper” card is drawn, the group may pick up one more card from the pile facing down. As an item is placed on the backpack game piece, say the corresponding phrase. Repeat the phrase, making sure that students can hear you clearly. Play the game until a group has all the School List Items “packed” on the backpack game piece. Play again as time allows, and for repetition, as tomorrow students will be saying the phrases from today’s lesson.

LESSON 5

PACKING A BACKPACK

PACKING A BACKPACK GAME – SPEAKING; UNIT REVIEW

Objectives

Students will:

- ✓ review all TPR and Question & Answer phrases.
- ✓ learn to say Target Dialog Phrases.
- ✓ play Packing a Bag Game – use speaking skills to learn to use Question & Answer Phrases along with Target Dialog Phrases for conversation.

Time: 60 minutes

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Materials

Pictures and real items for the following:

- ✂ school items
- ✂ backpack
- ✂ sneakers
- ✂ tissue
- ✂ paper/notebook
- ✂ scissors
- ✂ homework
- ✂ homework folder
- ✂ pencils
- ✂ markers
- ✂ colored pencils
- ✂ crayons
- ✂ table wipes
- ✂ lunch
- ✂ snack
- ✂ glue

Other Materials:

- ✂ tape or magnets for hanging pictures for activities
- ✂ nouns poster
- ✂ Target Dialog Phrases poster
- ✂ **ya-yaa** verb-form poster
- ✂ TPR commands poster
- ✂ Question & Answer poster
- ✂ 8 School Items Lists per group (with different items)
- ✂ 1 deck of cards per group a deck = Make 4 pictures each of ASLA sets, making the backpack fit on one 8½" x 11" of paper, and the ASLA nouns smaller, 4 of each

TLINGIT VOCABULARY

SCHOOL ITEMS NOUNS AND NOUN FORMS

NOUN	Translation	POSSESSIVE FORM	Translation
AT WUSKÓOWU JISHAGÓONI	School items	DU AT WUSKÓOWU JISHAGÓONI	Her school items
YÁANAA	Backpack	DU YÁANAYI	His backpack
JIW TÉELI	Gym shoes	I JIW TÉELI	Your sneakers
X'ÚX' LUGWÉINAA	Tissue	HAA X'ÚX' LUGWÉINAYI	Our tissue
A KÁ KDUSHXÍT x'ÚX'U	Notebook/paper	I KÁ KDUSHXÍT X'ÚX'U	Your book/paper
KAASHAXÁSHAA	Scissors	AX KAASHAXÁSHAYI	My scissors

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NEILDÉI YÉI JINEIYÍ	Homework	I NEILDÉI YÉI JINEIYÍ	Your homework
NEILDÉI YÉI JINEIYÍ X'ÚX' DAAKEIT	Homework folder	A _X NEILDEI YÉI JINEIYÍ X'ÚX' DAAKEIDÍ	My homework folder
KOOXÉEDAA	Pencil	HAA KOOXÉEDAYI	Our pencils
NÉEGWÁL' KOOXÉEDAA	Marker	DU NÉEGWÁL' KOOXÉEDAYI	Her markers
KAWLISEK'U KOOXÉEDAA	Colored pencils	A _X KAWLISEK'U KOOXÉEDAYI	My colored pencils
NÉIS' KOOXÉEDAYI	Crayons	HAA NÉIS' KOOXÉEDAYI	Our crayons
NADÁAKW KAGWÉINAA	Table wipes	HAA NADÁAKW KAGWÉNAYI	Our table wipes
SITGAWSÁAN ATXAAYÍ	Lunch	SITGAWSÁAN AA I ATXAAYÍ	Your lunch
ATXÁAX'I SÁANI	Snack	A _X ATXAAYÍX'I SÁANI	My snack
KADULS'ÍX'W ÁT	Glue	HAA KADULS'ÍX'W ÁDI	Our glue

VERBS AND VERB-FORMS S BELOW MEANS THE SUBJECT, THE PERSON DOING ACTION

PERSON	VERB-FORM	TRANSLATION
BASIC VERB	AATX SA-.EEN	FOR S TO PICK UP (CONTAINER FULL OF LIQUID OR SMALL OBJECTS).
2 nd person singular	Aatx gasa.een.	You pick up (container full of liquid or small objects).
2 nd person plural	Aatx gaysa.een.	You folks pick up (container full of liquid or small objects)
BASIC VERB	YAN SA-.EEN	FOR S TO PUT DOWN (CONTAINER FULL OF LIQUID OR SMALL OBJECTS)
2 nd person singular	Yan sa.ín.	You put down (container full of liquid or small objects).
2 nd person plural	Yan yisa.ín.	You folks put down (container full of liquid or small objects).
BASIC VERB	TÓODEI SA-.EEN	FOR S TO CARRY (CONTAINER WITH LIQUID OR SMALL OBJECTS)
2 nd person singular	A tóodei nas.een.	You carry (container with liquid or small objects).
2 nd person plural	A tóodei naysa.een.	You folks carry (container with liquid or small objects).

BASIC VERB	AATX KA-SA-TAAN	FOR S TO PICK UP (SMALL, STICK-LIKE OBJECT)
2 nd person singular	Aatx kaksataan.	You pick up (small, stick-like object).
2 nd person plural	Aatx kagaysataan.	You pick up (small, stick-like object).
BASIC VERB	YAN KA-SA-TAAN	FOR S TO PUT DOWN (SMALL, STICK-LIKE OBJECT OBJECT)

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2 nd person singular	Yan kasatán.	You put down (small, stick-like object object).
2 nd person plural	Yan kaysatán.	You folks put down (small, stick-like object object).
BASIC VERB	TÓODEI KA-SA-TAAN	<i>FOR S TO PUT (SMALL, STICK-LIKE OBJECT OBJECT) INTO CLOSED CONTAINER</i>
2 nd person singular	Tóodei kanastaan.	You put (small, stick-like object object) into closed container.
2 nd person plural	Tóodei kanaysataan.	You folks put (small, stick-like object object) into closed container.

BASIC VERB	AATX YA-TEE	<i>FOR S TO PICK UP (GENERAL OBJECT)</i>
2 nd person singular	Aatx gatí.	You pick up (general object).
2 nd person plural	Aatx gaytí.	You folks pick up (general object).
BASIC VERB	YAN YA-TEE –	<i>FOR S TO PUT DOWN (GENERAL OBJECT)</i>
2 nd person singular	Yan tí.	You put down (general object).
2 nd person plural	Yan yití.	You folks put down (general object).
BASIC VERB	TÓODEI YA-TEE	<i>FOR S TO PUT (GENERAL OBJECT) INTO CLOSED CONTAINER</i>
2 nd person singular	Tóodei natí.	You put (general object) into closed container.
2 nd person plural	Tóodei naytí.	You folks put (general object) into closed container.

BASIC VERB	TÓO- YÉI SA-NEI	<i>FOR S TO PUT (SEVERAL OBJECTS) INTO CLOSED CONTAINER</i>
VERB-FORM	IMPERATIVE	TRANSLATION
2 nd p singular	Tóodei yéi nasné.	Put it inside.
2 nd p plural	Tóodei yéi naysané.	You folks put it inside.
VERB-FORM	PERFECTIVE	TRANSLATION
1 st p singular	Tóodei yéi xwsinei	I put things into
2 nd p singular	Tóodei yéi yisinei	You put things into
3 rd p singular	Tóodei yéi wsinei	S/he put things into
1 st p plural	Tóodei yéi wtusinei	We put things into
2 nd p plural	Tóodei yéi yeysinei	You all put things into
3 rd p plural	Tóodei yéi has awsinei	They put things into
4 th person	Tóodei yéi wdudzinei	Someone put things into

YA-YAA	<i>FOR S TO PACK O ON BACK</i>
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VERB-FORM	IMPERATIVE	TRANSLATION
2 nd ps	Yaa gayá	Pack it!
2 nd p pl	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st ps	Yaa nxayáan.	I am packing it (on my back).
2 nd ps	Yaa neeyáan.	You are packing it (on your back).
3 rd ps	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p pl	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p pl	Yaa nayyéin.	You all are packing it (on your backs).
3 rd p pl	Yaa has anayáan.	They are packing it on their backs.
4 th p	A xoo aa yaa nduyáan.	Some are packing it on their backs.

	<u>KU-YA-SHEE</u>	FOR S TO LOOK FOR/FIND O
<i>VERB-FORM</i>	<i>IMPERATIVE</i>	<i>TRANSLATION</i>
2 ps	<u>Kunashí!</u>	Find it!
2 ppl	<u>Kunayshí!</u>	You all find it!
VERB-FORM	PERFECTIVE	TRANSLATION
1 ps	A káx <u>kux</u>washee.	I found it.
2 ps	A káx <u>keey</u>ashee.	You found it.
3 ps	A káx <u>koow</u>ashee.	He found it.
1 ppl	A káx <u>kuwtu</u>washee.	We found it.
2 ppl	A káx <u>kuyeey</u>shee.	You all found it.
3 ppl	A káx <u>has koow</u>ashee.	They found it.
4 p	A káx <u>kuwdu</u>washee.	Someone found it.
VERB-FORM	NEGATIVE PERFECTIVE	TRANSLATION
1 ps	Tlél a káx <u>kux</u>washee.	I didn't find it.
1 ps	Tlél aadé a káx <u>kunkwa</u>sheeyi yé	I can't find it.
VERB-FORM	FUTURE	TRANSLATION
1 ps	A káx <u>kukkwa</u>shée.	I will find it.

TARGET DIALOG PHRASES

Ax yáanayi yaa nxayáan.	I am packing my backpack.
I yáanayi yaa neeyáan.	You are packing your backpack.
Du yáanayi yaa anayáan.	She is packing her backpack.
Haa yáanayi yaa ntooyáan.	We are packing our

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	backpacks.
Yee yáanayi yaa nayyéin.	You are all packing your backpacks.
Has du yáanayi yaa has anayáan.	They are all packing their backpacks.
Ax yáanayi tóodei xwaatee wé _____.	I put _____ in my backpack. (general object)
Ax yáanayi tóodei xwasi.een wé _____.	I put _____ in my backpack. (container w/ liquid or contents)
Ax yáanayi tóodei kaxwsitaan wé _____.	I put _____ in my backpack. (skinny, stick-like obj)
A káx kuxwaashee.	I found it.
Ax yáanayi tóodei yéi xwsinei wé _____.	I put _____ in my backpack. (several objects)

QUESTIONS AND ANSWERS

Goosú i yáanayi?	Where is your backpack?
Aagáa kunashí!	Find it!
A káx kukkwashée!	I will find it!
Ax yáanayi káx kuxwaashee.	I found my backpack.
Tlél a káx kuxwashee.	I didn't find it.
Tlél aadé a káx kunkwaasheeyi yé	I can't find it.
Goosú wéit'aa yáanayi?	Where is his backpack?
Aagáa kunayshí!	You all look for it!
Aagáa kunashí dei!	Find it now!
Aagáa kunayshí dei!	Y'all find it now!

TOTAL PHYSICAL RESPONSE (TPR) COMMANDS

Yaa gayá!	Pack it (on your back)!
Yaa gayyá!	You all pack it (on your backs)!
Aagáa kunashí!	Find it!
Aagáa kunayshí!	Y'all find it!
Aatx gatí.	Pick it up.
Aatx gaytí.	You all pick it up.
Yan tí.	Put it down.
Yan yití.	You all put it down.

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I yáanayi tóodei natí i _____. (general object)	Put your _____ in your backpack. (general object)
Yee yáanayi tóodei naytí yee _____. (general object)	You all put your _____ in your backpack. (general object)
I yáanayi yaa gayá!	Carry your backpack (on back)!
Yee yáanayi yaa gayyá!	You all carry your backpack (on back)!
Aatx gasa.een! (container w/liquid or small objects)	Pick it up! (container w/liquid or small objects)
Aatx gaysa.een. (container with liquid or small objects)	You all pick it up. (container with liquid or small objects)
Yan sa.ín. (container with liquid or small objects)	Put it down. (container with liquid or small objects)
Yan yisa.ín. (container with liquid or small objects)	You all put it down. (container with liquid or small objects)
I yáanayi tóodei nas.een i _____. (container with liquid or small objects)	Put your _____ in your backpack. (container with liquid or small objects)
Yee yáanayi tóodei naysa.een yee _____. (container with liquid or small objects)	You all put your _____ in your backpack. (container with liquid or small objects)
Aatx kaksataan. (small stick-like object)	Pick it up. (small stick-like object)
Aatx kagaysataan. (small stick-like object)	You all pick it up. (small stick-like object)
Yan kasatán. (small stick-like object)	Put it down. (small stick-like object)
Yan kaysatán. (small stick-like object)	You all put it down. (small stick-like object)
I yáanayi tóodei kanastaan i _____. (small stick-like object)	Put your _____ in your backpack. (small stick-like object)
Yee yáanayi tóodei kanaysataan yee _____. (small stick-like object)	You all put your _____ in your backpack. (small stick-like object)
I yáanayi tóodei yéi nasné i at wuskóowu jishagóoni.	Put your school items in your backpack.
Yee yáanayi tóodei yéi naysané yee at wuskóowu jishagóoni	You all put your school items in your backpack.

Activities

Activity 1- Listening, Total Physical Response Review

Pick-Up and Put-Down TPR Using School Item Nouns (15 minutes)

Give students commands for picking up and putting down school items, using all three forms: **ya-tee** (general objects), **sa.-een** (container with liquid or small objects), and **ka-sa-taan** (skinny, stick-like objects). Review all nouns and TPR commands with the class, with single student, or with groups of students, as time allows.

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***As a form of assessment you can challenge a student to give the TPR commands-but only use this if you know your students are ready for speaking and/or are comfortable doing it.

Activity 2- Listening and Speaking Games, Target Dialog Phrases and Question & Answer Phrases

A. LISTENING GAME – JOIN THOSE HALVES (10 MINUTES)

Copy, cut in half, and laminate 2 sets Target Dialog Phrase and Question & Answer Phrase before playing – one set for each team.

Spread halves on the floor. Students get into two teams. You say one of the phrases, and then when you say, "Go!" the first two players in each team must rush to the pictures and put the correct picture together using the correct halves. You can continue saying the phrase as the students are searching for the two halves so they get more repetition of the phrase. The one, who puts together the two correct halves, wins the round. Repeat until all students have participated, then as time allows.

B. SPEAKING GAME – BACK MATCH (10 MINUTES)

Using the pictures from the "Join Those Halves" activity, have students stand in a circle and tape a picture to each student's back. Individuals should not see what the picture is. Then say, "Go!" and students should then attempt to match themselves together according to the picture halves. They can tell each other what is on their backs to match up their pictures. When two students have correctly matched their pictures, have them raise their hands so they can tell you the phrase for their corresponding picture. Provide articulation feedback if needed. Monitor students as they walk around figuring out what picture half is on their backs, and provide a speaking prompt if students are struggling with phrases. Also give pronunciation feedback as necessary. Repeat game as time allows, but make sure you change some or all of the pictures on students' backs.

Activity 3-Speaking Game, Target Dialog Phrases and TPR Phrases Packing a Backpack Game (25 minutes)

Review the game from yesterday, modeling phrases as necessary. If students are ready for speaking then begin by playing teacher v. students. Make sure there are copies of School Items List and enough pictures of the School Item nouns for each group, in this case, a list for you, and one for the students. Lay out the game cards face down.

Begin playing by choosing one of the cards. See if that card is on your School Item List. If it is, then place the card on your backpack game piece and say the appropriate phrase using **Ax yáanayi tóodei _____** and the verb-form. For example, **Ax yáanayi tóodei xwasi.een wé sitgawsáan atxaayí.** Students repeat the phrase after you. Then ask one student to choose a card, and compare it to the class' School Item List. If that item is on the list, then the whole class says the appropriate phrase. For example, the card is a pencil, and it is on the list. So, the student places the card on the students' backpack game piece. The students say, **Ax yáanayi tóodei kaxwsitaan wé kooxedaa.** Play until one of the teams wins-the winning team has to



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say the phrase in Tlingit, "I put all my school items in my backpack." If one of the four wild cards is drawn, then follow the direction. (See below for game card penalties).

Play again, but this time separate class into groups. Each student needs a School Item List and backpack game piece. Each team needs a set of playing cards. Or, if more repetition is needed, break students into groups and have them compete against you again, each group having a different School Item List this time.

Make sure that as a card is placed on the backpack game piece, students are saying the Tlingit phrase, "I put a _____ in my backpack" using the correct verb-form depending on the object. Play the game until a group or player wins by drawing all the items from the School List Items, and places them on the backpack game piece.

GAME CARD PENALTIES: If a "greenstone" card is drawn, then the backpack is too heavy to carry, and therefore must be emptied by clearing the game piece, and that group or player uses the same list to continue playing. If a "dry fish" card is drawn, then two (or less) items must be removed from the backpack, in order to pack and carry the dry fish. If a "drum" card is drawn, then the group or player must rest from dancing so hard, and miss one turn. If a "copper" card is drawn, the group or player may pick up one more card from the pile facing down.

Extension – Have students draw cards but then put real items into their real backpack. This will serve as a mental bridge to make the actions and items real and contribute to real conversational use.

Activity 4 - Listening and Speaking, Real Life Communication

Start using the unit's words and sentences as much as you can throughout the time you are with students. Ask the students to tell you if you say something in English that you could say in Tlingit. Ask them if they want other students to do the same to them.

Assessment

Activity 1 – Challenge a student to give the TPR commands-but only use this if you know your students are ready for speaking and/or are comfortable doing it. Otherwise, as you give commands observe and note which students are able to follow commands properly.

Activity 2 –

A. Join Those Halves – Make sure the two halves are matching, and that the picture corresponds to the phrase you said. You can continue saying the phrase as the students are searching for the two halves so they get more repetition of the phrase.

B. Back Match – Students may need more support at the start in order to say the phrases for the halves of pictures. If this is the case, then play more listening games with these phrases. If students are doing ok, then monitor speech and provide necessary pronunciation feedback. Make sure you switch the pictures before playing another round of the game. To make it a



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little easier, have several of the same pictures used by all the students so they are hearing the same few phrases many times, and then the next round, change the pictures.

Activity 3 – Review the game. Ensure that all students can see the backpack game piece, and that they can hear you, as listening is the focus of this game. Make sure the student selects the appropriate picture corresponding to the School Item List. Have students repeat the phrase after “packing” it on the game piece. Monitor speech and provide pronunciation feedback as necessary while students play.

Also, ensure they are following the game card penalties. If a “rock” card is drawn, then the backpack is too heavy to carry, and therefore must be emptied by clearing the game piece, and that group use the same list to continue playing. If a “dry fish” card is drawn, then one item must be removed from the backpack in order to carry the dry fish. If a “Chilkat” face is drawn, then the player must rest from dancing so hard, and miss one turn. If a “copper” card is drawn, the group may pick up one more card from the pile facing down. As an item is placed on the backpack game piece, say the corresponding phrase. Repeat the phrase, making sure that students can hear you clearly. Play the game until a group has all the School List Items “packed” on the backpack game piece. Play again, as time allows, within the same groups: teacher v. students or in new groups. Make sure students have new School Item Lists before you play again.



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ASLA School Items: Assessment Record Sheet

Student names																			
At wuskú jishagóoni																			
Yáanaa / déx' kagwéili																			
Téel																			
Lugwéinaa																			
X'úx																			
<u>K</u>aashaxáshaa																			
Sgoon jineiyí																			
Sgoon jineiyi x'úx'u																			
Kooxéedaa																			
Néegwál' kooxéedaa																			
Kalaseik'w kooxéedaa																			
Xén kooxéedaa																			

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Kagwéinaa																	
Sitgawsáan atxaayí																	
Atxáx'i sáani																	
Aan át kaduls'ix'w át																	
Aan át kaduls'ix'w át																	



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Target Dialog Phrases: Assessment Record Sheet

Student name																			
1s ya-yaa																			
2s ya-yaa																			
3s ya-yaa																			
1p ya-yaa																			
2p ya-yaa																			
3p ya-yaa																			
4p ya-yaa																			
1s put gen obj																			
1s put liquid small obj																			
1s put skinny																			
1s put several obj																			
1s found																			



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Questions and Answers Assessment Record Sheet

Student Name													
Where is ur bpack?													
Find it!													
I will find it													
I found my bpack													
I can't find my bpack?													
Where is his bpack?													
Help 3 find it													
Y'all better find it													
You better find it													



"Drink from the vessel of Traditional Knowledge."

TPR Commands: Assessment Record Sheet 1

Student name													
Carry it on your back!													
Y'all carry it on your backs!													
Find it!													
Y'all Find it!													
Y'all pick it up (gen obj)													
Pick it up (gen obj)													
Put it down (gen obj)													
Y'all put it down (gen obj)													
2s put in your bpack (gen obj)													
2p put in your bpack (gen obj)													
Carry your bpack!													
Y'all carry your bpacks													
Pick up (liquid, small obj)													



"Drink from the vessel of Traditional Knowledge."

TPR Commands: Assessment Record Sheet 2

Student name																				
Y'all pick up (liquid, small obj)																				
Put down (liquid, small obj)																				
Y'all put down (liquid, small obj)																				
2s put in your bpack (liquid, small obj)																				
2p put in your bpack (liquid, small obj)																				
Pick up (small stick like object)																				
Y'all pick up (small stick like object)																				
Put down (small stick like object)																				
Y'all put down (small stick like object)																				
2s Put in your bpack (small stick like object)																				
2p Put in your bpack (small stick like object)																				
2s Put all your school items in your bpack																				
2p Y'all put all your school items in your bpacks																				



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ya-yaa Verb-Form Poster

S=SINGULAR P=PLURAL		S=SUBJECT, O=OBJECT
	YA-YAA	FOR S TO PACK O ON BACK
VERB-FORM	IMPERATIVE	
2 nd s	Yaa gayá	Pack it!
2 nd p	Yaa gayyá!	You all pack it!
VERB-FORM	PROGRESSIVE IMPERFECTIVE	
1 st s	Yaa n̄xayáan.	I am packing it (on my back).
2 nd s	Yaa neeyáan.	You are packing it (on your back).
3 rd s	Yaa anayáan.	S/he is packing it (on his/her back).
1 st p	Yaa ntooyáan.	We are packing it (on our backs).
2 nd p	Yaa nayyéin.	You all are packing it (on your backs).
3 rd p	Yaa has anayáan.	They are packing it on their backs.
4 th p	A xoo aa yaa nduyáan.	Some are packing it on their backs.

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TPR COMMANDS POSTER

Yaa gayá!	Pack it (on your back)!
Yaa gayyá!	You all pack it (on your backs)!
Aagáa kunashí!	Find it!
Aagáa kunayshí!	Y'all find it!
Aatx gatí.	Pick it up.
Aatx gaytí.	You all pick it up.
Yan tí.	Put it down.
Yan yití.	You all put it down.
I yáanayi tóodei natí i _____. (general object)	Put your _____ in your backpack. (general object)
Yee yáanayi tóodei naytí yee _____. (general object)	You all put your _____ in your backpack. (general object)
I yáanayi yaa gayá!	Carry your backpack (on back)!
Yee yáanayi yaa gayyá!	You all carry your backpack (on back)!
Aatx gasa.een! (container w/liquid or small objects)	Pick it up! (container w/liquid or small objects)
Aatx gaysa.een. (container with liquid or small objects)	You all pick it up. (container with liquid or small objects)
Yan sa.ín. (container with liquid or small objects)	Put it down. (container with liquid or small objects)
Yan yisa.ín (container with liquid or small objects)	You all put it down (container with liquid or small objects)
I yáanayi tóodei nas.een i _____. (container with liquid or small objects)	Put your _____ in your backpack. (container with liquid or small objects)
Yee yáanayi tóodei naysa.een yee _____. (container with liquid or small objects)	You all put your _____ in your backpack. (container with liquid or small objects)
Aatx kaksataan (small stick-like object)	Pick it up (small stick-like object)
Aatx kagaysataan (small stick-like object)	You all pick it up (small stick-like object)
Yan kasatán (small stick-like object)	Put it down (small stick-like object)
Yan kaysatán (small stick-like object)	You all put it down (small stick-like object)
I yáanayi tóodei kanastaan i _____. (small stick-like object)	Put your _____ in your backpack. (small stick-like object)
Yee yáanayi tóodei kanaysataan yee _____. (small stick-like object)	You all put your _____ in your backpack. (small stick-like object)
I yáanayi tóodei yéi nasné i at wuskóowu jishagóoni.	Put your school items in your backpack.
Yee yáanayi tóodei yéi naysané yee at wuskóowu jishagóoni.	You all put your school items in your backpack.

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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 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

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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;
2. 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
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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