

Haa Shuká Tundatáani: Tlingit Numbers 1-20

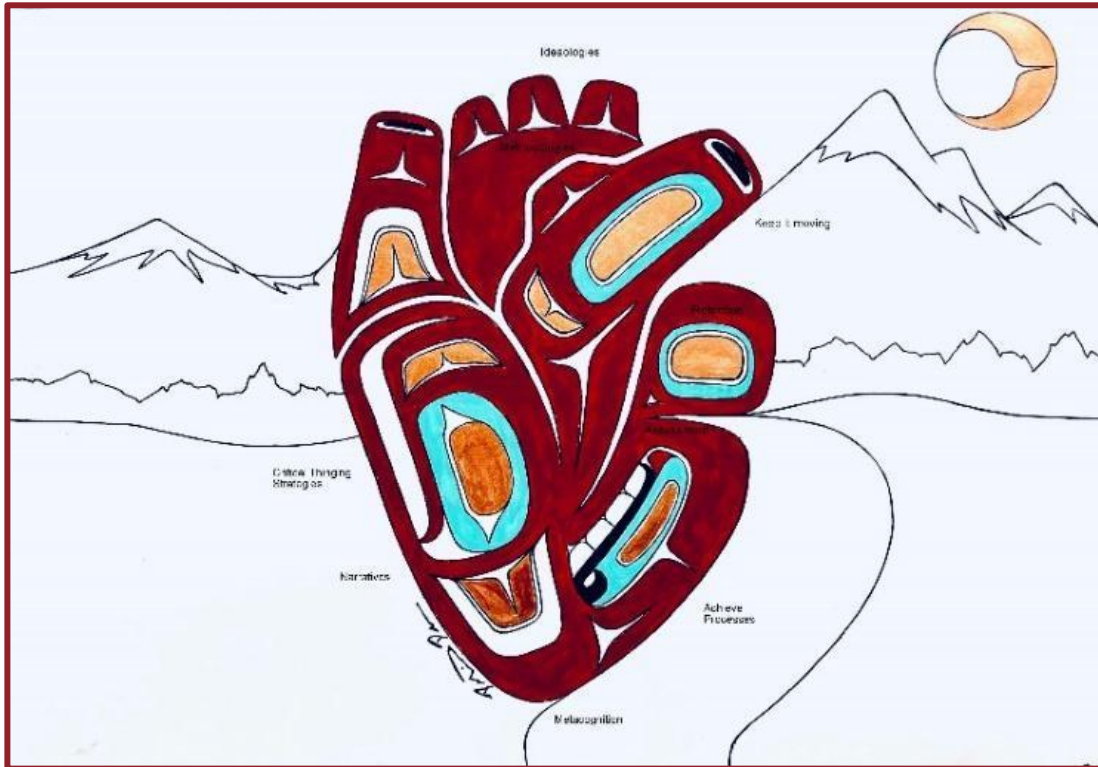


Figure 1: Design Attributions - Yanjeidí, Design by Delfine Decker, Goldbelt Heritage Foundation

An Indigenous Framework for Learning

Haa Shuká Tundatáani represents a way of learning and understanding that connects us as people with the histories that have formed us, the knowledge we share today, and the world delivered by our future selves for future generations. This Indigenous framework seeks to heal.

This framework is designed around the heart at the center of existence, pumping what has existed before into what will exist in the future through the practice of listening, learning, and creation. This cycle of learning and belonging is in each of us and calls to be acknowledged and fostered by our surroundings and histories. Gunalchéesh, thank you to the Yanyeidi whose story guides the visual representation and philosophy behind the heart of our learning framework and its existence rooted in landscapes.

UNIT PLAN	
Ideologies	
<p>Unit Author & Contact: <i>[What is the unit author's name and contact email if available for support?]</i></p> <p>Erin Monteith monteitherin1@gmail.com</p>	<p>Originating Source: <i>[Where is this information coming from? How can acknowledgements and recognition be shown?]</i></p> <p>I learned the Tlingit numbers from Victoria Johnson who has been a language apprentice under Marsha Hotch.</p>
<p>Grade Range & Subject: <i>[What is your target audience?]</i></p> <p>Tlingit language learners with little to no Tlingit language knowledge to learners looking to expand their Tlingit writing abilities.</p>	<p>Time and Timing: <i>[What is the approximate time investment for this learning effort?]</i></p> <p>8- 10 Fifty minute classes (about 2 weeks)</p>
<p>Materials: <i>[What materials and/or room arrangements are necessary for the scope and sequence of the unit?]</i></p> <p>Pretest Posttest</p> <ul style="list-style-type: none"> • review worksheet • Formative Assessment • Go Fish phrases (need help with this) • Tickets, stickers, stamps, something students "earn" • Items for a class store (school related, small toys, food/snacks) 	
<p>Unit Name & Level of Integration Required: <i>[Indicate the title and the level of complexity required for successfully implementing this unit.]</i></p> <ul style="list-style-type: none"> • L1 - this unit is off-the-shelf with materials that can be found in most classrooms or schools. 	

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- *L2 - this unit requires pre-planning such as gathering relevant materials, collaborating with GHF Indigenous educators, cultural bearers, and/or language speakers.*
- *L3 - this unit is best taught with a GHF Indigenous co-teacher due to the expertise, cultural knowledge, perspective, and/or language required for learning*

Haa Shuká Tundatáani:

[Provide a unit overview that describes how and why this curriculum engages prior knowledge and experience, is meaningful to the present, and builds skills, knowledge, and/or curiosity for the future. Where is the unit coming from and where is it going?]

Tlingit numbers are used in daily life for all students and family. This unit will focus on the numbers, where the numbers came from, and how to use numbers in today's life. This unit leads to using Tlingit numbers in complex mathematical problem solving.

Essential Questions:

[What are two compelling questions that will foster inquiry, understanding, and transfer the learning?]

- Can everything be quantified?
- Math is known as the universal language. Do you agree? Why? Why Not?

Student Skill Sets & Understandings to Be Developed:

[What will students be able to do with this new knowledge and skills?]

- say Tlingit numbers 1-20
- identify Tlingit numbers visually and audibly.
- do the four operations of math using Tlingit numbers.
- Take Cornell Notes.

Standards / Established Goals:

[Select the academic and cultural standards, both state and local, that will remain the focus.]

Methodologies

Methodologies

[Choose two teaching methods from the following that will be guiding your instruction.]

- Oral narration
- Inquiry-based
- High-tech approach
- *Kinesthetic learning (hands-on, tactile)*

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<ul style="list-style-type: none"> ● Direct instruction ● Project-based ● Cooperative learning 			
<p>Cultural Engagement: [Describe in what ways this curriculum connects students with and elevates Tlingit Aani (land) and/or Tundatáani (ways of knowing).]</p> <p>Learning Tlingit numbers and their origin helps connect the past with the history of the white man's influence.</p>	<p>Elder / Culture Bearer Role: [Define elder / culture bearer involvement in the curriculum, ranging but not limited to, helping to author original content, gathering materials, presenting to students, etc.]</p> <p>Cultural bearer and language specialist help learn the proper pronunciation as well as the history of Tlingit numbers.</p>		
<p>Integrated Media Element(s)/Resources: [References, direct links, and/or attachments to related AV materials.]</p>			
<p>Differentiation Strategies: [In what ways will you differentiate this lesson for your variety of learners your classroom?]</p>			
<p>Critical Thinking Strategies</p>			
<p>Home Connections: [How are students, families, and the community connecting from this learning effort? Are there opportunities for students to “teach or share” their new knowledge? Provide talking points for students to share with their families through discussion or activities. What do your students and their families value and how can you build on what they know and do outside of school?]</p> <p>Students are encouraged to teach the numbers to at least one person at home. They are encouraged to use the numbers at home in authentic situations: baking, telling time, counting, etc. Students can share what they learn about Tlingit numbers like how they are based off of a man's fingers and toes.</p>			
<p>Unit Progression & Lesson Descriptions [In 1-2 sentences, describe the scope and objective of each lesson. List any related performance tasks with each lesson.]</p> <table border="1"> <tr> <td style="width: 15%;">Lesson #1</td> <td> <ul style="list-style-type: none"> ● What are the numbers in Tlingit? This lesson is teaching numbers 1-10. Students will practice orally and take Cornell Notes. Could give a pretest. </td> </tr> </table>		Lesson #1	<ul style="list-style-type: none"> ● What are the numbers in Tlingit? This lesson is teaching numbers 1-10. Students will practice orally and take Cornell Notes. Could give a pretest.
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Lesson #2	<ul style="list-style-type: none"> What do the numbers mean? This lesson is teaching numbers 1-20 and the meaning of 20. Students will practice orally and take Cornell Notes. Click here for Lesson 2
Lesson #3	<ul style="list-style-type: none"> Real World Situations - Students will brainstorm different places they have been or could use Tlingit numbers. This will lead to the introduction to the Store. Click here for lesson 3
Lesson #4	<ul style="list-style-type: none"> Recognizing the Numbers - Students will work in groups to order random numbers 1-20 from least to greatest. (Formative Assessment).
Lesson #5	<ul style="list-style-type: none"> Review and Games! Students will do a review worksheet. Students will learn how to play Go Fish in Tlingit. Students will play with teacher observing the language making corrections as needed. Click here for lesson 5
Lesson #6	<ul style="list-style-type: none"> This lesson will have an elder explain how the “create” numbers to 100. Students will practice orally and identify the patterns. Click here for lesson 6
Lesson #7	<ul style="list-style-type: none"> How do you do “math” in Tlingit? Click here for lesson 7
Lesson #8	<ul style="list-style-type: none"> Post-Test - Students will take a post test. Click here for lesson 8

Tlingit Phrases:

[What Tlingit phrase captures and embodies the new, desired knowledge or skill?]

- *Kaa wudujeeyí ka kaa x'éix dus.aaxí ch'áagu haa shagóonx'ich kusteeyí: Discipline and Obedience to the Traditions of our Ancestors (Discipline and obedience to the traditions of our ancestors)*
- *Sh yáa ayakdané ka ldakát káa yáa at uwanéi: Respect for Self, Elders and Others (Self-respect and respect for everyone)*
- *Ldakát át a yáa ayaduwanéi: Respect for Nature and Property (All things are respected)*
- *Tlél kútx i yáa wdawóodlik: Patience (Have patience [don't be in a hurry])*
- *Toowú klagé haa t'aakx'í, ka haa naax sateeyí, ka haa kusteeyí: Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity (Pride in our family and our clan and our traditions)*
- *Wooch eenx haa isteeyí, wooch dusxáni, wooch éet wutudasheeyí (When we're together, we love each other, we help each other)*
- *Yee toowú klatseen: Be Strong in Mind, Body and Spirit (Be strong)*
- *Lishoogú át kanaylaneek: Humor (Tell funny stories)*
- *Dikéex' wooch gayilsháat: Hold Each Other Up (Hold each other up)*
- *K'idéin at sa.áx ka a yáa awuné wáa sá i daa yadukaayí: Listen Well and with Respect (Listen well and respect what people say to you)*
- *Tula.aan tin yóo x'adutaan: Speak with Care (People speak with care)*

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- *A káx yan aydél wé tl'átgi: We are Stewards of the Air, Land and Sea (Take care of the land)*
- *Yáa at wuné haa Aan Káawu jeeyís: Reverence for Our Creator (Reverence for our creator)*
- *Wóoch een kayéix yáx nagatee: Live in Peace and Harmony (Let there be peace and harmony among each other)*
- *Yee gu.aa yáx x'wán: Be Strong and Have Courage (Have courage)*

Pinnacle Vocabulary:

[Choose up to three Tlingit and English vocabulary terms that will be emphasized throughout the unit.]

- Gaaw
- 1-20 in Tlingit

Check for Understanding

Culminating Community Building Activity Project:

[Outline the ways in which students might demonstrate their new understanding and/or skills at the end of the unit. How will you make this a community-based task?]

Students will use Tlingit numbers in authentic situations: purchasing items at the Class Store, counting objects, responding to questions requiring number responses, playing games (Go Fish, Uno, War, etc.) Educators will help students find opportunities to use Tlingit numbers. Students are encouraged to find situations.

Formative Evaluation:

[In what ways will you help students identify their strengths and weaknesses and how will you recognize areas students may need additional support?]

Summative Evaluation:

[Describe by what criteria will student demonstration of new knowledge or skills be measured.]

Reflections

Student Self-Reflection:

[In what ways will there be space created for student voice and reflection opportunities?]

Educator Notes & Reflections:

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Speak with the cultural bearer and language specialist to learn about Tlingit numbers. Having the knowledge prior to teaching is helpful to be able to field questions or misunderstandings. It also helps educators listen for more connections while the lessons are taught.

[What additional background information would be helpful for an educator to deliver this unit? Any comments, questions, or suggestions regarding the unit.]

Acknowledgements:

[Please use this space for any further acknowledgements or references.]

Goldbelt Heritage Foundation

Marsha Hotch

Fred White

Victoria Johnson

*****scroll down for lesson template (copy and paste to duplicate the template for additional lessons).***

Unit Title:

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Learning Plan (Lesson Template - copy and paste as needed for number of lessons)	
<p>Lesson Number & Title: <i>[Indicate the lesson number within the unit sequence.]</i></p>	<p>Time & Timing: <i>[# of classes, # of minutes, placement within the academic calendar as needed, etc.]</i></p>
<p>Materials Needed: <i>[Includes room arrangement considerations.]</i></p>	
<p>Differentiation Strategies: <i>[In what ways will you account for all student needs through intentional processes, content, learning environment or classroom design, materials, evaluation, and/or products?]</i></p>	
<p>Lesson Progression: <i>[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]</i></p> <p><i>Hook:</i></p> <p><i>Building Understanding:</i></p> <p><i>Concluding Activity:</i></p>	
<p>Related Performance Task & Additional Resources: <i>[Provide any additional information, resources, articles, or references required.]</i></p>	

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