

Haa Shuká Tundatáani: Toowú Latseen

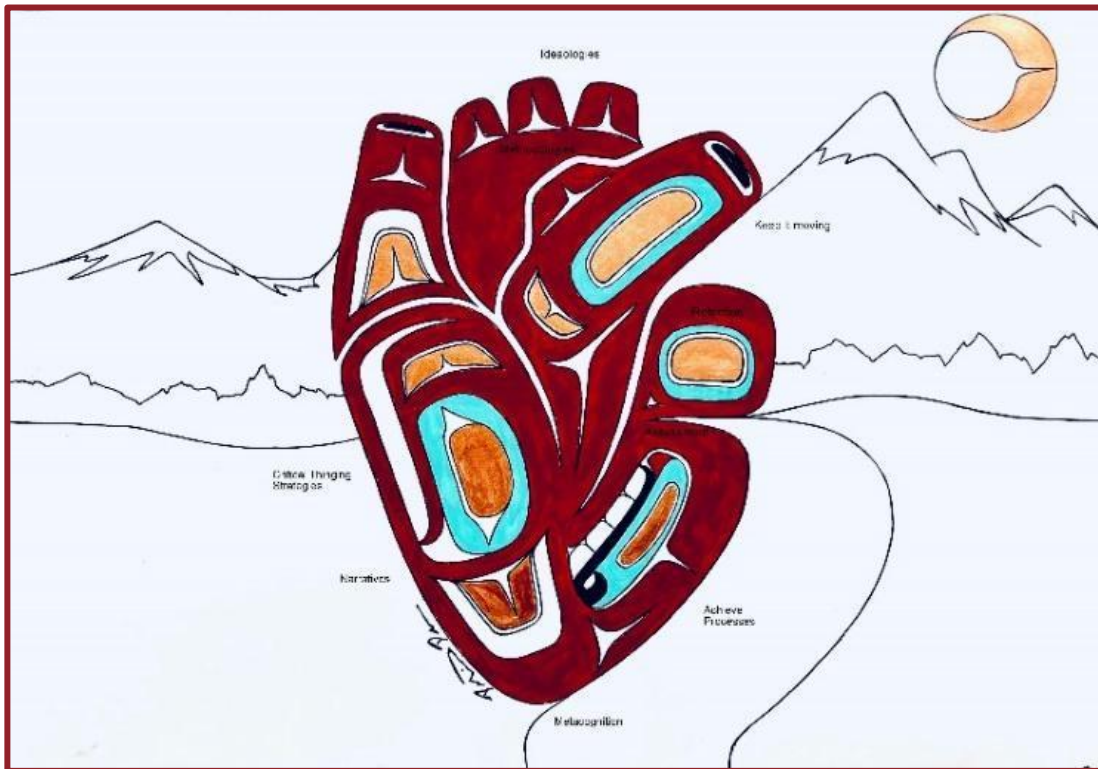


Figure 1: Design Attributions - Yanyeidí, Design by Delfine Decker, Goldbelt Heritage Foundation

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>Paul, David, and Brita compiled this set of activities together.</p>	<p>Originating Source: <i>[Where is this information coming from? How can acknowledgements and recognition be shown?]</i></p> <p>This unit is compiled from the teachings of Kinkawduneeq, Paul Marks & Kingeisti', David Katzeek. The oratory is credited to Frank Johnson, TaakwK'wát'i, as published in Haa Shuka', pg. 139-152. Haa Shuká, Our Ancestors by Nora Marks Dauenhauer</p>
<p>Grade Range & Subject: <i>[What is your target audience?]</i></p> <p>Middle school</p>	<p>Time and Timing: <i>[What is the approximate time investment for this learning effort?]</i></p> <p>This is a two week unit if the class periods are 1 hour each day.</p>
<p>Materials: <i>[What materials and/or room arrangements are necessary for the scope and sequence of the unit?]</i></p> <p>Poster boards, standard sized. Copies of all worksheets in the lessons. Large format poster paper (like construction paper on rolls...) for the large poster group project</p>	
<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. ● 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 	

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knowledge, perspective, and/or language required for learning

L3- An indigenous co-teacher would ideally present the oratory and support students in making connections between the oratory presentation, the traditional Tlingit values, and their lives.

Haa Shuká Tundatáni:

[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?]

This unit is based on showing courage, dedication, and traditional values. The oratory connection is *The Strong Man, Dukt'ootl*. It is a language arts lesson about figurative language and it uses the oratory to convey traditional values as they intersect with classroom and home behavioral examples. Tlingit language connections are around values. Overarching Goal: Raise awareness about a community issue through constructing posters, flyers, and podcasts.

Essential Questions:

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

How do values transcend time, place, and situation?
How can traditional values be applied to everyday situations?

Student Skill Sets & Understandings to Be Developed:

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

Students will be able to explain the traditional values behind their decisions in current situations. Students will be able to use Traditional Tlingit values to support a local cause.

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)*
- *Direct instruction*
- *Project-based*

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- *Cooperative learning*

Student-led discussions: students do a large portion of the work in this unit in groups of 5-7 students, constructing posters, making decisions, presenting, and rolling out their products to the community.

Problem-based Learning: students are tasked with bringing the Traditional Tlingit Values to light in a modern community context. All activities in the unit center on this task.

Cultural Engagement:

[Describe in what ways this curriculum connects students with and elevates Tlingit Aani (land) and/or Tundatáani (ways of knowing).]

This set of lessons is based on Tlingit oratory as it relates to traditional cultural values. Effort is made to connect traditional ways of knowing to present life, situation, and place.

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.]

The indigenous knowledge bearer will provide the oratory and assist students with understanding figurative and literal meanings.

Integrated Media Element(s)/Resources:

[References, direct links, and/or attachments to related AV materials.]

[Telling of the Tlingit Strongman Story from 1909](#) (for comparative). [Webpage Tlingit Translated Values.pdf](#) [Dauenhauer-1987-Haa Shuka.pdf](#) [Guidelines for Respecting Cultural Knowledge.pdf](#)

Differentiation Strategies:

[In what ways will you differentiate this lesson for your variety of learners your classroom?]

Critical Thinking Strategies

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?]

Day One: Students work on the Circles of Action thinking routine with a family member to consider community, place-based, local.... issues of importance to them.

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[Circles of Action.pdf](#)

Unit Progression & Lesson Descriptions

[In 1-2 sentences, describe the scope and objective of each lesson. List any related performance tasks with each lesson.]

1. Children as Citizens Group Project Introduction: **3 Days** and 1 Home Engagement Activity: Investigate community issues and target one to highlight and raise awareness about. Click [here](#) for lesson 1
2. Figurative Language Review: Whole class review of concepts and orally read story practice - **1 Day** Click [here](#) for lesson 2. [FigurativeLanguageWorksheets-1.pdf](#) [The 2015 Fiction Issue Short stories from Curtis Sittenfeld, Sandra Cisneros and Pagdgett Powell.pdf](#)
3. Oratory Presentation One: focus on identifying values embedded in the presentation, learning the protocol for participating in an oratory, and asking questions to gain understanding of the events **1 Day** Click [here](#) for lesson 3.
4. Oral Presentation Two: timelines and annotation- large format poster - **2 days** Click [here](#) for lesson 4. [Timeline graphic organizer.pdf](#)
5. Podcasts: Students construct podcasts in small groups, they present small portions on the radio, and they hang their posters. **3 days** Click [here](#) for lesson 5.

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)*

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- *Tula.aan tin yóo x’adutaan: Speak with Care (People speak with care)*
- *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.]

kaxéel’ - conflict

ch’u wooch yáx - the same way each time (as in NOT the same way each time)

a too yoo kawzigít - life experience

[Tlingit Dictionary Twitchell.pdf](#)

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?]

[Children Are Citizens Project Planner.pdf](#)

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?]

[Project Self Assessment.pdf](#)

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Educator Notes & Reflections:

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

It will benefit the learning team to flesh out some local community issues for student teams to investigate, in case they don't come up with ideas initially. They can build on them. Connecting with the local radio station is optional, but permission slips are needed for participation.

Acknowledgements:

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

Kinkawduneeek and Kingeisti' for contributing language and information/ oratory practice for this lesson.

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

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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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