

## “Tooth and Consequences”

Fall > Hunting > Writing (06.WR.01)

### Season & Location:

Fall/Classroom

### Standards Addressed:

2<sup>nd</sup> Language:

SL.PS2.PW.01: Write from memory some high-frequency words, phrases, and simple sentences and questions.

SL.PS2.PS.01: Speak to an audience using memorized phrases and simple sentences.

Cultural Competency:

Food, Arts & Aesthetics, Belief & World View.

Arts:

AR.08.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

Writing (Adapted from State standards):

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Vocabulary:

Cougar	Ch'ulh-ts'as-ne
Eagle	Srii-naa-ch'ee-yash-'e
Bear	Sv-gvs
People	Xee-she'
Wolf	Naa-yvsh-ne
Hawk (any kind)	Ch'utlh-ch'ak-ne
Shark	Yan'-tr'ee-nash
Snake	Chvn-naa-le

### Phrases:

Long Ago	Dan'-t'i
He/She/It was feeling (emotion)	Dee-dvt-nish
He/She/It wasted (food)	Srtaa~ srvn-yvstlh-sri~'

He/She/It killed for no reason	Yvlh-tr'int
He/She/It was too loud	Hii lhtin' chu'-yvstlh-'an'
He/She/It burned* (arson)	Nes-lvt
Because of it, He/She/It pays a fine	Ch'ee-'in'sh
That is why (it is that way)	Waa
The End	Lee-'vn-t'i

**Grammar:**

Basic sentence structure, punctuation.

**Previous lessons:**

Feelings (01.HE.01)

**After completion, students/instructors will be able to**

Identify a variety of predators using Dee Ni vocabulary;

Understand traditional values related to environmental stewardship and the importance of respecting the natural world;

Recognize the importance of stories and storytelling in traditional teaching methods;

Create an illustrated storybook;

Tell a story using the Dee Ni language;

**Description:**

Teacher explains the role of storytelling in Tribal cultures; that stories frequently use animal characters and contain a theme/moral that is used as a lesson.

Teacher shares one or more traditional animal stories that have themes corresponding to one or more of the themes being taught. (There are many, many of these available in books and on line.)

Students may work individually or form small groups. (In the case of small groups, roles can be assigned – “translator”, “illustrator”, “calligrapher”, “speaker”, etc.)

Students review vocabulary and phrases from previous “Feelings” lesson.

Illustrated flashcards\* are distributed to students – each student receives one Predator card, and one Misdeeds card.

Students begin by writing their story in English following this outline:

1. “Long ago,”
2. “(Predator) was feeling (emotion)”

3. “(Predator) (committed a Misdeed) to (another character)”
4. “Because of it, (Predator) was punished.”
5. For sentence 5, students will consult classroom resources in order to develop a simple “explanation” phrase; a sentence that completes the phrase, “That is why \_\_\_\_\_”
6. “The End.”

When the sentences are written 1 – 6 in English, students use classroom resources and lesson materials to translate each one into Dee Ni.

Students use these sentences to create an illustrated storybook, one Dee Ni sentence per page. Illustrations can be made using art supplies, or any combination of magazines, web resources, photographs, etc.

Students should be prepared to present their storybook to their classmates. If so desired, stories can be shared with Dee Ni learners in lower grades.

\*Optional: Predator and Misdeed cards could be created by the students as a separate project.

### **Materials and Supplies:**

Materials from “feelings” lesson.

Predator and Misdeeds cards

Paper, magazines, drawing materials, general art supplies.

Animal stories selected by classroom teacher