

Dikéex' Wooch Gayilsháat

Hold each Other Up

An Oral Literacy Unit for Grades 6-8



Unit Overview

This unit introduces students to Tlingit oratory and the Tlingit value: *Dikéex'wooch gayilsháat*: hold each other up. The purpose of this unit is not to teach specific protocol for formal events such as a memorial Koo.eex. Instead, this unit attempts to capture the essence of Tlingit oratory- specifically the supportive reciprocity between speaker and listener that is present in both formal and informal gatherings.

When Tlingit speakers share words, the audience members hold up the speaker- they do not allow words to fall to the ground. This is done both verbally and with the heart. In Tlingit culture an audience member is not expected to be silent during a speech. In both formal and informal settings it is common to hear audience members responding to the speakers words during the speech. To show support or appreciation for the speaker, the listener might respond in Tlingit with *Aáa* (yes) or a *Gunalchéesh* (thank you). Likewise, if the speaker is having difficulty, an audience member might respond with the supportive phrase: *I gu.aa yáx x'wán* (be strong and have courage). In addition, Tlingit speakers know their words are a verbal representation of their ancestors. Therefore, the Tlingit speaker does not stand alone.

The purpose of this unit is to provide students a supportive community in which to practice public speaking. Over the course of the unit students will participate as storytellers and as audience members. In the role of story teller, students experience being supported by their peers. In the role of listener/audience member, students practice holding up the speaker. This is done through the use of Tlingit phrases which acknowledge and show support for the speaker.

Purpose of Unit

- To develop listening, speaking, reading and writing skills through use of effective literacy strategies and Tlingit oral tradition.
- To practice the Tlingit value, *Hold Each Other Up* as students engage in oral literacy activities.
- To develop understanding of Tlingit oral culture.

Essential Question

What does it look like, sound like and feel like to hold each other up?

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Tlingit Phrases

<i>Dikéex' wooch gayilsháat</i>	Hold each other up
<i>I gu.aa yáx x'wán</i>	Be strong and have courage
<i>Gunalchéesh</i>	Thank You
<i>Aáa</i>	Yes

Elders & Cultural Specialists in the Classroom

Students benefit from listening to elders and cultural specialists. An elder or cultural specialist should be invited to talk about Tlingit oratory and/or share a personal narrative with the students. If the elder/culture bearer is a heritage language speaker, they might also teach/reinforce heritage vocabulary and phrases related to the unit.

Embedded Literacy Strategies

The lessons in this unit utilize specific literacy strategies to scaffold student learning. Guided reading strategies ensure comprehension of informative text. Guided writing strategies allow students to communicate what they learned and to engage in the writing process effectively. The following chart defines strategies which may be incorporated into this unit.

Reading Strategies	Writing Strategies
<p>Guided Reading: Teacher models specific strategies to guide students through challenging text.</p> <p>Marking the Text: Students select text by highlighting or underlining specific components such as the main idea.</p> <p>Summarizing/Paraphrasing: Students restate in own words the essential information or main idea of a text.</p>	<p>Guided Writing: Teacher models the writing students are expected to do by guiding them through the writing process before students are expected to perform the same process.</p> <p>Brainstorming: Students list multiple ideas in a short amount of time without excluding any ideas.</p> <p>Drafting: Students incorporate brainstorming ideas into a written format or story.</p>
Speaking Strategies	<p>Marking the Draft: Students highlight or underline or code areas for revision.</p> <p>Adding Details: Students enhance text by adding additional words, phrases, sentences, or ideas.</p> <p>Self-Editing/Peer Editing: Students work alone or with a partner to examine and identify areas that might need correction for grammar, punctuation and spelling.</p>
<p>Oral Reading: Students read aloud one's own text or the texts of others to share work, build fluency and increase confidence in presenting to a group.</p> <p>Rehearsal: Students engage in multiple practices of a piece of text prior to performance to refine use of storytelling techniques.</p>	

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Standards Addressed in this Unit

Alaska English Language Arts Standards Grade 6

Writing

W.6.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Vocabulary Acquisition and Use

L.6.6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Reading: Informational Text

Key Ideas and Details

RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

RI.6.6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.

Speaking & Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts*, building on others' ideas and expressing their own clearly.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Alaska State Standards

English Language Arts

A.4 write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats

Cultural, Social, Personal Perspectives and Science

F.2 develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world;

F.3 develop an understanding of the importance of recording and validating cultural knowledge.

Cultural Standards

D.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;

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Assessments

The essential question will be the guiding assessment and students will answer this question before and after the unit. Students will also maintain a reflective journal to respond to writing prompts provided in each lesson. The teacher should read student journals daily and differentiate based on student responses. The beginning of each lesson provides time to review and reflect on previous learning and would be a good time to clarify concepts.

- Pre-assessment and post assessment
- Journal reflection writing

Overview of Lessons	Literacy Strategies	Academic Vocabulary	Assessments
<p>Lesson 1: Hold Each Other Up!</p> <p><i>This lesson sets the stage for the unit. Students read informational text in order to better understand the meaning of “values.” Students focus on two Tlingit values: Be Strong and Have Courage & Hold Each other Up. Students learn to speak the Tlingit phrase: I gu.aa yáx x’wán (Be Strong and Have Courage) and Dikéex’ wooch gayilsháat (Hold each other up) and reflect on when these phrases might be used in school.</i></p> <ul style="list-style-type: none"> • Student Page 1: <i>The words we Live By</i> 	Marking the Text Quick Write	Values	Pre-assessment Journal Reflection
<p>Lesson 2: Oratory</p> <p><i>This lesson introduces students to the concept of oratory and reciprocity. Students read informational text to better understand the meaning of oratory. Students practice reading strategies, self-reflection journal writing and Tlingit language phrases to show support for peer speakers.</i></p> <ul style="list-style-type: none"> • Student Page 2: <i>The Art of Public Speaking</i> • Student Page 3: <i>Tlingit Phrase Sheet</i> 	Marking the Text	Oratory Reciprocity	Journal Reflection
<p>Lesson 3: Discovering your Story</p> <p><i>In this lesson the teacher guides students to identify a meaningful life story (personal narrative). Students complete a Life Map and practice telling their story to a peer or small group. Each student practices reciprocity by using the Tlingit phrases.</i></p> <ul style="list-style-type: none"> • Student Page 4: <i>Life Map Prewrite</i> 	Brainstorming Prewriting	Personal Narrative	Journal Reflection

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<p>Lesson 4: Expanding your Story <i>In this lesson students will expand their personal narrative into a written story. Students will use the writing process and will edit work using a writing checklist.</i></p> <ul style="list-style-type: none"> • Student Page 6: <i>Writer’s Checklist</i> 	<p>Drafting Marking the Draft Revising Editing</p>	<p>Simile Metaphor</p>	<p>Journal Reflection</p>
<p>Lesson 5: Sharing your Story <i>In this lesson students are prepared to share their stories and to demonstrate reciprocity within the context of a larger audience. Family members are invited to join the classroom for a storytelling event.</i></p>	<p>Oral Reading</p>	<p>Gratitude</p>	<p>Journal Reflection Post-assessment</p>

Suggested Pacing Guide

This unit will take approximately 2 weeks to complete. The length of the unit depends upon how much time is needed for students to complete their written personal narrative.

Lesson	Length of Class Session	Number of Sessions
Lesson 1	45 - 60 minutes	1
Lesson 2	45 - 60 minutes	2 Elder visit
Lesson 3	45 - 60 minutes	1-2
Lesson 4	45 - 60 minutes	5-7 Writer’s Workshop
Lesson 5	45 - 60 minutes	2 Storytelling Event
Total Class Sessions		11 -14

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Lesson 1

Dikéex' wooch gayilsháat- Hold Each Other Up

Lesson Overview:	This lesson sets the stage for the unit. Students read informational text in order to better understand the meaning of “values.” Students focus on two Tlingit values: Be Strong and Have Courage & Hold Each other Up. Students learn to speak the Tlingit phrases: <i>I gu.aa yáx x'wán</i> (Be Strong and Have Courage) and <i>Dikéex' wooch gayilsháat</i> (Hold each other up) and reflect on when these phrases might be used in school.
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>
Alaska Standards:	L.6.6; W.6.10; SL.6.1; RI 6.2; F2; F3
Objectives: <ul style="list-style-type: none">• Students practice reading strategies while reading informational text.• Students respond to content in writing and oral discussions.• Students define “value” and reflect on their own values.• Students practice speaking the Tlingit phrases “hold each other up” and “be strong and have courage”.	Assessments: <ul style="list-style-type: none">• Pre-Assessment• Journal Reflection

Duration: 60 minutes

Materials

- Student Page 1: *Values: The Words We Live By*
- Student Journals
- Highlighters or Colored Pencils

Vocabulary

- values
- *Dikéex' wooch gayilsháat* Hold each other up
- *I gu.aa yáx x'wán* Be strong and have courage

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Procedure

Step 1 Introduction

Introduce purpose of unit:

- Over the next 2 weeks, you will be learning what a value is -and will practice the traditional Tlingit value: *Hold each other up*. You will also demonstrate strength and courage while speaking to an audience.

Pre-Assessment

On Notebook paper- Have students answer the following question. Let students know they will answer this same question at the end of the unit to see how their understanding has grown.

- Write what you feel you know right now: *What does it look, sound and feel like to hold each other up?*

Collect all papers and save for the end of the unit.

Note: *This is a good time to set expectations for reflective writing: Have students record the question and answer in complete sentences.*

Step 2 Building Background Knowledge: Values

Students read informational text in order to understand the meaning of “values.” Students discuss the two Tlingit values: Be Strong and Have Courage; Hold Each other Up.

Before Reading:

- Pass out the Student Page 1: *Values: The Words We Live By*
- Review or teach the strategy: “Mark the text”. Students use highlighters or colored pencils.

During Reading:

- Have students read the passage and mark the text for key words or phrases that define or explain the meaning of “values”.
- Have students complete the quick write at the end of the student page.

After Reading:

- Discuss and define “value.” Ask student to share the words/phrases they marked and use their responses to create a definition. Post the definition in the classroom.
- Ask for volunteers to share quick writes
- Direct students to locate the list of Tribal Values on the Student Page
- Discuss the value: ***Be strong, have courage.*** Ask:

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Why might this be an important value?
When would a person need to be strong/have courage?
What are the different ways we show strength/courage?

- Discuss the value: **Hold each other up**. Define the value as showing support for each other. Ask:

Why might this be an important value?
When would a person benefit from receiving this support from others?
What are the different ways we can demonstrate holding each other up?
How can we use our words to hold each other up in school?
What are some things we can say to each other to show support?

Step 3 Building Background Knowledge: *Tlingit Phrases*

Teach Tlingit Phrases:

Let students know they will learn a Tlingit phrase that will be used to hold each other up and have a Tlingit speaker teach the following phrases:

- *I gu.aa yáx x'wán* Be strong and have courage
- *Dikéex' wooch gayilsháat* Hold each other up

Discuss:

- When might we need to use this phrase with each other in our learning community here at school?
- Emphasize how our actions can support each other's learning experiences.
- Some things- such as public speaking- take a lot of courage for many people. We can support each other in class by encouraging other's to be strong and have courage when speaking. Tell students: During this unit we will be telling stories (speaking) and we will show support for each other by using Tlingit phrases. We will hold each other up so that everyone can feel strong and have courage while speaking.

Step 4 Closing and Assessment

Journal Reflection Prompts:

Set expectations for journal writing. You may choose to assign points or grades for completed journals or create a scoring guide so students understand habits of work expectations.

Have students choose one of the following to write about in their journals. Instruct them to write the prompt down and to answer with complete well thought out sentences. Let students know they will be sharing their responses in the following lesson.

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Describe a time in your life when you needed to be strong and have courage.
Describe a time you held up someone.
Describe a time in your life when you were held up.

Formative Assessment:

Be sure to read the pre-assessments and keep for the end of the unit.

Read student journal entries. Be sure every student has a thoughtful response because they will be expected to share it during the next lesson.

Student Page #1

The Words We Live By

What are Values?

Every person has values. Values are the ideas people have about what is right, good and fair. Here are some examples of values:

- Respect for elders
- Respect for property
- Respect for nature

Cultural Values

People who are from the same culture often share the same values. They learn these values from family, elders and community.

People from different cultures often share the same values too. For example, all cultures include respect as a value. However, it is important to understand that different cultures show respect in different ways.

For example, in some cultures a handshake shows respect to the person you are greeting. In other cultures a handshake would be considered rude. Another example is the use of eye contact. Some cultures show respect by using eye contact. Others show respect by lowering their eyes to avoid eye contact.

Understanding how another culture shows respect can help you to be more respectful towards that culture.

Traditional Tribal Values: Our Way of Life

The Tlingit, Haida and Tsimshian people have lived in Southeast Alaska for a very long time. For thousands of years they have interacted with each other. They share a set of values. Respect is one very important value among the Tlingit,

Haida and Tsimshian people. Here is a list of the Southeast Traditional Tribal values:

- 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
- 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

?

How many of these traditional tribal values are rooted in respect?

Personal Values

You have your own values. The things you believe are right or wrong reflect your personal values. Your personal values come from your family, your elders, your culture and your experiences.

Quick Write:

What are your personal values?

How are your personal values connected to your family and your culture?

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Procedure

Step 1 Activating Prior Knowledge

Review previous Learning:

Post the Tlingit Phrases/words on a chart and practice/review the phrase from the previous lesson.

- *Dikéex' wooch gayilsháat* Hold each other up
- *I gu.aa yáx'x'wán* Be strong and have courage

Set purpose for Today's lesson:

Today you will read about **Oratory**

Step 2 Building Background Knowledge: Oratory & Reciprocity

Before Reading

Discuss:

Have you come across the word “oratory” before?

What do you think the word “oratory” means?

Pass out the Student Page 2: *The Art of Public Speaking*.

Let students know they will read the passage to better understand the word oratory.

During Reading

Have students read the passage and mark the text (using highlighters or colored pencils) for words or phrases which define or describe oratory.

After reading

Define **oratory**: What are some words or phrases you underlined that define Oratory?

Discuss and define **reciprocity**

- Don't let words fall to the ground. What is meant by this phrase?
- Discuss how when someone gives you the gift of story, you can **reciprocate** with appreciation.

To prepare students for reciprocity in the classroom: Teach Tlingit phrases and when to use them. Have students practice.

- Say “yes” to show you agree with the speaker's words: *Aáa* (yes)
- Say “thank you” to show appreciation for the words: *Gunalchéesh* (thank you)
- Encourage the speaker when they need support: *I gu.aa yáx'x'wán*
(be strong; have courage)

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Step 3 Student Practice: *Tlingit Phrases*

Students practice being a storyteller and a listener in pairs or small groups:

- Students take turns reading their journal reflections from lesson 1 while the listener holds up speaker by practicing the Tlingit phrases. Be sure to pass out phrase sheets and/or have the phrases posted in the room where all can see.
- Say “yes” to show you agree with the speaker’s words: *Aáa* (yes)
- Say “thank you” to show appreciation for the words: *Gunalchéesh* (thank you)
- Encourage the speaker when they need support: *I gu.aa yáx.x’wán* (be strong; have courage)

Step 4 Optional: *Elder or Cultural Specialist Visit*

Invite a cultural specialist or elder to the class to talk about values or to share a story. Have students practice using phrases during the visit.

Step 5 Closing and Assessment

Journal Prompts: Have students respond to all of the following:

How do you feel about public speaking?

Is it easier for you to talk to one person rather than a large group of people?

How did it feel to be held up by your partner?

Send home the Student Page 3: *Tlingit Phrases for Holding Each Other Up* and have students teach family members the phrases.

The Art of Public Speaking

What is Oratory?

Speaking well to a group of people is an art form. The words a speaker chooses will depend upon the audience and the reason for the speech. Speakers use words to inspire and to heal. Speakers use words to connect us to our ancestors. Some speeches include words to live by, such as values. Talented speakers connect with their audience.

Oratory is the art or practice of speaking in public.

Glossophobia: *“The fear of speaking”*

If you get nervous when you speak in front of a group of people you are not alone. Public speaking is the number one fear among humans. More people fear public speaking than death. There is even a word that means “fear of speaking”. The word is *glossophobia*.

Tlingit Oratory

Speaking with care is a value shared by Southeast Alaskan tribes. The people understand that words are very powerful. They understand how the words we choose impact those around us. Living in harmony is another value shared by Southeast Alaskan tribes. Living in harmony with others requires thoughtful speech.

Clan leaders are often called upon to speak. A clan leader learns to be careful with words and to manage one’s emotions. It is important for a clan leader not to become easily excited or angered. Understanding how to keep emotions in check is an important trait in a clan leader. A clan leader is trained by elders to be cautious with speech and to understand how words of comfort are a gift.

Hold each other up!

How can we support each other when we speak in public? The answer is: hold each other up! ***Don’t let the words fall to the ground!*** When listening show respect and encouragement for the speaker. Use your own words to show support for the speaker’s words:

- Say *Aáa* (yes) to show you agree with the speaker’s words
- Say *Gunalchéesh* (thank you) to show appreciation for the words.
- Encourage the speaker when they need support. Say *I gu.aa yáx̣x’wán* (*be strong; have courage*).

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Student Page #3

Tlingit Phrases for Holding Each Other Up

- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Student Page #3

Tlingit Phrases for Holding Each Other Up

- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Procedure

Step 1 Activating Prior Knowledge

Review Previous Learning

Practice Tlingit phrases

Set Purpose for Lesson

- Tell students today they will brainstorm and map out a real story which will be developed in later lessons into a full written narrative.

Step 2 Building Background Knowledge: *Personal Narratives*

Note to teacher: Be sure to familiarize yourself with the Life Map student page. This would be a great time to share your own personal narrative using a Life Map. This would demonstrate for students how to create/use a life map to tell their stories and would help build background knowledge of the personal narrative genre.

Whole Group Discussion: **What is a personal narrative?**

- You are the topic of a personal narrative.
- Personal narratives are a story about you and your experiences.
- Think of a real experience you have had that would be hard to forget. Think about what makes it so hard to forget. Tell what happened.

Whole Group Brainstorm: **Help students to identify meaningful personal narratives.**

Brainstorm a list of topics for personal narratives. Some possible topics:

- A time I held someone up
- An important discovery
- An experience that taught you a lesson
- A day when everything went right (or wrong)
- An embarrassing experience
- A frightening experience
- A memorable journey
- Your first day at a new school
- An experience that made you laugh until you cried
- A vacation trip
- A fishing/hunting/gathering trip
- Your first time away from home

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Life Map Prewrite: Pass out the Student Page 4: *Life Map Prewrite* and read together “What is a life map?” Discuss the assignment and have students complete a map for their personal narrative on drawing paper. Assist as needed.

Step 3 Student Practice

Small Group Practice: **Share personal narratives with a partner/small group**

- Have students practice telling their story to a partner or in a small group using the Life Map as a telling guide.
- Encourage the listener(s) to hold up the speaker by using the Tlingit phrases.

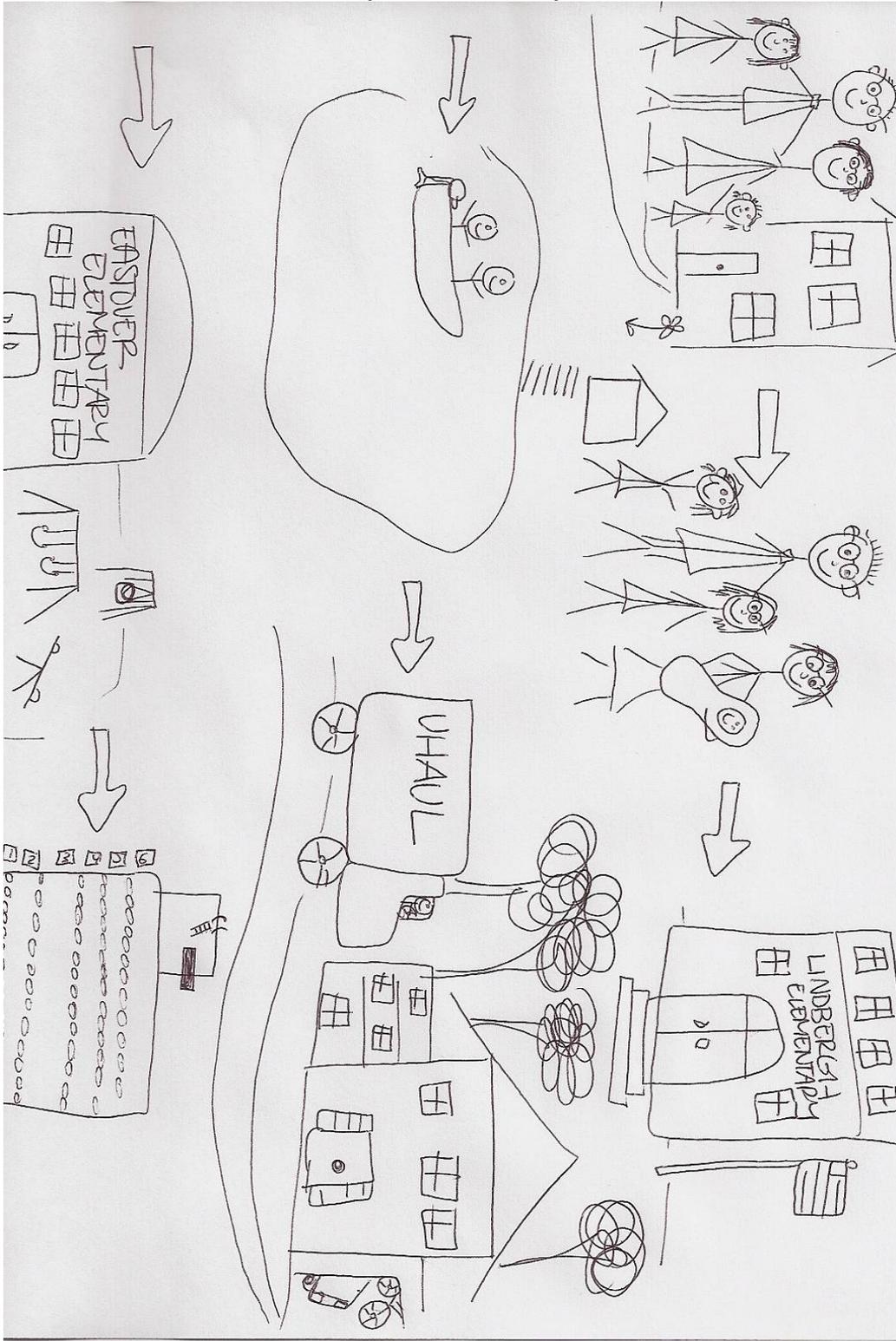
Large Group Practice: **Allow volunteers tell story to larger group.**

Step 4 Closing and Assessment

Journal Prompt:

- Reflect on the Essential Question: *What does it look, sound and feel like to hold each other up?*

Sample Life Map



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Life Map Prewrite

What is a life map?

A life map is a pictorial representation of one's life. It is a way for a writer to brainstorm big, life altering or small, but important moments in his or her life. Life maps can be simple with stick figures and squares for houses, or they can be a way in which an artist can capture an idea on paper. The life map flows in chronological order, and the idea is to use pictures and few words. The picture can be revisited over and over, added to, changed. It's just a starting place to generate ideas for stories.

Personal Narrative Prewrite Assignment

- Think about an important personal narrative from your life.
- On a separate piece of paper create a Life Map to represent your story.
- Use simple pictures
- Use few or no words
- Make sure your map flows in chronological order.

Lesson 4 Expanding Your Story

Lesson Overview:	In this lesson students will expand their personal narrative into a written story. Students will use the writing process and will edit work using a writing checklist.	
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>	
Alaska Standards:	W.6.4; W.6.5; W.6.10; F2; F3	
Objectives:	<ul style="list-style-type: none"> • Students write a draft of their story. • Students revise draft to add metaphor and simile • Students use a writers' checklist to edit self and peer work. 	Assessments:
		<ul style="list-style-type: none"> • Journal Reflection

Duration: 5-7 class sessions

Materials

- Student Page 5: *Writer's Checklist*
- Student Journals

Vocabulary

- | | |
|-----------------------------------|----------------------------|
| • Aáa | yes |
| • <i>Gunalchéesh</i> | <i>thank you</i> |
| • <i>Dikéex' wooch gayilsháat</i> | Hold each other up |
| • <i>I gu.aa yáx_x'wán</i> | Be strong and have courage |
| • Simile | |
| • Metaphor | |

Literacy Strategies

- Drafting
- Marking the draft
- Revising
- Editing

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Procedure

Step 1 Activating Prior Knowledge

Review Previous Learning: Practice Tlingit phrases.

Set Purpose for Today's Lesson: Have students retrieve the completed Life Maps. Discuss how the map is a visual representation of their personal narrative. Let them know that over the next several days they will create a written version of their story in a writer's workshop.

Note: This would be a good time to review steps of the writing process and any rules for classroom behavior/expectations for Writer's Workshop.

Step 2 Drafting the Story

Drafting

Using the Life Map Prewrite instruct students to complete a written draft of the story. Teach writer's craft mini-lessons to meet the specific needs of your students. Some ideas for mini-lessons:

- How to write a compelling beginning
- Elaborating with details
- Using transitional words and vibrant verbs (see teacher resource)
- Developing suspense
- Effective dialogue

Step 3 Revising: *Simile and Metaphor*

Teach and Practice Writing Simile and Metaphor:

- Provide examples of both. Discuss the difference between the two and allow students time to practice creating and sharing simile and metaphor (see the teacher resource pages for ideas if needed).
- Discuss how these literary elements are powerful ways to bring deeper meaning to a personal narrative
- Point out that Tlingit oratory includes simile and metaphor.

Revising for Simile and Metaphor

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Have students locate and mark a place in their drafts where a simile would be appropriate. Have students mark another spot in the draft where a metaphor would be appropriate. Assist students to add both to their draft.

Step 4 *Revising: Peer Review*

This is an opportunity for students to test out whether their written story makes sense to others. Each child will share his/her story with a peer.

Set expectations for positive/constructive feedback for peer reviews:

Have one student read his/her story to a peer. The peer reviewer should first tell the writer one thing they really liked about the story and/or the writer's craft. After the positive feedback the peer reviewer might pose a question about something that wasn't clear- or an area they felt could have more details. The writer should take notes. Then they switch roles and repeat.

When finished students may choose to revise based on peer feedback.

Step 5 *Editing: Writer's Checklist*

Self and Peer Editing: This is the final step before publishing the story.

Pass out the Student Page #5: Writer's Checklist and review with students.

Students first edit their own work completing the check sheet. Then they work with a peer to edit their work.

Step 6 **Publishing**

Options for publishing:

- Students type stories
- Students rewrite story
- Students record their story
- Students illustrate a final draft.
- Students create a power point or other digital version of the story
- Class Book of all stories
- DVD of students telling stories during the event.

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Student Page #5
Writer's Checklist for Self and Peer Editing

Author's Name: _____

Peer's Name: _____

Directions: Edit your written work using the Self-Edit columns, fixing any errors your notice. Then have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

Step 2 Revising: *Oral Audience Greeting and Closing*

Revising: *Audience Greeting*

To prepare students for writing a greeting to address the audience members:

- Discuss/define **gratitude**:
gratitude (noun): the quality of being thankful; readiness to show appreciation for and to return kindness. "She expressed her gratitude to the audience for their support"
- Discuss how to express gratitude for the audience at upcoming storytelling event. Explain how in Tlingit oratory the speakers address the audience by introducing self and then acknowledging clan relations or audience members present.
- Students should write an introduction to include the following;
 1. Self-introduction
 2. Expression of gratitude for audience members: (I am very grateful/happy to see your faces... I would like to acknowledge my mother (name)/father (name)/ brother/sister etc..)

Revising: *Closing*

To prepare students for writing a closing to address the audience members:

- Discuss how students can show gratitude by thanking the audience members for listening. Have students write a closing thank you to the audience.

Step 3 Student Practice: *Rehearsal*

Small Group Practice:

Have students form groups of 4-5 to take turns telling/reading story with greeting and closing. Listeners will practice respect/hold each other up using Tlingit phrases.

Step 4 Student Practice: *Storytelling Event*

Storytelling Event: Be sure to invite family and friends ahead of time.

- Explain how students have been working on the value of “hold each other up” while developing personal narratives.
- Prepare the audience for the reciprocity phrases and teach family/parents the Tlingit phrases. You may choose to have students lead this.

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- Students read personal narratives with introduction and closing. Audience members are encouraged to respond with Tlingit phrases

Step 5 Closing and Assessment

Journal Prompts:

- Post-assessment: *What does it look like, sound like, and feel like to “hold each other up”?*
- Self-Reflection: What did you learn about yourself as a public speaker?

Extensions

Teach Tlingit introductions and have students introduce themselves in Tlingit to audience during the storytelling event.