

YUKON FIRST NATIONS FIVE

Yukon First

Nations

Languages

TEACHER'S

GUIDE

YUKON FIRST NATIONS LANGUAGES

TOPICS

traditional YFN languages
languages our closest neighbours speak
language families
YFN languages in Yukon communities
multilingual communities
the meaning of bilingual
Canada's two official languages
official language status
dialects of YFN languages
what accents and dialects can tell us
importance of learning about dialects
language as part of culture
fluent speakers of YFN languages
the strength of Elders' stories, songs and dances in YFN languages
the importance of keeping language and culture alive
YFN oral tradition
learning YFN languages
how English came to the Yukon
why YFNs began to use English
how to keep YFN languages strong
the future of YFN languages

YUKON FIRST NATIONS LANGUAGES

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YFN LANGUAGES TARGETS

- locate Yukon First Nations traditional territories
- demonstrate curiosity about traditional ties to the land
- willingly reflect on their relationships with themselves, one another and the natural world
- experience and appreciate the lifestyle, culture and beliefs of Yukon First Nations.
 - demonstrate respect for traditional knowledge
 - preserve and transmit culture
 - recognize and explain multiculturalism.

B.C. SOCIAL STUDIES LEARNING OUTCOMES

A1, A2, A3, A4, A5
B1, B2, B3
C3, D1, D2
E1, E2, E4

BEGINNINGS

Chapter 1, What History Means
Chapter 2, First Nations,
pages 11 -15

CONNECTIONS CANADA

page 1, Introduction
page 2, Coming Together
page 3, Country of Many Differences
page 4, 5, map
page 9, O Canada
page 10 -12, Counting Canadians

CROSS CURRICULAR LEARNING OUTCOMES

Language Arts

A1, A2, A3, A7, A8, A9, A10
B2, B4, B8, B9
C1, C4, C8, C9, C11

Fine Arts

A1, A2, A3, A4, A6, A7, A8, A10

	B.C. SOCIAL STUDIES LEARNING OUTCOMES	SOURCES of EVIDENCE
A1	apply critical thinking skills—including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing—to a range of problems and issues	included throughout all the activities
A2	use maps and timelines to locate, interpret, and represent major physical, political, and economic features of Canada	Language Map, Language Research, Listen to the Languages, One of the Last Tagish Speakers, O Canada
A3	gather a body of information from a variety of primary and secondary sources	Conferencing, What did I learn?, Many Languages, Classroom Gallery, Our Elders, Grass Pants, Language Map, Language Research, Family Language Survey, Poster, Language Chart, Listen to the Languages, One of the Last Tagish Speakers, O Canada
A4	create a position on a selected topic	Conferencing, What did I learn?, Many Languages, Grass Pants, Sharing Circle
A5	defend a position on a selected topic	Conferencing, Sharing Circle
B1	describe the significance of key events and factors in the development of Yukon and Canada including the fur trade, the railroad, the Gold Rush	Classroom Gallery, Our Elders, Grass Pants, Family Language Survey, Poster, Language Chart, Listen to the Languages
B2	assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada	Many Languages, Classroom Gallery, Grass Pants, Language Map, Family Language Survey, Poster, Language Chart, Listen to the Languages
B3	describe the contributions of significant individuals to the development of Canada's identity	Classroom Gallery, Our Elders, Grass Pants, Poster, Language Chart, Listen to the Languages. One of the Last Tagish Speakers
C3	identify the distinct governance structures of First Nations in Canada	Many Languages, Our Elders, Grass Pants, Listen to the Languages, One of the Last Tagish Speakers, O Canada
D1	analyze the relationship between the economic development of communities and their available resources	Grasspants, Language Research
D2	analyze the development of transportation systems in Yukon and Canada	Grass Pants, Language Research

E1	describe the major physical regions of Canada	Many Languages, Grass Pants, Language Map, O Canada
E2	describe the location of natural resources within Canada, including fish and seafood, forests, minerals, energy resources	Classroom Gallery, Grass Pants, Poster
E4	analyse environmental effects of settlement in early Yukon and Canada	Grass Pants, Listen to the Languages

**British Columbia
LANGUAGE ARTS**

Oral Language

- A1 use speaking and listening to interact with others.
- A2 use speaking to explore, express and present a range of ideas, information and feelings
- A3 listen purposefully to understand ideas and information
- A7 demonstrate enhanced vocabulary knowledge and use
- A8 use speaking and listening to respond, explain and provide supporting evidence in texts
- A9 use speaking and listening to improve and extend thinking
- A10 reflect on and assess their speaking and listening

Reading and Viewing

- B2 read fluently and demonstrate comprehension of grade-appropriate texts
- B4 view and demonstrate comprehension of visual texts (e.g., diagrams, videos, posters)
- B8 respond to selections they read or view
- B9 read and view to extend thinking

Writing and Representing

- C1 write a variety of clear, focused personal writing for a range of purposes and audiences
- C4 create meaningful visual representations that communicate personal response
- C8 use writing and representing to express personal responses and relevant opinions
- C9 use writing and representing to extend thinking
- C11 use the features and conventions of language to express meaning

**British Columbia
FINE ARTS**

DRAMA

- A1 express ideas and emotions
- A2 accept constructive feedback and incorporate it into a dramatic work
- A3 demonstrate the ability to reflect on a dramatic work
- A4 demonstrate responsibility when working with a group
- A6 demonstrate the ability to maintain focus within a drama structure
- A7 interact in role
- A8 differentiate between stereotypes and authentic characters
- A10 use images and emotions within cultural and historical contexts

VISUAL ARTS

- B1 demonstrate awareness of the ethics of copying images
- B2 draft ideas using feelings, observation, memory, imagination
- B3 make 2-D and 3-D images to communicate ideas
- C3 demonstrate respect for the work of self and others
- C4 create images that express personal identity
- C5 create images from a variety of historical and cultural contexts
- C6 demonstrate the ability to collaborate to develop a group display
- C7 demonstrate a willingness to display images

**MATERIALS, TECHNOLOGIES, AND
PROCESSES**

- D1 use a variety of materials, tools, equipment, and processes
- D2 understand safety and environmental considerations
- D3 use vocabulary describing materials, tools, equipment, and processes
- D4 select materials, tools, equipment, and processes to make images
- D5 experiment with a variety of materials, tools, equipment, processes
- D6 use and maintain materials, tools, equipment, and work space

YUKON FIRST NATIONS LANGUAGES

BACKGROUND INFORMATION

The 2007–08 *Teacher's Handbook* from the First Nations Programs and Partnerships unit (FNPP) provides a map, description and summaries of Yukon First Nations languages. The handbook description is reprinted here:

There are eight First Nations languages spoken in the Yukon:

- *Gwich'in (Old Crow)*
- *Hän (Dawson City)*
- *Kaska (Ross River, Upper Liard and Watson Lake)*
- *Northern Tutchone (Carmacks, Fort Selkirk, Mayo, Pelly Crossing)*
- *Southern Tutchone (Burwash Landing, Champagne, Haines Junction, Whitehorse)*
- *Tagish (Carcross and Tagish)*
- *Tlingit (Carcross and Teslin)*
- *Upper Tanana (Beaver Creek)*

Seven of these eight languages, (Gwich'in, Hän, Kaska, Northern Tutchone, Southern Tutchone, Tagish and Upper Tanana) are from the Athapaskan family. Inland Tlingit is the only Yukon language that does not belong to the Athapaskan language family. Inland Tlingit is spoken in parts of British Columbia and the southern Yukon. There are no exact divisions between neighbouring language groups, however, and some communities — particularly Whitehorse — have First Nations people from a number of language groups.

Today, all Yukon First Nations languages face extinction. There are fewer fluent speakers than there were in the past. Very few First Nations children — if any — can speak a Yukon First Nations language fluently. Although most First Nations children and teenagers study their traditional languages at school, few of them go on to become fluent speakers.

Language is a vital part of Yukon First Nations culture. The oral tradition transferred lessons, stories and songs were between generations. In this way, traditions and culture were maintained. Teaching through oral traditions requires learners to develop strong listening and retelling skills.

Teachers can invite speakers of First Nations languages into the classroom to encourage students to hear and learn these languages. They can host language-speaking events such as speeches, songs and dances and invite parents and grandparents into the classroom to participate in these events. They can also incorporate First Nations languages in lessons and unit plans

page 11, 2007–08 *Teacher's Handbook*
First Nations Programs and Partnerships

Take time to learn about the traditional language and culture of your community. Start with your local experts. If your school employs language and culture teachers they are your first contacts; CELCs and ESWs and the Heritage and Language staff at the local First Nation administrative centre can also help. The Yukon Native Language Centre has an excellent website (www.yukoncollege.yk.ca) as does The Council of Yukon First Nations (www.cyfn.ca). A number of Yukon First Nations have websites with descriptions of their language and culture. First Voices (www.firstvoices.com) is recording in some Yukon communities.

YUKON FIRST NATIONS LANGUAGES

GETTING STARTED

B.C. Social Studies learning outcomes: A1

text: *Yukon First Nations Languages*

suggested timeframe: one classroom period, an ongoing activity

blackline master: “Reflection Journal”¹

materials: manila folder bound with wide masking tape OR a binder.²

lesson outline:

1. Distribute textbooks to individual students or to pairs of students.
2. Allow five to ten minutes for students to examine their books.
3. Explain that the class is going to study about Yukon First Nations languages. Allow time for students to make comments and ask questions.
4. Introduce the process for Reflection Journals and outline your expectations.
5. Distribute “Reflection Journal” pages and encourage the students to respond to their introduction to the study of Yukon First Nations languages. Some students will be able to write with little direction and others may need a lead in such as the following:
When we study about Yukon First Nations Languages I think we will
I am interested in learning more about Yukon First Nations Languages because ...
Things I Already Know About Yukon First Nations Languages
Things I Would Like to Learn About Yukon First Nations Languages
When I looked at our new text book I felt
I would like to show this new book to my because
Some students may elect to draw their response.
6. Explain your expectations for the folders or binders the students will be maintaining throughout their study of Yukon First Nations languages.
7. Distribute folders or binders and allow students time to print the title Yukon First Nations Languages and decorate them appropriately. Here are some ideas:
 - *alphabet for the First Nations Language of your community*
 - *names of communities in the Yukon*
 - *names of the 14 First Nations in the Yukon*
 - *names of the First Nations languages spoken in the Yukon*
 - *words and phrases from the local First Nations language*
 - *drawing of an Elder speaking to children*

assessment

1. Self-assessment at the end of the journal page.
2. Write regular student feedback in the student’s “Reflection Journal” pages.

Introduction to the text, journals and portfolios

1 Alternate “Reflection Journal” pages are included in the sections for Clans, Citizenship and Governance.

2 Alternate filing ideas are provided in the sections for Clans, Citizenship and Governance.

REFLECTION JOURNAL

Date _____

Topic _____

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What was the best thing you did today?
.....

How well did you work today?
.....

Do you have a question to ask? If you do, what is it?
.....

REFLECTION JOURNAL

Date _____

Topic _____

What was the best thing you did today?
.....

How well did you work today?
.....

Do you have a question to ask? If you do what is it?
.....

YUKON FIRST NATIONS LANGUAGES

WHAT DID I LEARN?

B.C. Social Studies learning outcomes: A1, A4

text: *Yukon First Nations Languages*

suggested timeframe: one classroom period; an ongoing process

blackline masters: “What did I learn?” and “Teacher Observation Sheet”

lesson outline:

1. Write the term “self-evaluation” or “self-assessment” on the board. Work with your students to develop an understanding of the concept of self-evaluation. Emphasize its importance.
self-evaluation: a way for students to think about the work they are completing. Self-evaluation can help students find out why they are doing well and what things they can do to improve their work.
2. Work with the students to brainstorm a list of words they could use to describe how they have worked on an activity.
3. Distribute a “What did I learn?”³ record to each student.
4. Review the words in the bubbles at the top of the sheet and compare them to the brainstormed list.
5. Ask each student to select two words from the brainstormed list to add to the two blank bubbles.
6. Assist the students to record the details of this activity.
7. Demonstrate where to write “What did I learn?” in the activity column.
8. Discuss what the students can do to complete this activity well, e.g. include every activity, follow the instructions, complete every activity, think about the words in the bubbles before writing one down, write about the activity right afterward.
9. Ask each student to write a few words under “Powerful Work” to describe what they will do to complete their activity well.
10. Explain your ongoing expectations for the “What did I learn?” records.

assessment

1. Continue using reflection journals. Here are some suggestions for students:
Write a plan to use the “What did I learn?” record to help you do powerful work.
Make a list: What Makes My Work Powerful
Make a list: Words To Make Me Feel Good About Myself
Make a list or draw pictures: Things that I do that are super fantastic.
Make a list or draw pictures: Things I Can Do Better.
Draw a picture of something you have worked very hard to understand.
2. If you are using the Teacher Observation Sheet as a formative evaluation process, begin to make your observations with this lesson. This list contains general behavioural expectations as well as the British Columbia IRP learning outcomes.
3. Begin making anecdotal comments on individual students.

An introduction to self-evaluation

3 Self-evaluation forms are also provided in the sections for Clans, Citizenship and Governance.

name _____



Write the names of the activities as the class works on them.
Under "Powerful Work," work with your teacher to list what you can do to show you understand the activity.
Write a word that tells how you worked on the activity.

Activity	Powerful Work	How I Worked

YFN LANGUAGES: TEACHER OBSERVATION SHEET

STUDENT

OBSERVATION DATES

Legend	M meets program expectations						
	C meets program expectations at a local level						
	• program expectations not met						
Participates in program activities							
Observes/listens carefully to cultural teachers							
Follows protocol with Elders							
Recalls parts of Yukon First Nations oral history							
Acknowledges the skills and talents of others							
Actively listens to and watches for the concerns of others							
Expresses personal ideas or concerns to the group							
Identifies opportunities to learn about personal interests							
Demonstrates personal responsibility in cooperative activities							
Observes and identifies ways to be helpful							
Demonstrates respect for the land, water and animals							
Demonstrates respect for Yukon First Nations tradition							
A1 Applies critical thinking skills							
A2 uses maps and timelines							
A3 gathers information from various sources							
A4 creates a position on a topic							
A5 defends a position on a topic							
B1 describes key events in development of Yukon and Canada							
B2 assesses immigration to Canada							
B3 describes contributions of significant individuals to Canada							
C1 demonstrates knowledge of Confederation							
C2 describes Canadian governmental structure							
C3 identifies First Nations governance structure							
D1 analyzes community economic development							
D2 analyzes the development of transportation system in Canada							
E1 describes the major physical regions of Canada							
E2 describes the location of natural resources							
E3 explains the importance of sustainability							
E4 analyzes the environment effects of settlement							

Yukon First Nations Languages

CONFERENCING

A collaborative
introduction to
conferencing

B.C. Social Studies learning outcomes: A1, A3, A4, A5

suggested timeframe: one classroom period, an ongoing process

blackline masters: “Student’s Record of Conferences,”⁴ “Rubric for Portfolios,”
“Conference Sign-Up Sheet,” “Invitation to a Three-way Conference” and “Final Portfolio
Assessment”

lesson outline for an introductory conference:

1. Explain the reason for the conference (a meeting to share ideas).
2. Prepare the students to practise a peer conference about their portfolios. Form groups of two or three children.
3. Explain and distribute a “Student’s Record of Conferences” to each student.
4. Help the students begin their first entry. They should write the date in the first column and the names of their conference group in the second column. They will complete the notes during the conference.
5. With input from the students, list the materials they need to bring to the conference: portfolio, “Reflection Journal” pages, “What did I learn?” sheet and “Student’s Record of Conferences.”
6. Distribute and review the YFN Languages “Rubric for Portfolios.” Explain that the front page describes how they have organized their portfolios and the back page has blank spaces for the activities you present. The students will work with you to fill in the blanks when you begin each activity so they understand how to do their best work.
7. Role-play a peer conference with a student, classroom assistant or volunteer. Use the rubric to discuss a portfolio. Ensure that your conference includes all the pages you expect the students to bring to their peer conference.
8. Allocate time for the students to practise a peer conference.
9. Circulate among the groups.
10. When all the students have completed their peer conferences, hold a short discussion and answer any questions that the students may have.
11. Explain how you want your students to continue hold conferences. Describe the types of conferences you are planning for your students:
 - a. *individual conferences at varying times:* students arrange a peer conference or a teacher conference at suitable times throughout the week.
 - b. *a class conference day:* All the students conference on one day when a helper is available (e.g. Language and Culture Teacher, LA, EA, principal, volunteer)
 - c. *buddy conference:* If your class has a buddy system with another class, use one of your meeting periods for your students to share their portfolios with their buddies
 - d. *part of a three-way conference:* If your school holds three-way conferences this may be a suitable activity for that day. You could also implement a three-way conference for your class if enough parents and caregivers are available during the school day. See the blackline master, “Invitation to a Three-way Conference.”
 - d. *student-teacher assessment conferences:* These are summative conferences (see the activity, “Check What You Have Learned”).

4 Alternate records are available in the sections for YFN Clans, Citizenship and Governance.

Suggested procedure for assessment conferences

1. At least one week before you begin the assessment conferences, post a “Conference Sign-Up Sheet.” Students will sign up when their portfolio is ready for assessment. Depending on how you organize the conference, you may want the students to suggest a date when they will be ready
2. Determine how many activities the students should select from their portfolio to share during the assessment conference. Explain that the students don’t need to share every activity, just the ones that best show their understanding of Yukon First Nations languages.
3. Review the assessment criteria listed on top of the blackline master, “Final Portfolio Assessment.” You may want to work with your students to develop assessment criteria specific to your class.
4. Allow time for the students to select, list and score the activities they will share. They will write this score under “me ” on their “Final Portfolio Assessment.”
5. Help the students arrange for their portfolio assessment conferences with a peer. They need to bring all the work they have completed for the activities they plan to discuss. Remind them to bring their reflection journal pages as well.
6. Each student must explain the work he or she has completed for each activity to demonstrate an understanding of Yukon First Nations languages.
7. The students will negotiate a score with their partner and list this under “partner” on their “Final Portfolio Assessment.”
8. Meet with each student to review his or her portfolio after he or she has completed the “me” and “partner” column on the “Final Portfolio Assessment.”
9. Negotiate a final score for each student. Write this in the third column on the “Final Portfolio Assessment.”
10. Make suggestions for the student comments.

Assessment

1. Completed “Final Portfolio Assessment” sheet
2. “Reflection Journal”: Write comments about or illustrate the conference process. Here are some possible questions: *What you have learned?*
How well did the conference go?
What did you learn about your work during the conference?
What happened during the conference?
What will you do next time you have a conference?
3. Ongoing assessment procedures: Teacher Observation Sheet, anecdotal comments

name _____

Student's Record of Conferences

date	who	notes

name _____

YUKON FIRST NATIONS LANGUAGES: RUBRIC for PORTFOLIOS

BEST WORK	GOOD WORK	NEEDS MORE WORK
PORTFOLIO COVER		
The title is centred and clearly presented.	The cover includes the title.	There is no title on the cover.
The cover has well-organized illustrations and labels.	The portfolio cover is decorated with some illustrations and labels.	The portfolio cover is missing labels and/or illustrations.
The cover illustrations tell about Yukon First Nations languages and culture.	Most of the cover illustrations tell about Yukon First Nations languages.	The cover illustrations do not tell about Yukon First Nations languages.
CONFERENCE RECORD		
All dates, names and detailed notes are on the "Student's Record of Conferences."	The "Student's Record of Conferences" includes most dates, names and some notes.	Many of the names, dates and notes are missing on the "Student's Record of Conferences."
WHAT DID I LEARN?		
The "What did I learn?" record includes all activity titles and a detailed plan for powerful work.	The "What did I learn?" record includes most of the activity titles and a short work plan.	The "What did I learn?" record is missing several activity titles and has no work plan.
PORTFOLIO CONTENTS		
All activities and worksheets are carefully completed with lots of information.	Most of the activities and worksheets are completed and have some information.	Very few activities and worksheets are completed.
All the activities are easy to locate.	It is fairly easy to locate the activities and worksheets.	The worksheets and activities are difficult to locate.
All of the artwork is complete and carefully completed.	Most of the artwork is completed.	Much of the artwork is missing or incomplete.
All of the written work is accurate and easy to read.	Most of the written work is accurate and easy to read.	There is very little written work. The written work is inaccurate.

COMMENTS

YFN LANGUAGES: RUBRIC for PORTFOLIOS

BEST WORK	GOOD WORK	NEEDS MORE WORK
ACTIVITIES		
Grass Pants		
Language Map		
Family Language Survey		
Poster		
Language Chart		
Listen to the Languages		
One of the Last Speakers		
O Canada		

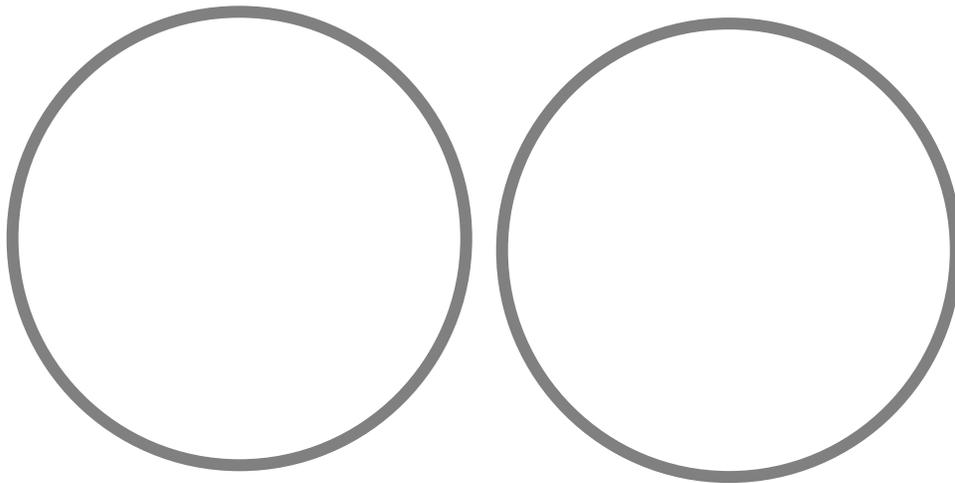
INVITATION to A THREE-WAY CONFERENCE

when _____

where _____

Dear _____

Our class has been working very hard to study Yukon First Nations languages. I want to show you my work. Please come to my class to meet with my teacher and me. I am going to run the meeting. These are some of the things I want to show you.



From _____

Date _____

name _____ date _____

FINAL PORTFOLIO ASSESSMENT

1. Choose and list three to five activities that have helped you learn about Yukon First Nations languages.
2. Use the “Portfolio Rubric” to score your work.
3. Meet with a partner to discuss what you did to show you understand each activity. Bring the work you did for each activity.
4. Ask your partner to fill in a score.
5. Meet with your teacher to discuss what you did to show you understand each activity.
6. Negotiate a final score with your teacher.
7. Write a comment about your work.

scores
1 doesn't understand some parts of the activity
2. understands most of the activity
3. understands the activity very clearly

activity	me	partner	teacher

Comments

YUKON FIRST NATIONS LANGUAGES

MANY LANGUAGES

Introduces
Planning to Learn.
Evaluation review.

B.C. Social Studies learning outcomes: A1, A3, A4, B2, C3, E1

text: *Yukon First Nation Languages*, page 2, “You Will Learn About”

suggested timeframe: This is an ongoing activity that can be part of each lesson or used as homework.

blackline masters: “Planning-to-Learn Checklist” and “What did I learn?” self-evaluation sheet

lesson outline:

1. You may want to introduce this lesson by speaking in a language your students don't know. A simple greeting would be enough.
2. Brainstorm the names of any languages your students may know.
3. Prepare a list or web on a chart.
4. Highlight the First Nations languages in the list.
5. Add any Yukon First Nations languages the students may have missed while brainstorming.
6. Discuss the study topics listed in the text on page 2.
7. Present the “Planning-to-Learn Checklist” to your students.
8. Direct the students to complete their checklist in class or as homework.

assessment:

1. Review the “What did I learn?” self-evaluation worksheet. Re-emphasize the importance of self-evaluation.
2. Review the words students could use to describe how they worked during each activity. Ask for their input.
3. Make an entry for this activity (“Many Languages”).
4. Review your expectations for maintaining the “What did I learn?” evaluation record throughout the their study of Yukon First Nations languages.
5. Completion of the “Planning-to-Learn Checklist.”
6. Ongoing assessment procedures: Teacher Observation Sheet, anecdotal notes.
7. “Reflection Journal”: The students may write or draw about their expectations for their study of Yukon First Nations languages.

name _____

date _____

PLANNING-TO-LEARN CHECKLIST

Yukon First Nations Languages

TOPICS

Check the topics you know something about.

Double-check the topics you are very interested in.

- traditional Yukon First Nations languages
- the languages our closest neighbours speak
- language families
- First Nations languages in Yukon
- communities
- multilingual communities
- the meaning of bilingual
- Canada's two official languages
- official language status
- dialects in Yukon First Nations languages
- what accents and dialects can tell us
- the importance of learning about dialects
- language as part of culture
- fluent speakers of First Nations languages
- the strength of Elders' stories, songs and dances in Yukon First Nations languages
- the importance of keeping language and culture alive
- Yukon First Nations oral tradition
- the importance of learning traditional languages
-
- how English came to the Yukon
- why Yukon First Nations began to speak English
- how to keep Yukon First Nations languages strong
- the future of Yukon First Nations languages

Yukon First Nations Languages

CLASSROOM GALLERY

B.C. Social Studies learning outcomes: A3, B1, B3, E2

text: *Yukon First Nations Languages*, page 1

suggested timeframe: one classroom period

materials: photos, artifacts, pictures, brochures, models

suggested timeframe: This can be an ongoing activity to be continued throughout the study of Yukon First Nations Clans, Citizenship and Governance.

lesson outline:

1. Draw attention to the introductory statement, “Our people have deep feelings about our land.”
2. Discuss pictures on page 1. If your students know some Elders, focus on those people. Here are some discussion ideas:
 - how and what we learn from Elders
 - Elders your students know
 - parts of each picture that make them think of the land
 - what each Elder might be saying
3. Explain what a gallery is. Give examples of community galleries your students may have gone to. Explain that you want to start a classroom gallery of items from Yukon First Nations: photos, pictures, artifacts, models, drawings, posters, videos, tapes.
4. There are some online galleries you and your students may be able to research for ideas.
5. Display the items you have located for the classroom gallery.
6. Invite the students to contribute objects or make models or drawings of objects for the classroom gallery.
7. Invite the students to prepare labels and stories for the items in the gallery.

assessment:

1. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal notes.
2. suggested entries for the Reflection Journal:
 - *explain “Our people have deep feelings about our land.”*
 - *write about one of the Elders in the photos or a community Elder.*
 - *draw a picture of an artifact, an object or a photo and write a short story about it. This story could be directly about the artifact or it could be a fictional story.*
 - *draw a picture of an Elder. This could be an original picture or a copy of a photo in the text or classroom gallery.*

Introduces a
classroom gallery
of YFN materials.

YUKON FIRST NATIONS LANGUAGES

Date:

Dear Parents, grandparents and guardians,

Our class is about to begin the Social Studies unit, *Yukon First Nations Languages*. We are going to study the traditional languages that have been used in the Yukon for thousands of years.

We want to set up a classroom gallery of artifacts, special objects, photos or books related to our study. If you have anything you would be willing to place in our classroom gallery, we promise to place your things in a safe location and take good care of them so that we can return everything in good condition.

We would also like to invite guests to share their knowledge with us. We are interested in listening to Elders from all cultural backgrounds. Please let us know if you can visit our classroom to share a story or some items from the Yukon's past we could look at. We would love it if you could teach us a song, a dance or a traditional skill.

Thank you for being part of our classroom community.



-
- I have some things for your classroom gallery. _____
 - I can drive on a field trip. seat belts, (\$_____ insurance)
 - I would like to show the students some items but I do not want to leave them in the classroom gallery.
 - I can tell a story from my heritage to the class.
 - I could invite _____ to tell some traditional stories to the class.
 - I can teach the students how to _____ .
 - I could invite my _____ who could teach the children how to _____
 - I can speak about my Yukon First Nation language. _____.

Child's name _____
Parent/grandparent/guardian _____
Phone or e-mail _____

Yukon First Nations Languages

ELDERS

note: *Elders are the teachers of Yukon First Nations tradition. We all have great respect for their oral tradition. Whenever possible find ways to bring Elders into your classroom.*

B.C. Social Studies learning outcomes: A3, B1, B3, C3

suggested timeframe: one to two classroom periods

text: *Yukon First Nations Languages*, page 3

blackline masters: “Julia Morberg,” “Edward Roberts,” “Ray Jackson,” “Hannah Netro,” “Charlie Thomas,” “Annie Ned” and “Listening to Our Elders”

Compare an interpretation to an original story

listening suggestions:

1. Discuss page 1 of *Yukon First Nations Languages* in relation to statement at the top of this page. Use the blackline masters of the photos and biographies of each Elder.
2. Arrange for the students to listen to an Elder tell a story in a First Nations language.
3. Prepare your students for the storytelling event.
 - a. Refer to page 3 in the text.
 - b. Discuss community protocol regarding storytelling.
 - c. Discuss appropriate behaviour when listening to Elders.
 - d. Emphasize the importance of traditional languages.
 - e. Emphasize how meaning is lost through interpretation.
4. Arrange for an appropriate venue for the storytelling event.
5. Arrange for refreshments if you are serving any.
6. Arrange for an honorarium for the Elder you invite.
7. Ensure that there is a helper to bring the Elder to the storytelling event.
8. Arrange for an interpreter. The Elder may be able to interpret the story himself or herself but may want to work with an r interpreter.
9. After the class has listened to the story, compare the two versions: words, gestures, meaning and the sound of the language.
10. Discuss the words used by the Elder in both stories.
11. Discuss how the story changed with interpretation.
12. Extension Activity: Discuss the concept of the “language of the land” with an Elder.

assessment:

1. Mrs. Annie Ned, a highly respected Elder from the Champagne and Aishihik First Nations, was quoted as saying, “old-style words are just like school” (Cruikshank, *Life Lived Like a Story*, page 267). Discuss this statement in your Sharing Circle.
2. “Reflections” journals: Encourage the students to reflect on what this experience meant to them by writing or drawing in their Reflection Journals. Some students may choose to write the story down or draw an illustration for story.
3. Illustration of experience: Explain that the students are going to be asked to prepare an illustration with two parts. One part will illustrate the storyteller and listeners when the story is told in a Yukon First Nation language and the other part will illustrate the interpretation. The students may want to use word bubbles along with facial expressions to illustrate the differences. Choose to use blackline master “Listening to Our Elders,” a journal page or a plain piece of drawing paper.
4. Ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal notes.



JULIA MORBERG

Tr'ondëk Hwëch'in

JULIA MORBERG

Tr'ondëk Hwëch'in

Julia Morberg (née Joseph) was born to the Crow Clan and raised at Moosehide near Dawson City. Julia's Hän name is Dësla, and was given to her by her grandmothers. Julia's parents are Joe Suzy Joseph and Susan Simon of Moosehide. Julia spent time in many places around the Yukon trapping and hunting with her family including the Mackenzie Mountains, the Hart River and Worm Lake near Rae Creek. Other activities she enjoys are spending time on the land harvesting meat, fish, berries, and medicinal plants. During winter months, she likes sewing and beading mitts and moccasins for her family, and during the summer months, she loves spending time at Moosehide.

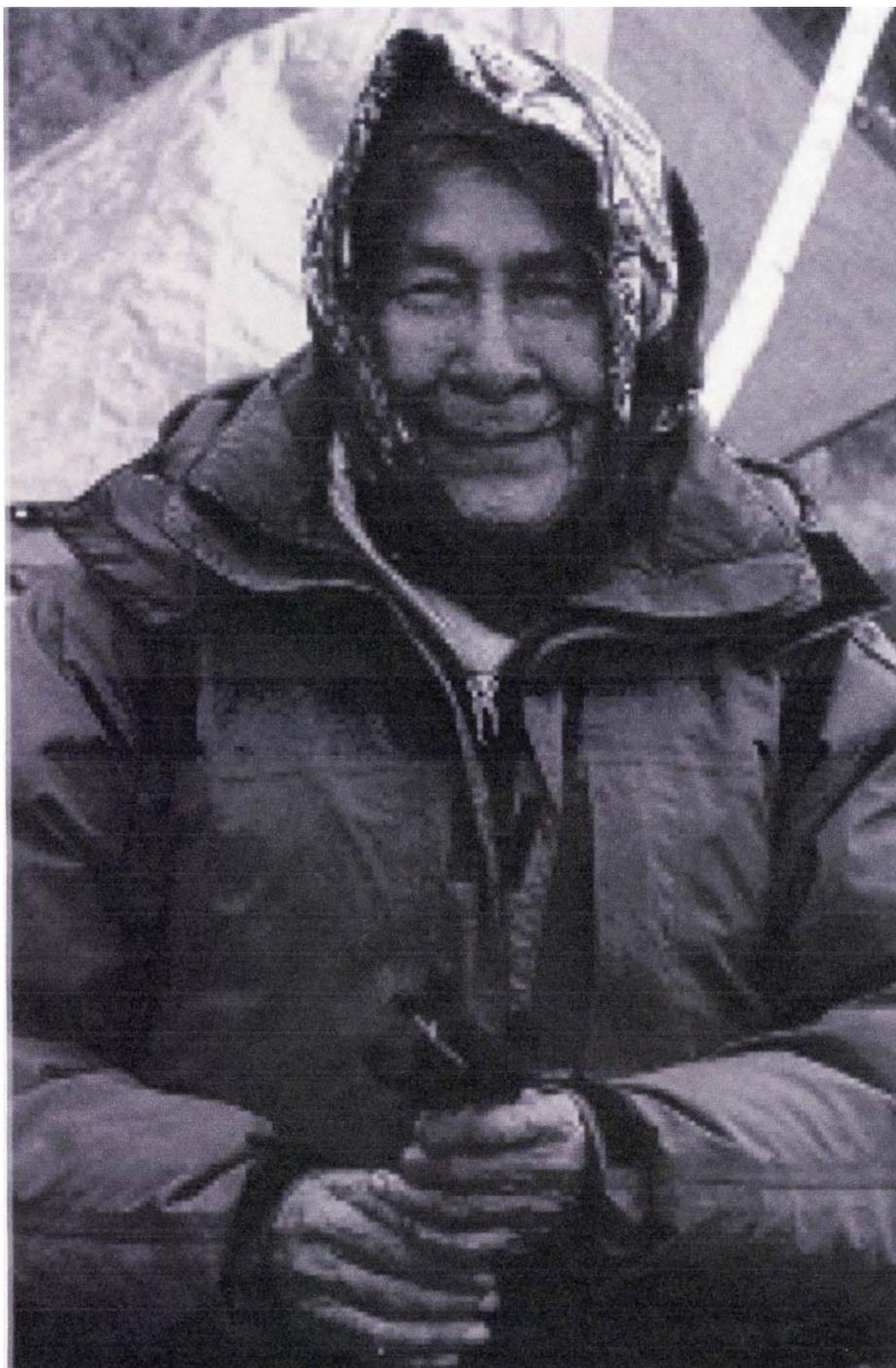


EDWARD ROBERTS, Elder

Tr'ondëk Hwëch'in,



RAY JACKSON, Elder
Champagne and Aishihik First Nations



HANNAH NETRO

Elder on the Porcupine River

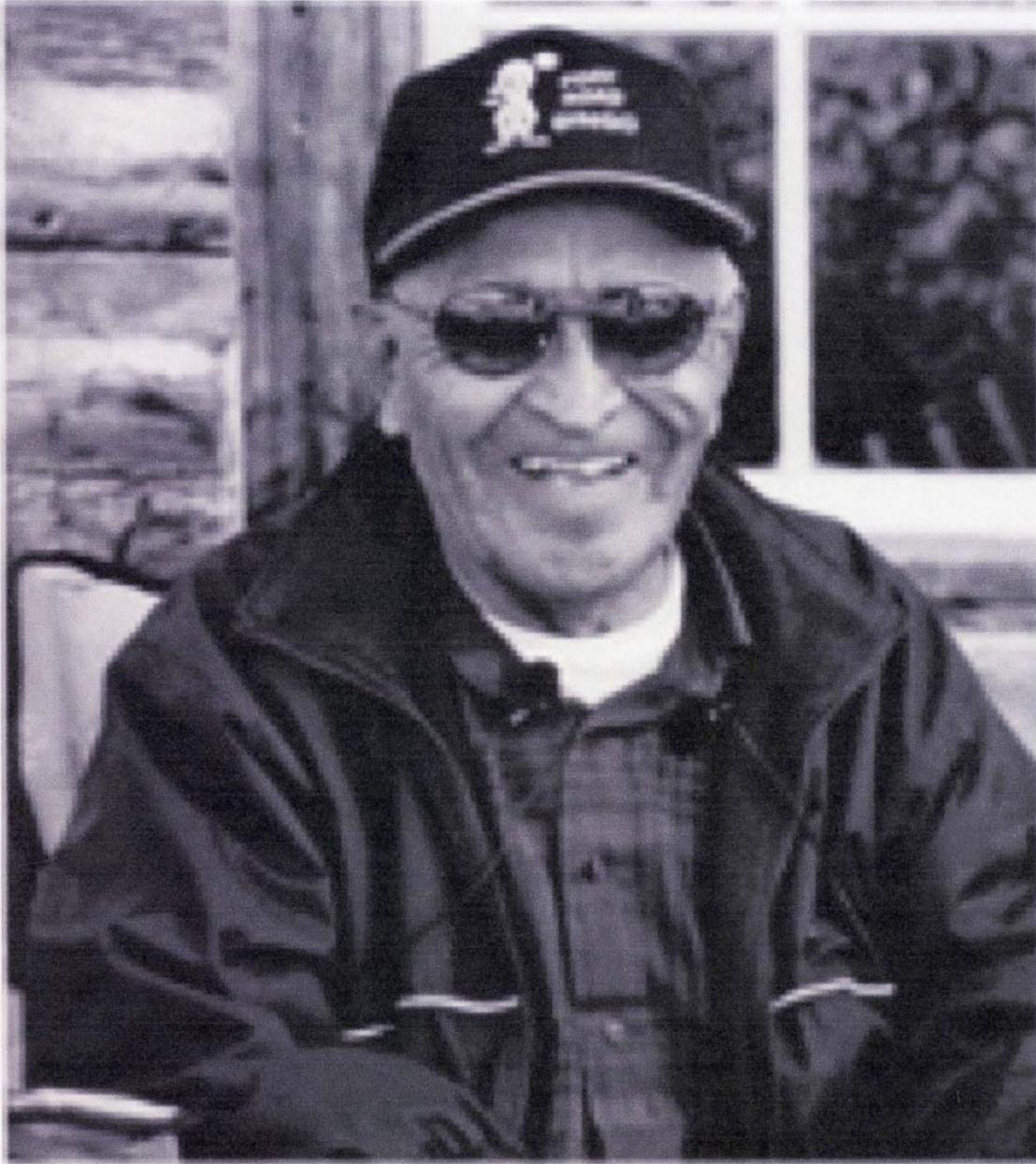
HANNAH NETRO

Elder on the Porcupine River

Hannah Netro was born on March 8, 1919, at Driftwood Village, situated 50 miles upriver from Old Crow in the northern Yukon. She is a member of the Vuntut Gwitchin First Nation.

Hannah's parents were the late Joe and Katherine Kyikavichik. Hannah was raised by her stepmother, Myra Kyikavichik, from a young age. Hannah had many things taught to her by her parents. Hannah married Joe Netro in 1937 and they raised 12 children.

Today, Hannah Netro shares many of the teachings and traditional knowledge taught to her by her parents and ancestors in the Vuntut Gwitchin Oral History Projects. We are privileged to hear many stories of when she was being raised on the land.



CHARLIE THOMAS

Elder at Rampart House

CHARLIE THOMAS

Elder at Rampart House

Charlie Thomas is a Vuntut Gwitchin First Nation member from Old Crow in the northern Yukon. He was born June 25, 1916 near Rampart House, 50 miles downriver from Old Crow. Charlie's parents were the late John Porcupine Thomas and Mary Thomas. Charlie had seven siblings. Today, he and his brother Phares are the only siblings still alive.

Charlie's family subsisted on the land in Vuntut country. Charlie has been taught many things about the land. He trapped and hunted in the Whitestone Village area on the upper Porcupine River and in the Potato Creek and Thomas Creek area in Crow Flats.

Charlie Thomas married Jessie Nukon and they raised two adopted children, Florence and Willie. Jessie and Florence have both died.

Today, Charlie Thomas helps out with the Vuntut Gwitchin Oral History Projects, sharing his traditional knowledge of the land and animals, telling stories of his subsistence lifestyle on the land with his ancestors. He shares that knowledge with today's youth.

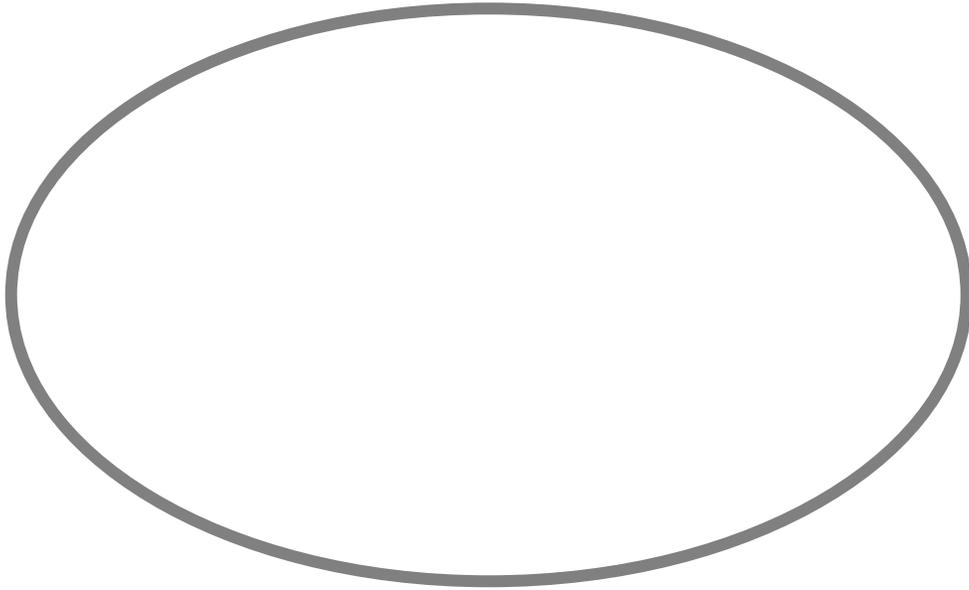


ANNIE NED, ELDER
Champagne and Aishihik First Nations

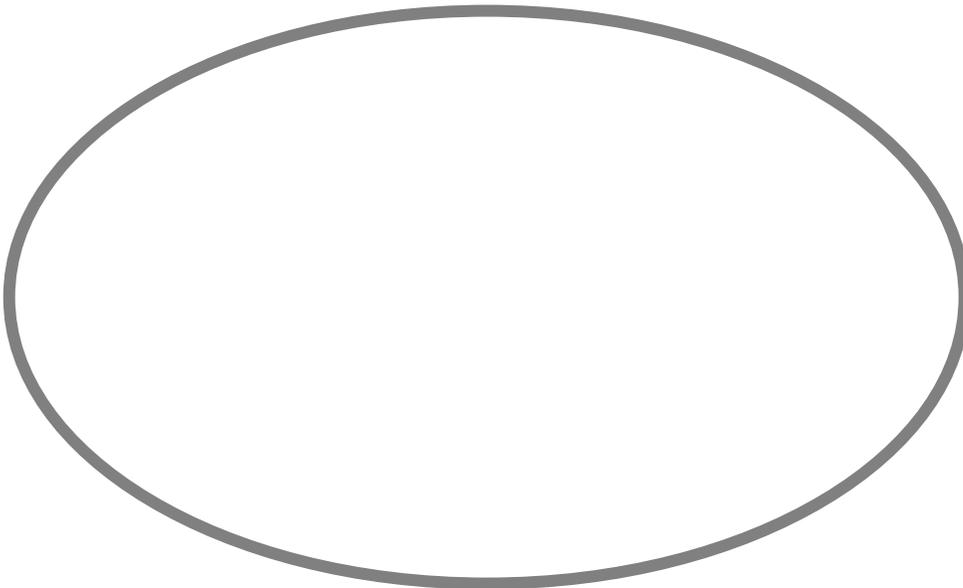
name _____

date _____

Yukon First Nations Languages
LISTENING TO OUR ELDERS



LISTENING TO A YUKON FIRST NATION LANGUAGE



LISTENING TO A TRANSLATION

Yukon First Nations Languages

GRASS PANTS: A STORY FROM LONG AGO

note: Julia Macdonald from Old Crow narrated “Grass Pants” in 1949. It was published in the book *Indian Summer* by Douglas Leechman. It tells of one of the first meetings between the Gwich’in and Europeans. It can motivate a discussion about language. It also demonstrates that First Nations people were the first inhabitants of the Yukon.

A storytelling and
role-playing
activity

B.C. Social Studies learning outcomes: A1, A4, B1, B2, D1, D2, E2, E4

text: *Yukon First Nations Languages*, page 3

suggested time frame: This activity can be a short lesson for one period or it could be expanded as a presentation for parents or another class with props and scenery.

materials: classroom map, materials to construct props

blackline masters: “Grass Pants,” “Gwich’in Planning Sheet” and “Europeans Planning Sheet”

lesson outline:

1. Locate and mark Old Crow on a classroom map along with the traditional territory of the Vuntut Gwitchin.
2. Narrate the story of Grass Pants.
3. Distribute copies of the story to the class and explain that they will be reenacting the meeting between Grass Pants and the newcomers.
4. Explain the concepts of role-playing and reenactment.
5. Have the students, as a group, practise the roles of Grass Pants, European traders and Gwich’in.
6. Discuss how the students can demonstrate the language differences between the two groups.
7. Brainstorm words that the students will be using during the reenactments. Samples of Vuntut Gwichin words are on the websites www.oldcrow.ca and www.ynlc.ca.
8. Divide the class into two groups. One group will be the Gwich’in and the other will be the newcomers.
9. Give separate directions to each group. See the blackline masters, “Gwich’in Planning Sheet” and “Europeans Planning Sheet.”
10. Direct the two groups to meet separately to plan a reenactment of the meeting of the two groups.
11. The students may want to prepare props for their reenactment.
12. When the groups are ready invite them to reenact the meeting between Grass Pants with the newcomers.

assessment strategies:

1. Whether this becomes a simple classroom production or a more elaborate production, it will be important to process how the children felt about the event. This could be a sharing-circle topic.
2. Ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal notes.
3. Reflection Journal Suggestions: Write or draw reflections of performance. Make sketches with speech balloons. Copy words from the brainstormed list.

GRASS PANTS

A Gwich'in story

Grass Pants was narrated by Julia Macdonald, of Old Crow in 1949 and published in Indian Summer by Douglas Leechman (Ryerson Press, 1949) The story tells of one of the first meetings between the Gwich'in and Europeans.

Grass Pants was a young man unable to do many things. He could not hunt or fish well. One day he was looking up the river. High above the spruce, round the first bend, he saw a thin column of smoke. A forest fire? It didn't look like one. It was such a small column and did not seem to get any bigger. But it did appear to be moving, as though the fire was floating down the river.

Suddenly, round the bend, still a long way off, appeared something floating on the water. It was like nothing he had ever seen before. He stood up and shaded his eyes with his hand. It looked a little like a huge canoe, but there was smoke coming out of it, and then at the back he saw a whole army of bright red legs kicking the water.

He sat down on the gravel bar and waited. Nearer and nearer the monster came, growing bigger and bigger, till he could hardly believe that anything so enormous could live and move. Then he noticed something walking about on its back. Several objects looked almost as if they might be men. His heart turned sick as he realized what they were. They were men indeed, captured by the monster and unable to escape. He most certainly would be the next!!

Now the monster was nearly abreast of him, legs all kicking, smoke belching and he could even hear the men, for they were talking. All at once one of them shouted and pointed right at him. Grass Pants was paralyzed with fear. He tried to get to his feet, but sank back. The monster stopped onto the gravel beach, not fifty feet away. Three men got off. He knew they were men, for he could hear them talking although he could not understand a word. Their clothes were such as he had never seen before and they wore a strange thing on their head, and their moccasins were very different from those of his people. They gave gifts of boots, matches and a gun. When Grass Pants returned to his village, he said, "Today I have seen things I never saw before. I am Grass Pants, and I have many things to tell you."

He told them all the strange things he had seen and heard. They would never have believed him, had he not been able to show them the clothes, and how he could light a fire with the magical little sticks that looked like quills.

Ever after the people treated Grass Pants with much respect.

GWICH'IN

PLANNING SHEET

Step One: Divide into two groups: Gwich'in and Europeans

Step Two: Small Group Discussion

1. Discuss how Yukon First Nations lived on the land long ago — their food, shelter, clothing, transportation and work.
2. Discuss what it would be like to see people and things that you didn't know existed. You could think about aliens with spaceships from outer space as an example.
3. Discuss how you would react if someone told you they had just seen strange people and strange machines.

Step Three: Preparation for Reenactment

1. Decide what roles each group member will have: Grass Pants, leader, elder, parent, child, medicine person, hunter, fisher, cook, seamstress, toolmaker, gatherer, storyteller.
2. Decide how each of you is related.
3. Decide what kind of person each of you will be. Some alternatives are shy, bold, fearful, adventuresome, helpful, suspicious, hardworking, lively, quiet, curious and protective.
4. Plan how everyone will treat Grass Pants before he sees the strange boat and after he meets the strangers.
5. Find out some Gwich'in words to use while you are acting. You could also choose to use words from a different First Nations language.
6. Prepare any props you may want to use

Step Four: Rehearsal

1. Act out an ordinary day in your camp. Remember it will be a summer camp as the water is open. Grass Pants should wander around and be teased.
2. Practise the Gwich'in words you will use while you are acting.
3. Act out Grass Pants's return after meeting the Europeans.

Step Five: Reenactment

1. Everyone is working in the camp. Remember to tease Grass Pants about his hunting and fishing. Use Gwich'in words.
2. Grass Pants goes for a walk along the river.
3. Grass Pants sees smoke and a huge monster on the river.
4. Grass Pants meets with the Europeans who give him tools he has never seen before. He should use Gwich'in words or actions.
5. Grass Pants returns to his camp and tells the story of his meeting with the Europeans. No one believes him until he shows his gifts.

Step Six: Class Discussion

1. Include the audience in a discussion after the reenactment.
2. Discussion ideas: how each group felt while they were performing the reenactment; the differences between each group; how life changed for Yukon First Nations; why we use the term "First Nation."

Europeans

PLANNING SHEET

Step One: Divide into two groups: Gwich'in and Europeans

Step Two: Small Group Discussion

1. Discuss how Yukon First Nations lived on the land long ago – their food, shelter, clothing, transportation and work.
2. Discuss what it would be like to see people and things that you didn't know existed. You could think about aliens with spaceships from outer space as an example for modern times.
3. Discuss how you would react if someone told you they had just seen strange people and strange machines.

Step Three: Preparation for Reenactment

1. Decide what roles each group member will have: captain, mate, seaman, deckhand, cook, mapmaker, artist, nurse, writer, explorer, missionary, trader, prospector.
2. Decide what kind of person each of you will be. Some alternatives are shy, bold, fearful, adventuresome, helpful, suspicious, hardworking, lively, quiet, curious and protective.
3. Plan how everyone will treat Grass Pants when they meet him.
4. Find out some European words to use while you are acting. This could be French or words from another European language someone in your group knows – e.g. German, Dutch or Spanish.
5. Prepare any props you may want to use.

Step Three: Rehearsal

1. Act out an ordinary day on your riverboat.
2. Plan the scene when you sight Grass Pants walking along the river.
3. Practise the European words you will use while you are acting.

Step Four: Reenactment

1. Everyone is working on the riverboat.
2. Someone sights Grass Pants.
3. The riverboat comes to shore
4. Meeting with Grass Pants. Give him tools and demonstrate how to use them. Remember you to use different words from Grass Pants. You don't understand each other's words.
5. You wave good-bye to Grass Pants and sail away.

Step Five: Group Discussion

1. Include the audience in a discussion after the reenactment.
2. Discussion ideas: how each group felt while they were performing the reenactment; the differences between each group; how life changed for the First Nations; why we use the term "First Nation."

Yukon First Nations Languages

LANGUAGE MAP

Mapping
traditional YFN
languages

note: Political boundaries and areas of traditional language use don't always correlate. Although this lesson targets the First Nations languages used in the Yukon, emphasize that language use sometimes extends into Alaska, NWT and British Columbia. For example, Hän use extends into Alaska and Kaska use extends into northern B.C.

B.C. Social Studies learning outcomes: A1, A2, A3, B2

text: *Yukon First Nations Languages*, page 4

suggested timeframe: one to two classroom periods, an ongoing process

blackline masters: "Yukon Map" and "A Map of Canada"

information sheet: "Recipes for Salt and Flour Maps"

materials: map-making materials

lesson outline:

1. Prepare a display area with a large classroom map or work with your students to build a three-dimensional tabletop map from plasticine, Play-Doh, salt-and-flour paste, paper mâché or Styrofoam. An Information sheet, "Recipes for Salt and Flour Maps," with recipes for three-dimensional maps, is included with this activity.
2. Distribute smaller maps for individual projects. Use the blackline masters, "Yukon Map" or "A Map of Canada." You are free to copy maps from Resources Canada on The Atlas of Canada at <http://atlas.nrcan.gc.ca> or from World Atlas at .
3. Outline the areas where Yukon First Nations languages are spoken. Refer to page 4 in the text.
4. Add words from various language groups to the map.
5. Find out if people in your school and community speak a Yukon First Nation language. Make a label for their names to place on the map. These labels could include photos or drawings.
6. Locate communities your students have visited in the Yukon and determine which languages they may have heard spoken there.
7. As you continue to study about the people and places from across Yukon, add their names and/or photographs to the map.
8. Extend the map to include languages spoken by Yukon's closest neighbours.

assessment:

1. individual maps
2. ongoing assessment procedures: "What did I learn?" self-evaluation, Teacher Observation Sheet, anecdotal comments
3. Reflection journal suggestions:
 - make a list of the places students have traveled to in the Yukon and name the language they would hear there now as well as long ago.
 - have students write about their heritage language/s. Remind the students that they may have heritage languages other than First Nations languages. You may want to refer to the brainstorming list you completed in the planning activity, "Planning to Learn About Languages."

INFORMATION SHEET

RECIPES for SALT and FLOUR MAPS

SALT AND FLOUR MAPS

** Must be used at once. It will dry solid in two or three days.*

Mix 2 cups flour, 1 cup salt and 3/4 cup water (add a little water at a time). This makes a very thick dough. Add more flour if needed.

Spread dough over the map you've outlined on heavy cardboard or plywood. Shape mountains, valleys, plains, etc. Dip your fingers lightly in water to smooth out rough places in dough. Let it to dry and paint it with tempera. This project is not for a rainy day because salt draws the humidity and the map will not harden. Don't forget a colour key for your landforms.

CLAY FOR SALT MAP

1. mix together:

2 cups table salt

2/3 cup water

2. mix together:

1 cup cornstarch

1/2 ccup cold water

3. Heat salt and water in pan until well heated, about three or four minutes.

4. Remove from heat and add cornstarch mixture.

5. Stir quickly. Mixture should be like stiff dough. If it is not, heat for one minute longer.

6. When cool, wrap in plastic or foil.

DRYER LINT "PAPER MÂCHÉ"

3 cups dryer lint

2/3 cup flour

2 cups water

Mix water and lint together in a large saucepan, stirring well. Slowly add flour, mixing well. Cook over medium heat, stirring constantly until mixture holds together, forming peaks. Pour it out onto several layers of newspaper to cool.

Use the mixture over a base, such as a box, balloon or bottle, spreading it like paper mache. Dry four to five days. Store unused material in an airtight container. It keeps only four to five days.

PAPER MÂCHÉ

1 cup flour
cold water to mix
2 cups hot water
2 teaspoons liquid glue
Several drops of oil of cloves

Make a creamy paste with flour and cold water, then add hot water and other ingredients. Tear newspaper into small bits and pieces. Let soak for 24 hours in a pail of warm water. Stir occasionally. Squeeze out excess water. Add the paste to the mashed paper and shape in desired shape. Let dry. This material is light but durable. Children can mold animals and face masks. Allow one to two days to dry. Paint with tempera paint. Other decorations can be glued on.

COOKED PLAY DOUGH

3 cups flour
1 cup salt
6 teaspoons cream of tartar
3 cups water
3 tablespoons vegetable oil
Food colouring

Mix flour, salt, and cream of tartar in a large saucepan. Blend water and oil together in a bowl. Add to the saucepan and cook over medium heat, stirring constantly until it thickens. Add several drops of food colouring until you get the right colour. Cook for about five minutes. Take the play dough out of the saucepan and put it on a cutting board or counter and knead for a few minutes. Add flour if it's too sticky.

This play dough should last around three months if you keep it sealed in an airtight container or plastic ziplock bag. It's smooth and fun to play with when it's still warm.

NO-FUSS PLAY DOUGH

1 cup cold water
1 cup salt
2 teaspoons vegetable oil
2 cups flour
2 tablespoons cornstarch
Food colouring

In a large bowl, mix together water, salt, oil and a few drops of food colouring. Mix flour and cornstarch and add 1/2 cup at a time, stirring constantly (you may need a little more or a little less than 2 cups flour; stir in the flour until the mixture is the right consistency). Knead for a few minutes with flour on your hands.

name _____

date _____

YUKON MAP



name _____

date _____

A MAP of CANADA



Yukon First Nations Languages

LANGUAGE RESEARCH

note: This activity demonstrates how areas of language use don't necessarily coincide with political boundaries.

B.C. Social Studies learning outcomes: A1, A2, A3, D1, D2

text: *Yukon First Nations Languages*, page 5 and 6

suggested timeframe: one classroom period

blackline masters: "Athapaskan Languages" and "Athapaskan and Tlingit Languages"

materials: classroom map, individual maps

lesson outline:

1. Review pages 5 - 6
2. Use the map on page 5 in the text to help draw an outline of the areas where Yukon Athapaskan languages are found, using the maps from the "Language Map" activity.
3. Draw an outline of the areas where Tlingit languages are found.
4. Discuss how maps can help us understand history. These are sample questions:
 - What does this language map tell us about Athapaskan languages?*
 - Why do you think most Athapaskan languages are spoken in the north but some are spoken in the south?*
 - What does this language map tell us about the Tlingit language?*
 - How do you think Tlingit people came to the Yukon?*
5. Research Athapaskan languages spoken across North America. Consider some of the following questions:
 - What are the names of some Athapaskan languages?*
 - Where are they spoken?*
 - What are some words in other Athapaskan languages?*
6. Decide on a format for reporting on Athapaskan languages or use the blackline master, "Athapaskan Languages."
7. Extension activity: Prepare a map of North America outlining the areas where Athapaskan and Tlingit languages are spoken.

assessment:

1. Use speech balloons in a drawing of two people speaking a Yukon First Nation language
2. Completed report on Athapaskan languages
3. Completed map: Athapaskan and Tlingit languages
4. ongoing assessment procedures: "What did I learn?" self-evaluation, Teacher Observation Sheet, anecdotal comments
5. Reflection Journal: Through writing or drawing reflect on one of the procedure questions in step 4 and step 6 in the lesson outline

Map and research
Athapaskan and
Tlingit languages

name _____

date _____

ATHAPASKAN and TLINGIT LANGUAGES



Yukon First Nations Languages

FAMILY LANGUAGES SURVEY

B.C. Social Studies learning outcomes: A1, A3, B1, B2

text: *Yukon First Nations Languages*, pages 6 and 7

suggested timeframe: homework, one classroom period, ongoing

blackline masters: “Languages in Our Families” and “Languages in Your Family”

lesson outline:

Language research activity

1. Discuss the languages your students hear at home and in the community. Include European languages.
2. Explain what a survey is.
3. Review the survey form on the blackline master, “Languages in Your Family.” Note that the diagram is a family tree with symbols used by linguists.
4. Direct the students to fill out “Languages in Your Family” at home with the help of their parents, guardians and/or grandparents.
5. Display the completed surveys and have the students examine and discuss the information everyone gathered.
6. Use the surveys to prepare two lists: “bilingual” and “multilingual.” List students and family members under the appropriate heading. Extend the lists to include people in the school and the community as well as well-known people outside the community.
7. Use the surveys to prepare a Venn diagram to compare the language groups represented in your class. See blackline master, “Languages in Our Families.”

assessment:

1. Prepare a summary of all the survey information in a classroom chart.

LANGUAGES IN OUR FAMILIES

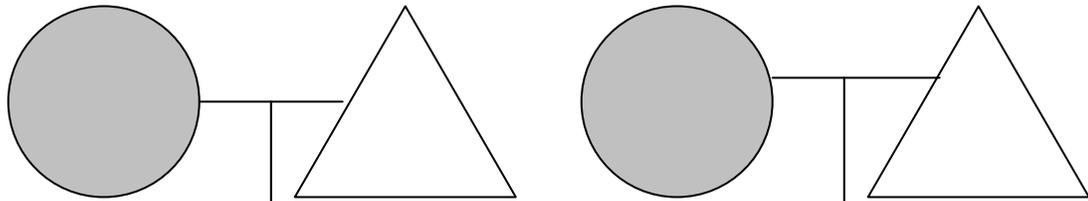
FIRST NATION LANGUAGES	EUROPEAN LANGUAGES	ASIAN LANGUAGES
grandparents	grandparents	grandparents
parents	parents	parents
children	children	children

2. Completed survey
3. Completed Venn diagram
4. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments
5. Reflection Journal: Ask the students to comment on the languages in their families

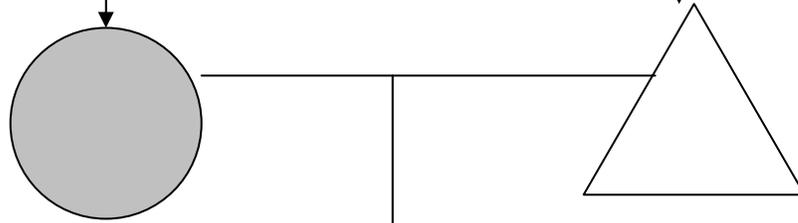
name _____ date _____

LANGUAGES IN YOUR FAMILY

GRANDPARENTS



PARENTS



CHILD

KEY
△ man
○ woman

1. Write the names of your grandparents in the top row. Write the names of the languages they understand.
2. Write the names of your parents in the middle row. Write the names of the languages they understand.
3. Write your name in the row for Child.
4. Draw a shape to show if you are a male or a female.
5. Write the names of the languages you understand.

name _____

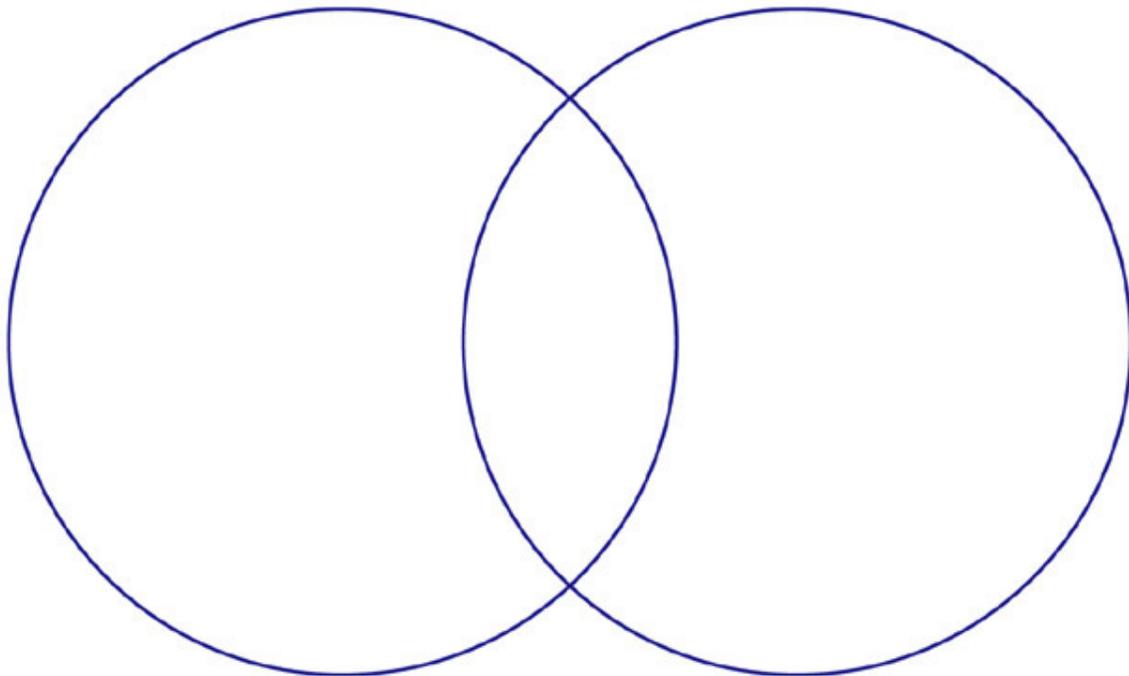
date _____

LANGUAGES IN OUR FAMILIES

1. Use this Venn diagram to compare the languages spoken by the grandparents, parents and guardians in your class with the languages spoken by the students in your class.
2. Write the names of the languages that the grandparents, parents and guardians can speak in circle A.
3. Write all the languages that the students in your class can speak in circle B.
4. Whenever the grandparents, parents and guardians and the students all understand a language write its name where the two circles overlap.

**circle A. GRANDPARENTS
PARENTS, GUARDIANS**

circle B. CHILDREN



What did you discover?

Yukon First Nations Languages

POSTER

B.C. Social Studies learning outcomes: A1, A3, B3, E2

text: *Yukon First Nations Languages*, page 8

suggested timeframe: homework, one classroom period

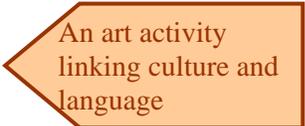
materials: poster-making materials

lesson outline:

1. Print the words “culture” and “language.”
2. Explain the link between language and culture. Emphasize that a culture is strong when its language is strong as well.
3. Invite the students to tell you something that they think is important about First Nations culture. Build a list of words or visual reminders.
4. Ask your students to make a poster about something important to the First Nations culture of their community. They can use both words and pictures on their posters.

Assessment

1. Participation Pie: Work with the students to determine which four areas they will evaluate about their posters. Here are some suggestions:
CULTURE: My poster helps explain culture
LANGUAGE: My poster helps explain language
WORK: I did my best work
INDEPENDENCE: I worked independently
HELPING: I helped clean up
IDEAS: I used my own ideas
DRAWING: My drawings are clear
PRINTING: My printing is easy to read
TIME: I finished on time
2. Journal comments: Draw or write about the connections between language and culture
3. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments



An art activity
linking culture and
language

name _____

date _____

PARTICIPATION PIE

Activity _____

Write four things you will evaluate today.

1. _____

2. _____

3. _____

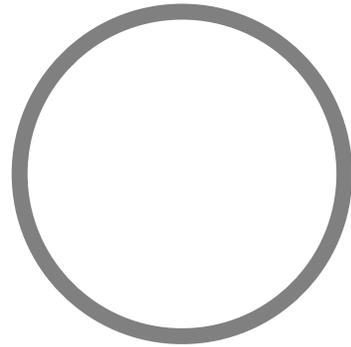
4. _____

PARTICIPATION PIE

Fill in pieces of pie to show how well you participated today.

Write titles on each piece.

Each piece can be up to $\frac{1}{4}$ of the pie.



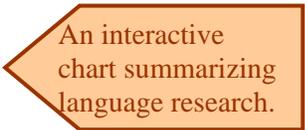
What was the best thing you did today?

What can you do better next time?

Do you have a question about your work? If yes, what is it?

Yukon First Nations Languages

LANGUAGE CHART



An interactive chart summarizing language research.

B.C. Social Studies learning outcomes: A1, A2, A3, B1

text: *Yukon First Nations Languages*, pages 6 and 7

suggested timeframe one classroom period, ongoing

materials: chart paper and markers

lesson outline:

1. Review pages 6 and 7.
2. Prepare a display chart of the languages spoken by your students and their families. If your class completed the Family Language Survey they can use the information from it.
3. Divide the chart into sections for each language and invite the students to add words they know.
4. Your students may want to add pictures to illustrate the words on the chart.
5. Make sure there is a focus on the languages spoken by the local First Nation.
6. The chart could be expanded to a hall display and students from throughout the school could be invited to add words and illustrations. In that case it might be necessary to have one chart for each language.

assessment:

1. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments
2. Reflections journals: After the chart is completed, give the students time to read the information on it and make comments about the information that has been collected

Yukon First Nations Languages

LISTEN TO THE LANGUAGES

Internet and field-trip activities

B.C. Social Studies learning outcomes: A1, A2, A3, B1, B2, B3, C3, E4

text: *Yukon First Nations Languages*, page 8

suggested timeframe: one to two classroom periods

blackline masters: “Field-Trip Planning Checklist” and “Field-Trip Report”

information sheet: “Community Support Workers”

lesson outline

introductory activities:

1. Review the maps and charts your students have prepared.
2. Review the connection between language and culture.
3. During computer class, direct the students to websites with recordings of Yukon First Nations languages and samples of written language.
www.ynlc.ca: Hän, Kaska, Northern Tutchone, Southern Tutchone, Tagish, Tlingit, and Upper Tanana.
www.firstvoices.com: Hän, Tagish and Southern Tutchone
www.oldcrow.ca: Gwich'in
kaska.arts.ubc.ca: Kaska
www.native-languages.org/tanana: Tanana
www.native-languages.org/Tlingit: Tlingit
4. Use the “Field-Trip Planning Checklist” to organize a field trip to learn more about Yukon First Nations culture and languages. Here are some field trip suggestions:
 - Visit The Yukon Native Language Centre at Yukon College. Phone 867-668-8820 or 1-877-414-YNLC (9652) to learn about the work they are doing for all First Nations languages in the Yukon.
 - Visit your local Yukon First Nation administrative office to find out what work they are doing to preserve and teach their language and culture. Discover how language is part of the land and the water. Your CELC or ESW can help you with contacts. This contact information is included on a subsequent page.
5. Prepare the students by brainstorming questions they want to ask during their field trip. You may want to assign questions to certain students. Help the students take notes or make sketches during the field trip.
6. Prior to the trip, review protocol and assign roles to each student.

assessment:

1. Field Trip Report: see blackline master “Field-Trip Report”
2. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments
3. Reflection Journals: Encourage the students to use their notes and sketches to describe their field trip

FIELD-TRIP PLANNING CHECKLIST

EARLY PREPARATION

- Review school policies regarding field trips.
- Consult with all those who may be involved: _ the school administrator
_ your working committee _ the First Nations language and culture teachers
_ your CELC or ESW.
- Consult with your students regarding their interests and expectations.
- Clarify objectives. Make them as concrete as possible.
- Visit site. Consider including working committee and student reps.
- Research trip details: ___contacts ___costs ___time required ___potential dates
___activities ___transportation ___equipment ___supplies ___volunteers
___safety issues ___protocol.
- Obtain permission from principal and school committee.
- Book trip. ___transportation ___times ___contacts ___activities.
- Arrange for volunteers and helpers.
- Inform parents: ___purpose of the trip ___activities ___dates ___location
___transportation arrangements ___departure and arrival times
___accommodation on overnight trips ___meals ___costs ___supervision
___chaperones ___suggested clothing ___equipment.
- Obtain written permission from parents or guardians. Use official school form.

IMMEDIATELY PRIOR TO THE TRIP

- Prepare a student checklist: ___money ___equipment ___clothing ___food.
- Collect money if needed.
- Prepare students logistically: ___safety issues ___expected behaviour
___protocol ___work groups ___buddy system.
- Brief helpers: ___trip objectives ___activities ___duties ___safety issues
___behavioural expectations ___equipment.
- Prepare students: ___objectives ___review what students already know about the
place they are visiting ___individual and group assignments ___specific duties
___accommodation arrangements ___meals ___expected behaviour ___protocol.

ON THE TRIP

- Student involvement: observations, activities, questions, discussions.
- Point out boundaries and key spots: washrooms, meeting areas, lost-and-found
area.
- Distribute materials for gathering data: worksheets, notebooks, sketchpads.
- Encourage active participation by ensuring that everyone has a role: spokesperson,
note-taker, photographer, videographer, recorder, equipment organizer,
encourager, greeter, thank-you's, buddies, food prep, clean-up, first aid, navigator.
- Invite questions and discussion from the students.
- Supervise meals.
- Supervise sleeping arrangement.
- Plan for the return trip.

FOLLOW-UP

- Review information gathered on the trip.
- Formally thank hosts and helpers.
- Evaluate trip

YFN 5 BLM: *Field-Trip Planning Checklist*

INFORMATION SHEET: COMMUNITY SUPPORT WORKERS

note: This information was compiled in 2008

LOCATION	CONTACT	TITLE	FIRST NATION	e-mail	phone
Beaver Creek	John VanderMeer	CELC	White River First Nation	johnv@wrfn.yk.ca	862-7250
Burwash Landing	Becky Miller	CELC	Kluane First Nation	becky.miller@kfn.ca	841-4506
Carcross	Cynthia James	CELC	Carcross/Tagish First Nation	cynthia.james@yesnet.yk.ca	821-2929
Carmacks	Alma Wrixon	CELC	Little Salmon/Carmacks First Nation	alma.wrixon@lscfn.ca	863-5371
Dawson City	Charles Eshleman	CELC	Tr'ondëk Hwëch'in	charles.eshleman@gov.trondek.com	993-5435
Haines Junction	Diane Benjamin	ESW	Champagne and Aishihik First Nations	diane.benjamin@yesnet.yk.ca	634-2231
Mayo	Joanne Buyck	CELC	First Nation of Na-Cho Nyak Dun	celc@nndfn.com	996-2804
Old Crow	Mabel Tetlich	CELC	Vuntut Gwitchin First Nation	mtetlich@vgfn.net	966-3151
Pelly Crossing	position vacant	CELC	Selkirk First Nation		537-3008
Ross River	Elizabeth Shorty	CELC	Ross River Dena Council	mtc@northwestel.net	969-2216
Teslin	Robin Smarch	ESW	Teslin Tlingit Council	robin@ttc-teslin.net	390-2570
Watson Lake	Cindy Porter	CELC	Liard First Nation	cynthiajoyporter@hotmail.com	536-7333
Whitehorse	Deannalee Mazur (secondary) Vacant (elementary)	ESW	Champagne and Aishihik First Nations	deannalee.mazur@yesnet.yk.ca	667-8044
Whitehorse	Shirley Smith	CELC	Kwanlin Dün First Nation	shirley.smith@yesnet.yk.ca	667-5992
Whitehorse	Evelyn Troy	CELC	Kwanlin Dün First Nation	evelyn.troy@yesnet.yk.ca	667-8044
Whitehorse	Nicole Smith	CELC	Ta'an Kwäch'än Council	nkuster@taan.ca	667-8083
Whitehorse	Lenora Minet	ESW	Teslin Tlingit Council	Lenora@ttc-teslin.com	456-3826
Whitehorse	Kim Rumley	ESW Area 2	Vuntut Gwitchin First Nation	krumley@vgfn.net	667-8665

CELC: Community Education Liaison Coordinator **ESW:** Education Support Worker

name _____ date _____

Field-Trip Report

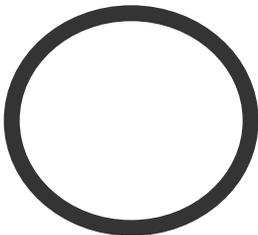
WHERE _____

WHEN _____

PEOPLE I MET

WHAT I LEARNED

PARTICIPATION PIE



Listening, Respect, Helping, Interest

Draw a piece of pie to show how you participated in each area. Label each piece. One piece can be up to one quarter of the pie.

Yukon First Nations Languages

ONE OF THE LAST TAGISH SPEAKERS

B.C. Social Studies learning outcomes: A1, A2, A3, B3, C3

text: *Yukon First Nations Languages*, page 9

suggested timeframe: one classroom period, Language Arts, homework

blackline masters: “One of the Last Tagish Speakers,” “Questions About Angela Sidney” and “Participation Pie”

A reading and
responding
activity

lesson outline:

1. Review page 9 in the text.
2. This activity can be implemented as an independent activity or as a cooperative reading group activity with at least one strong reader per group.
3. If you use cooperative reading groups, assign roles: moderator, timer, story reader, question reader, recorder and reporter.
4. Distribute the blackline master, “One of the Last Tagish Speakers” as a reading activity.
5. As the groups finish reading the story distribute the blackline master, “Questions About Angela Sidney.”
6. Assign additional questions relevant to your community.
7. Set a time limit for the group activity.
8. Rotate among the groups as a listener.

assessment:

1. Ask each group to report on their reading activity to the class.
2. Distribute blackline master, “Participation Pie” evaluation forms
3. “Questions About Angela Sidney”
4. Reflection Journal: Encourage the students to write about or draw their thoughts after reading about Angela Sidney. For those students who like some direction suggest the following questions:
What would it be like to speak a language no one else understood? What would you do? Is there someone you think should receive an Order of Canada medal? Why?
5. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments



photo by Jim Robb, Whitehorse, Yukon

One of the Last Tagish Speakers

When Angela Sidney was a young girl she loved to sit and listen to her parents, aunts and uncles tell stories. She loved to hear them talk about the traditions and culture of her people, and recount the histories of the Tagish and Tlingit people of southern Yukon through the ancient stories that had been passed down from generation to generation.

But Mrs. Sidney was living in a time of transition and as she grew older, she noticed that fewer and fewer of the people around her were telling the old stories. She worried that the Tagish language, in particular, and the history and culture of the First Nations the southern Yukon, would be lost.

So Mrs. Sidney, one of the last fluent speakers of the Tagish language, decided to take on the responsibility to preserve the language and the stories. Mrs. Sidney embraced both the modern world and the world of her past and tried to pass on her affection for both to her own children. She didn't want them to be "old-fashioned," but at the same time, she didn't want them to forget the ways of their ancestors. "I have no money to leave for my grandchildren," Sidney once said. **"My stories are my wealth."**

Angela Sidney was born near Carcross on January 4, 1902. She spoke only Tagish until she was about five years old. After that, she spoke Tlingit, the language of her mother's family, and then English. Yet after 80 years, she could draw from the memories of her early childhood and still speak Tagish fluently.

Mrs. Sidney and her stories were the inspiration behind the Yukon International Storytelling Festival, which was created in 1988 by fellow storytellers Anne Taylor and Louise Profeit LeBlanc, when they learned that Sidney had had to travel to Toronto to share her stories in a festival setting. The Yukon International Storytelling Festival featured storytellers from across Canada and around the world.

Angela Sidney became a member of the Order of Canada in 1986, when she made history as the first aboriginal woman from the Yukon to receive the honour. She died in 1991.

excerpts from Aboriginal Multi-Media Society website, used with permission

name _____ date _____

QUESTIONS ABOUT ANGELA SIDNEY

Work together to read the story about Angela Sidney and answer the questions.

Encourager _____

Timer _____

Story Reader _____

Question Reader _____

Recorder _____

Reporter _____



photo by Jim Robb, Whitehorse, Yukon

1. What is Mrs. Sidney holding in her hands?
2. Who is taking her picture?
3. How do you think she is feeling?
4. How many languages did Mrs. Sidney speak?
5. What did Mrs. Sidney mean when she said, "My stories are my wealth?"
6. Do you know anyone like Mrs. Sidney?
7. What could you do to help keep Yukon First Nations languages alive?

YFN LANGUAGES: *Questions about Angela Sidney*

name _____ date _____

PARTICIPATION PIE

Write the names of the people who are in your group.

Encourager. -----

Timer-----

Reader -----

Recorder -----

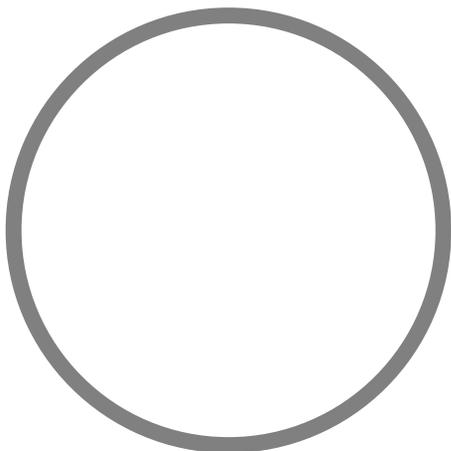
Reporter -----

Other -----

PARTICIPATION PIE

Fill in pieces of pie to show how well you participated today.
Write a title on each piece.

Each piece can be up to $\frac{1}{4}$ of the pie.



- Listening
- Speaking
- Understanding
- Helping

What was the best thing you did today?

What can you do better next time?

Yukon First Nations Languages

O CANADA

B.C. Social Studies learning outcomes: A1, A2, A3, C3, E1

text: *Yukon First Nations Languages*, page 10

suggested timeframe: ongoing, First Nations Language period

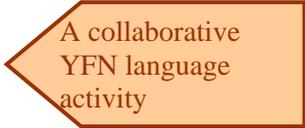
materials: chart with words to O Canada

lesson outline:

1. Review a classroom map to demonstrate the Yukon's location in the nation of Canada.
2. Discuss the importance of keeping First Nations language and culture alive.
3. Work with the Native Language Teacher or an Elder to learn to sing O Canada in a Yukon First Nation language. This translation has been done in some communities. If a translation of O Canada is not available, work with the Language and Culture teacher to select an alternate song to learn.
4. Perform the song for visiting parents or at a school assembly.

assessment: observations, anecdotal

1. ongoing assessment procedures: "What did I learn?" self-evaluation, Teacher Observation Sheet, anecdotal comments.
2. Reflection journals: Encourage the students to write or draw about their thoughts after learning a song in their First Nations language. For those students who prefer some direction, the following are suggestions:
Draw or write what everyone did at the performance.
How did you feel singing in a First Nations language?
Some students may want to copy the words to the song they learn.



A collaborative
YFN language
activity

Yukon First Nations Languages

SHARING CIRCLE

Let's Talk About Language

An introduction to
Sharing Circles.
Links with text

B.C. Social Studies learning outcomes: A1, A4, B1, B3, C3.

text: *Yukon First Nations Languages*, page 11

suggested timeframe: one classroom period

blackline master: “Self-reflection: circle procedures”

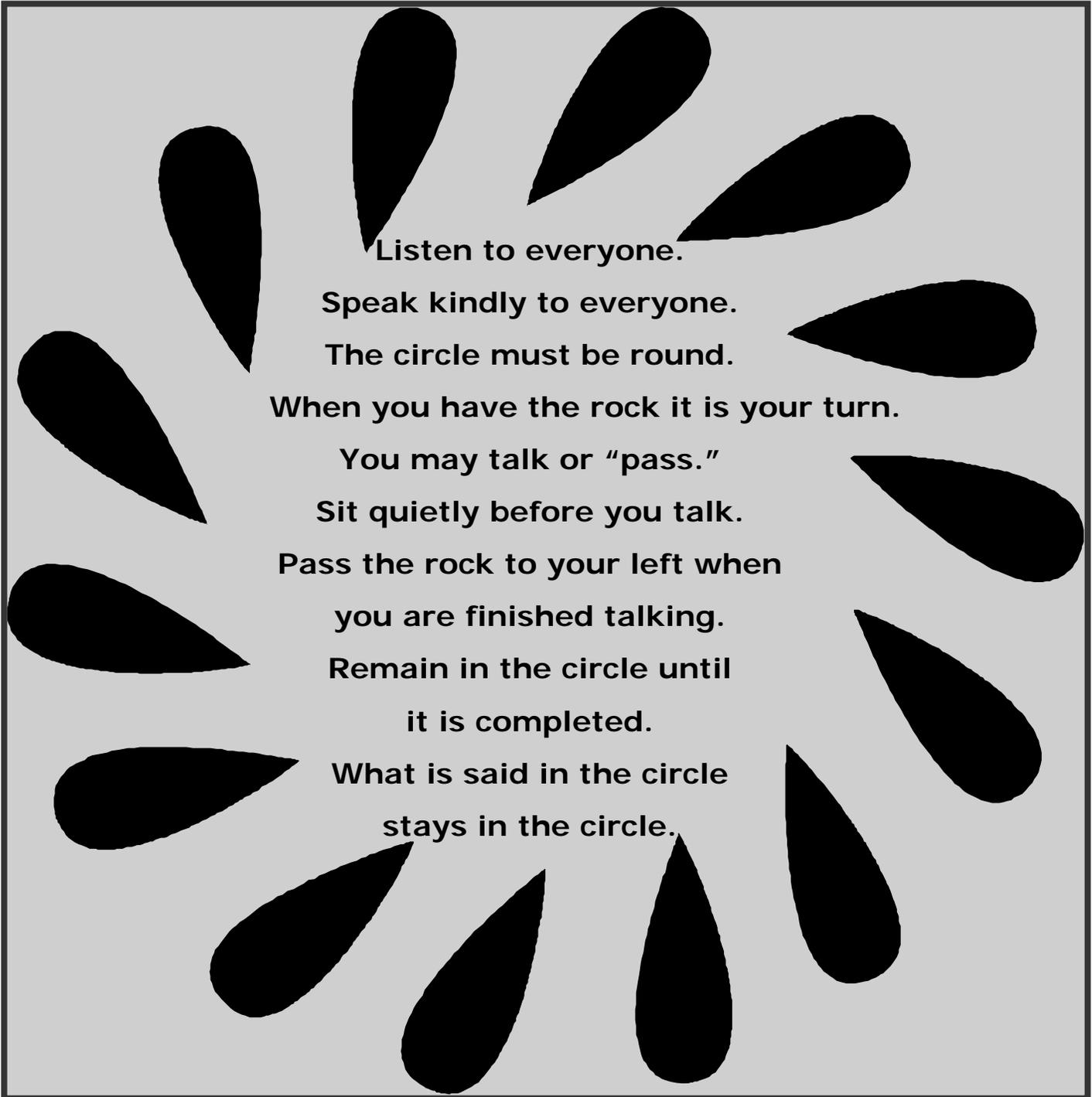
information sheet: “Our Sharing Circle”

lesson outline:

1. Set up an area where your students may sit in an open circle. This could be on chairs or on a rug.
2. Review your classroom procedures for a Sharing Circle. You may choose to refer to the information sheet, “Our Sharing Circle.” Further details are explained in the introductory section.
3. Open the sharing circle with your established classroom routine.
4. Work with the students to select the questions from page 11 that you will discuss. Your students may have other questions they want to include.
5. Use a circle procedure to discuss each question.
6. Close the Sharing Circle using your established classroom routine.

assessment:

1. Completed blackline master, “Self-reflection: circle procedures”
2. Reflection Journals: Extend comments from the sharing circle or write about a question that was left out of the discussion. Some students may choose to draw their reflections
3. ongoing assessment procedures: blackline master, “Self-reflection: circle procedures,” Teacher Observation Sheet, anecdotal comments



Listen to everyone.

Speak kindly to everyone.

The circle must be round.

When you have the rock it is your turn.

You may talk or "pass."

Sit quietly before you talk.

**Pass the rock to your left when
you are finished talking.**

**Remain in the circle until
it is completed.**

**What is said in the circle
stays in the circle.**

OUR SHARING CIRCLE

We care for everyone in our circle.

We share our ideas and feelings in a circle.

We can teach each other in a circle.

We respect everyone in the circle.

name_____

date_____

SELF-REFLECTION

Circle Procedures

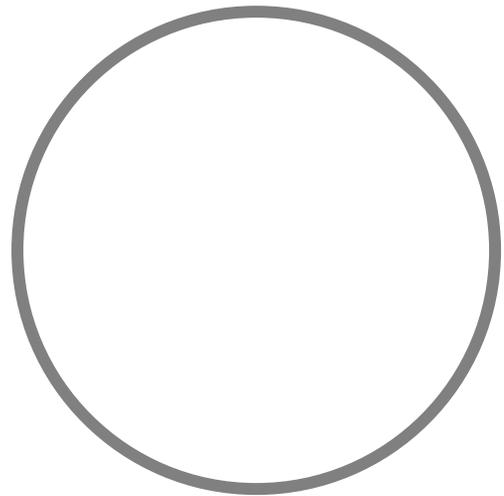
- | | | | |
|------------------------------------|-----|----|------------------|
| 1. I helped make the circle round. | yes | no | most of the time |
| 2. I listened to everyone. | yes | no | most of the time |
| 3. I spoke when it was my turn. | yes | no | most of the time |
| 4. I spoke thoughtfully. | yes | no | most of the time |
| 5. I sat quietly. | yes | no | most of the time |
| 6. I passed the rock carefully. | yes | no | most of the time |
| 7. I spoke kindly to everyone. | yes | no | most of the time |
| 8. I stayed in the circle. | yes | no | most of the time |

Thinking about the Circle

1. The best thing I did today in the circle.

2. What I will try to do next time we share in a circle.

3. Something I really liked today.



4. Draw a picture or cartoon in the circle to show how you felt about today's discussion.

Yukon First Nations Languages

CHECK WHAT YOU HAVE LEARNED

B.C. Social Studies learning outcomes: A1, A2, A3, A4, B1, B2, B3, C3, E1, E4

text: *Yukon First Nations Languages*, page 12

suggested timeframe: one classroom period

blackline masters: “Check What You Have Learned About Yukon First Nations Languages,” “Reflections Storyboard” and “Yukon Languages”

information sheet: “20 Questions”

A collaborative introduction to conferences

lesson outline:

1. Explain the evaluation system at the top of the blackline masters, “Check What You Have Learned About Yukon First Nations Languages” and “Yukon Languages.”
2. Review and clarify each statement with the class.
3. Form groups of two or three to work together to complete the forms. Alternatively the students may choose to work independently or complete the exercise as a class.
4. When the students have completed their worksheets, hold a general discussion about Yukon First Nations languages. If you want to direct the discussion, ask the students to list the activities they liked best or things they have learned about language in their community.

assessment:

1. Summative portfolio review; see outline for Conferencing
2. Play 20 Questions as a review
3. Draw pictures of things you have done while you were learning about Yukon First Nations Languages. Use a large drawing paper or the storyboard outline, “Reflections”
4. Blackline master, “Check What You Have Learned About Yukon First Nations Languages” and “Yukon Languages”
5. Cloze Activity, “Yukon Languages”
6. Reflection Journals: Ask to students to reflect on what they have learned about Yukon First Nations languages. Some students may be able to write with little direction. Others may want to reflect on the blackline master after it is completed. For those students who need further direction some topics could be:
 - *something I will remember for a long time*
 - *something I want to do now*
 - *the activities I liked best*
 - *something that made me feel good*
 - *when I laughed a lot*
7. Ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments.

Information Sheet

20 QUESTIONS

20 Questions is popular game that is based on deductive reasoning and creativity.

Players:

Player: This person chooses a word but doesn't reveal it to the questioners.

Questioners: The questioners each take turns asking a question which can be answered with a simple "yes," "no," "maybe" or "sometimes."

Moderator: The moderator ensures that the game runs smoothly by doing the following:

- names who can ask a question;
- ensures that everyone has a turn;
- asks someone to rephrase the question if it is unclear or if it has already been asked;
- encourages questioners to ask thoughtful questions;
- decides if an additional five questions will be allowed; and
- determines whether or an answer is correct or not.

Procedure:

1. The player whispers the answer to the moderator.
2. In turn, everyone gets to ask the player a question, which must be answered "yes," "no," maybe" or "sometimes." For example, "Is it an Athapaskan language?" is a valid question, but "Where do people speak this language?" is not.
2. When a questioner guesses the correct answer, he or she becomes the player.
3. The moderator then chooses a new moderator.
4. The questioners may ask up to 20 questions total.
5. The moderator can decide to allow an additional five questions.
6. If no one gets the correct answer, the player may have another turn or choose someone to take his or her place.

Variations:

1. Choose to use a wider range of answers such as: yes, no, unknown, irrelevant, sometimes, maybe, probably, doubtful, usually, depends, rarely, partly.
2. The player or moderator tells the group whether the subject is an animal, vegetable, mineral or other. The game defines an animal as a member of the animal kingdom, a vegetable as a member of the plant kingdom, a mineral as anything geological, and other as anything else.
3. The item to be guessed should be in a specific category such as actions, occupations or famous people.

CHECK WHAT YOU HAVE LEARNED about Yukon First Nations languages

- I still need to learn about this
- I have learned a little about this.
- I have learned about this.

- The main First Nations languages in the Yukon are Gwich'in, Hän, Inland Tlingit, Kaska Northern Tutchone, Southern Tutchone Tagish and Upper Tanana.
- Our closest First Nations neighbours speak Inuvialuit, Tahltan, Northern Slavey and Tlingit.
- Most Yukon First Nations languages belong to the Athapaskan language family.
- The Athapaskan language family has the most speakers of any language family in North America.
- Inland Tlingit is part of the Tlingit language family.
- Inland Tlingit migrated from coastal Alaska.
- Multilingual means a person who can speak many languages.
- Bilingual means a person who can speak two languages.
- Canada is a bilingual nation.
- Canada's official languages are French and English.
- Yukon First Nations languages have dialects.
- Dialects are versions of languages that are similar to each other but have some differences.
- Yukon First Nations stories, songs and dances teach more when they are told in a First Nations language.
- Yukon First Nations languages keep culture strong.
- Yukon First Nations languages include words and concepts that are not found in English.
- Long ago all Yukon First Nations used traditional languages.
- Many changes brought new languages to the Yukon: the fur trade; missionaries; the Klondike Gold Rush; residential schools and the construction of the Alaska Highway.
- Yukon First Nations needed to use English when changes came to the Yukon.
- Fluent speakers use a language easily. They can speak their language all day long.
- It is important for today's First Nations youth to learn Yukon First Nations languages.
- When you learn a language you will understand its culture.

name _____

date _____

REFLECTIONS STORYBOARD

name _____

date _____

YUKON LANGUAGES

The Yukon First Nations _____ can be divided into two language families: _____ and Tlingit. The main Yukon First Nations language groups are Inland Tlingit, Upper Tanana, Northern _____, Southern Tutchone, Kaska and _____. Each Yukon First Nation has a traditional language.

There are ___ English words for many of the concepts or words in Yukon First Nations _____.

Stories, songs and _____ are rich when they are in their traditional language.

Long ago ___ First Nations spoke traditional languages. Over the years there were many _____ in the Yukon. Many people began to speak _____ instead of their traditional languages.

Yukon First Nations are working hard to keep their _____ and _____ alive.

It is very _____ to keep Yukon First Nations languages alive. When language is strong, so is _____ .

Yukon First Nations Languages

WORD BANK

Suggestions for
study of glossary
words

B.C. Social Studies learning outcomes: A1

text: *Yukon First Nations Languages Glossary*, pages 13 and 14

suggested timeframe: language arts, ongoing

blackline masters: “YFN languages: “Word Bank 1,” “Word Bank 2” and “Word Bank 3”

information sheet: “Silence Please”

teaching suggestions:

1. Prepare a word wall to display each new set of words as it is presented in the textbook.
2. Place copies of the blackline masters in a section of each student’s binder or portfolio for a spelling reference when journal writing.
3. Write definitions on the back of each word card.
4. Draw illustrations on back of words cards to demonstrate the meaning of the word.
5. Select some of the key words for part of your word study program.
6. Follow word study activities described in these resource books available in all Yukon schools:
Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell, Heinemann, 2000
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom, Gay Su Pinnell and Irene C. Fountas, Heinemann, 1998 /
Word Smithing, A Spelling Program for Grades 3–8.
Ardy Smith and Anne Davies, Peguis, Winnipeg.
7. Use word bank activity sheets for homework or assignments while you are holding individual student conferences
8. Play “Silence Please.”⁵

Assessment

1. Use of word wall or portfolio lists when completing written assignments
2. ongoing assessment procedures: “What did I learn?” self-evaluation, Teacher Observation Sheet, anecdotal comments
3. Correct spelling of key words

⁵ Alternate word games are provided in the sections for YFN Clans, Citizenship and Governance.

Information Sheet

SILENCE PLEASE

The game “Silence Please” helps students recognize vocabulary while practising alphabetization skills.

Objective: Students must arrange themselves in order without uttering a peep!

Introductory Activity: Challenge students to sequence themselves according to height without talking.

Materials: Enough Post-it notes or nametag holders for each student.

Preparation:

1. Print one vocabulary word from the glossary on each post-it note.

OR

Insert one vocabulary card in each nametag holder.

2. Each student must place a tag on his or her shirt.

The Game

The students must silently sequence themselves in alphabetical order.

accent	Alaska Highway	Athapaskan
bilingual	community	concepts
contact	culture	dialect
Elders	express	First Nation
First Nations	fluent	Fluent speaker
Gold Rush	government	Gwich'in

Hän	history	Inland Tlingit
Kaska	language family	laws
linguist	migrate	missionaries
multilingual	Northern Slavey	Northern Tutchone
official language	official language status	oral tradition
original	residential schools	Sam Johnston

Southern Tutchone	Tagish	Tahltan
Tlingit	trading partners	tradition
traditional language	traditions	translate
Upper Tanana	values	