

DRAFT - Our Languages (OLC) 30 Teacher Guide



ECE

2021-2022

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OLC 30 Course Outline

Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
Unit 1: Root and Ancestral Words AD 6.1 CA 2.3, 3.2, 4.1, 5.1, 5.4, 5.5, 5.6, 5.8, 6.1, 7.4	Students will learn both root and ancestral words. They will work with knowledge keepers to find meaning in these words. Students will find ways to share their knowledge with others.	20%
Unit 2: Contributing to My Language Community CA 1.1, 1.3, 2.1, 2.2, 3.2, 4.1, 7.1, 7.5	Students will be asked to select an activity that they like to do outside of school such as photography, yoga, being with kids, sports or art to name a few examples. Students will learn the phrases needed to share this activity with others in the language.	20%
Unit 3: Storytelling CA 2.3, 3.2, 4.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 7.1, 7.2, 7.4, 7.6, 7.7	Students need to practice active listening to understand and retell a story to either the class or in a larger, community setting. Students need to practice their storytelling to ensure its engaging and at a capable level.	20%
Unit 4: Way Finding CA 1.2, 3.1, 3.3, 4.3, 4.1, 5.2, 7.3	Learning the stories that are rooted in special places is important in identity and in preserving local knowledge. In this unit students participate in different activities which focus on learning the stories of place. They will share their knowledge with others in the language.	20%
Summative Assessments using Oral/Reading and Writing Proficiency Scales	At the beginning and end of the course students will be assessed using the Oral, Reading and Writing Proficiency scales. To pass OLC- 30 students need to obtain an 18 on the Oral Proficiency Scale and 16 on the Reading Proficiency Scale. For OLC 30 the assessment will be done by someone who is not the teacher.	20%
Total		/100%

Unit 1: Root and Ancestral Words

Main Curriculum (Capable) Outcomes Met Through This Unit

- AD 6.1 Seek out both **ancestral words** and new words dealing with both familiar and unfamiliar topics
- CA 2.3 Document and share words, phrases, sentences, expressions and idioms of personal interest and which contribute to my identity
- CA 3.2 Find joy in exploring the connections between my culture and my language
- CA 4.1 Champion my language-learning experiences spontaneously among my peers and in my community
- CA 5.1 Teach others some critical sound distinctions and structural elements
- CA 5.4 Use community dictionaries, apps and other resources confidently to confirm meaning
- CA 5.5 Engage in authentic conversations with language speakers, following protocols
- CA 5.6 Engage others in complex conversations incorporating questions, descriptions and explanation based on shared experiences or text read
- CA 5.8 Read for specific purposes (enjoyment, gathering information, problem solving)
- CA 6.1 Research and examine **root words** to better understand the vocabulary and structure of my language
- CA 7.1 Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs)
- CA 7.4 Employ diverse reaching strategies to derive meaning from and respond to text

NOTE: Other outcomes will be met depending on which activities you choose.

Things to Remember

- The term **root word** comes from the English language. As with many other words, a direct translation is not possible as each language has their own grammatical structures. However, the purpose is to find those parts of the word, called the root or a unit, which can help derive meaning when a learner comes across that part of a word in another context.
- Read through the project ideas listed at the end of the unit. Decide as a class what you're collectively choosing and working towards.
- Share the timelines and due dates for the specific assignments for the unit.
- Remind students they are at the capable level, that a lot of the work will be independent work, and that they will be asked to make choices in what they are learning and who they are learning from as well as how they will share what they know. This helps them on their way to being life-long learners of the language.

Materials

- A collection of dictionaries
- Access to fluent speakers of the language for personal or full class interviews

Criteria for Success

- Students understand some ancestral words and, through learning these words, have increased their sense of identity as a speaker of the language.
- Students understand some root words which can then translate to a greater understanding when they come across words they have not heard before.
- Students gain an appreciation of what it means to be a lifelong learner of the language.

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon how you and your class want to organize this unit. For example, you may choose to begin this unit and work on specific root words for about a week, then move on to Unit 2 but continue to examine root words for a short portion of each class. By choosing to organize it this way, the unit is something that is part of the entire duration of the course and the 20 hours are spread out rather than continuous.

Pre-Activity

Take some time at the beginning of the unit to define the meaning of **root words**. This is a term borrowed from English that does not translate exactly in any of the Indigenous languages. Another term might be 'unit' or 'part' of a word.

- A **root word** (see examples below) is the most basic form of a word after other parts have been removed. The roots of words are like the roots of a tree; everything builds up from there. They do not typically stand alone as a complete word. Understanding the meanings of common roots can help you work out the meanings of new words as you encounter them.

Next share some of the important unit details, such as:

- Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language in the classroom to remind students.
- The language goals for the unit. Students should be gaining the skills to be able to think about the meaning of new words based on learning new root words. Students should also be sharing their new understanding with others.

Activity Ideas

The following activity ideas are suggestions only. You will need to either adapt them for your class or use your own creative ideas to teach and reinforce the language that is part of

this unit. For those who choose to use these activities feel free to arrange them in a lesson sequence that will be most effective within your unit plan.

Activity 1: Root Words**OLC Links – CA 3.2, 5.4, 5.8, 6.1, 7.4**

The goal of this activity is to have students starting to think about how words are built. Share some examples from your language about roots or parts of a word. A few examples are provided below; use these or select your own examples.

Dene example:

Denendeh means the 'land of the people'. Ask students, "Where in that word is 'land'? Where is the word 'people?'" It can be broken down to a deeper meaning where 'land' means 'water and earth'. Knowing these root words not only helps to know when you hear the word, 'Dene' as people but also in learning the more complex cultural understanding of the term.

Inuinnaqtun example:

A qitiqhiq is a middle finger. Qitiq is the root word which means middle and hiq is finger. If a listener hears qitiqmiut, they may know that it's the middle of something. For example, Kitikmeot or 'qitiqmiut' is the territory in the middle of the NWT (before division of the NWT and Nunavut). The ending, 'miut' means, 'inhabitants of a place'.

Inuvialuktun – Siglit example:

'luk' means, to have a sore ___ and is only found as part of another word. Tikiq means 'index finger'. The phrase 'Tikiqluktuaq' translates to 'index finger, sore, he has' (He has a sore index finger). When a listener hears and knows the 'root' or 'unit' of a new word, they might have some understanding of what is being said. For example, if a learner heard, niaqurlluktuaq and they know *-luk-* they know something is sore, but just not what is sore.

1. After students understand the term 'root' or 'part of a word', hand out dictionaries.
2. Invite each student to find one example by reading through the dictionary.
3. Make a place in the classroom to display the 'root word' or 'unit' words that they have found.
4. Take a few minutes each day to have one student present their root word. They need to share what the root or part is, and then use it in a full word, phrase and or sentence. Ideally, students should find more than one example so that the pattern or root word can be connected and understood by other students.
5. This could be continued throughout the entire duration of the course as students continue to add root words throughout the year.

Activity 2: Ancestral Words**OLC Links – AD 6.1 and, CA 3.2, 5.4, 5.8, 6.1, 7.4**

One of the outcomes from the advanced level was researching ancestral words. This is connected to learning the roots of words. Learning the meaning of the words and where they are derived from can help to understand cultural context. Here are some examples:

Tłıchǰ Example:

A Tłıchǰ word for the first non-Indigenous people to come to the area is, 'kweèt'ıı' which comes from the word for rock 'kwe' because the first non-Indigenous people were interested in the rocks. The 'èt'ıı' comes from words like 'sèt'ıı' which means 'my family' so 'kweèt'ıı' means 'rock family' but means, non-Indigenous people were. That's because they had another word for the non-Indigenous people who spoke French.

'Mòla', is the original term for a French person, and comes from the word, 'mòqla' or 'button'. Today the term most often used for a non-Indigenous person is Mòla.

'Ełèts'ehdèe kò' is often used in Yellowknife on buildings for the 'meeting place' or the 'room where you hold a meeting'. The use of the word 'kò', means 'fire' or 'fireplace' which historically is where people would meet to discuss items of importance, around the fire.

Here are some ways to incorporate and support learning ancestral words:

1. Invite students to seek out a speaker in the community and have them ask the speaker to share older, ancestral words that they know but may not hear that much anymore.
2. Invite a speaker into the class. Inform them ahead of time that the students will be asking questions about ancestral words. If possible, meet ahead with the speaker and select several words that can be discussed.
3. Have students add these ancestral words up on their shared display area.

Activity 3: Idioms**OLC Links – CA 2.3**

Explain to students that an idiom is an expression that's meaning is not evident based on the vocabulary used. 'Having cold feet', is an English idiom because it's an expression meaning someone is nervous about something, however, the meaning is not obvious from the wording of the expression. Idioms are usually phrasing that do not translate easily from one language to another. They carry a worldview within the phrase that is unique to that culture. Another example is, 'It's raining cats and dogs.' This is an English idiom that cannot be translated literally; it makes no sense as it's obviously not raining cats and dogs but implies that it is raining heavily.

Nekwı eki kweanıı in Tłıchǰ, the literal meaning is 'your head is a rock', but the meaning of the expression is that of a *person who is being really stubborn*.

Ihumaituq: In Inuinnaqtun, the literal meaning is ‘your head isn’t there’, but the meaning of the expression is that *you’re confused*.

Invite and challenge students to engage with family or community members to find at least one idiom that they can share with the rest of the class. You can also add the idioms from the class to the ‘Daily Did You Know?’ (seen in the next activity for details) in the school.

Activity 4: Daily Did you Know?

OLC Links – CA 2.3, 4.1, 3.1, 3.2, 5.3, 6.1, 7.1

An important component of being a capable speaker is being confident when using the language in different settings. The activity ‘Daily Did You Know?’, has several purposes. Students who present what they know and become the teacher are more likely to retain what they’ve learned. As well, by sharing what they know, other students are gaining from what they’ve learned.

1. As a class, discuss how, in what context, setting or way you will be having the students share what they know. Perhaps select a two-week period to have the ‘Daily Did You Know?’, so that it’s unique to that two weeks. Prepare ahead of time which 10 words, phrases, idioms, root words etc. that students will be sharing.
2. As a class discuss the different formats to publicly share the ‘Daily Did You Know?’
Some ideas include:
 - On school announcements
 - On school social media page
 - On local radio stations
 - On posters at the grocery store
3. No matter which method the class decides as a group, select some of the idioms, words, and phrases to share with a wider audience outside of the classroom.

Project Ideas

Share Your Work

Some students may want to take the materials for the ‘Daily Did You Know?’ activity and collate them into a booklet or other medium so that they are saved permanently for future students to read and enjoy. Perhaps share the set of words/phrases with ECE so they can add them to the OLC website.

Terminology Workshop

Have your students organize a terminology workshop at your school. All languages evolve. English has borrowed words from many other languages including French, German, Latin, Greek and the Indigenous languages of Canada, which have influenced how English is

spoken in Canada. Words such as kayak, Canada, and moose are examples of words that originated in other languages.

To complete the project, students will need to invite fluent language speakers, select a theme and plan for sharing the terminology discussed at the workshop. For example, students may want to plan a workshop to determine new words for the contemporary items (smart watch, hair gel, electric car). By discussing the possible words for these modern items, students will learn about the history of some other words that have been added to the vocabulary in Indigenous languages.

Self-Evaluation and Reflection

Share one of the self-reflection tools with your students. For example, there are some 'I can' statements written below to ask students to think about in terms of their language accomplishments. As this is the first unit, they won't have all of them checked off yet. By giving them the tool at the beginning of the course, they can track their own growth. The full, printable self-evaluation tool is found at the end of this unit:

My Language Accomplishments (Capable Level)

Here's What I Can Do:

- I seek out opportunities to express myself and share my Indigenous ways with others.
- I understand my connections to the land, with self, Elders, and others that allow me to live my life as a principled and spiritual being.
- I find joy in exploring the connections between my culture and my language.
- I am a champion for my language in my community.
- I participate in complex conversations which incorporate questions, descriptions and explanations with Elders and other capable and fluent speakers.
- I study my language to understand the word roots and meanings.
- I am a capable and confident reader and writer of my language.
- I produce resources for others in my language.

Teacher Assessment

There are two distinct layers of assessment within this unit which lend themselves to both formative and summative assessment. They include:

- Activities leading up to the project. Through the activities, the students are gaining experience using dictionaries and accessing knowledge from fluent speakers. They

are also showing their growth in the language by using new words and phrases in context.

- Final Project: depending on the project selected, students should understand the expectations and criteria of oral and written language, the project, and the presentation prior to starting the planning stage. Support the students as they work on their projects and continue to remind them of the criteria by which they will be assessed.

Unit 2: Contributing to My Language Community

- CA 1.1 Initiate and engage in conversations that demonstrate my identity and commitment to my language
- CA 1.3 Describe a plan for continuing language learning as a life-long process
- CA 2.1 Under guidance, take a lead in organizing or demonstrating traditional practices in a school or community setting
- CA 2.2 Initiate performances and produce resources in my language that celebrate my culture, community, and ceremonies (videos, games, books, social media messaging)
- CA 3.2 Find joy in exploring the connections between my culture and my language
- CA 4.1 Champion my language-learning experiences spontaneously among my peers and in my community
- CA 7.1 Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs)
- CA 7.5 React and respond to stories presented in various media (dramatization, radio, movie, TV, social media)

NOTE: Other outcomes maybe met depending on which activities you choose.

Things to Remember

1. Read through the project ideas at the beginning of the unit. Each student can select their own project. Arrange your activities and class time based on what they select.
2. Share the timelines and due dates for the specific assignments for the unit.
3. Remind students they are at the capable level; much of the work will be independent work, they will be asked to make choices in what they are learning and who they are learning from as well as how they will share what they know. This helps them on their way to being life-long learners of the language.

Materials

Sentence starters available to use (i.e. on the board, on sentence strips, on a hand out).

- *Ideas to Connect* hand out for each student (Activity 2).
- Other materials may be needed depending on student projects.

Criteria for Success

- Students select a method to share their language skills with the community.
- Students prepare for their chosen project by learning the necessary language to communicate during their project.
- Students share their language by developing a clear message while attending to the rules of the language (CA 7.1).

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon the types of activities the students have selected. Students may need to have class time to prepare so they are ready to share their language journey with

others. This unit can be ongoing during the entire duration of the course as opportunities arise for students to share their language with the community.

Pre-Activity

Take some time at the very beginning of the unit to share some of the important unit details, such as:

- Start and stop dates, due dates for the assignments, and major projects (the final project for this unit might not be until the end of the actual course)
- The language goals for the unit.
- These can all be displayed in your language in the classroom to remind students.

Activity Ideas

The following activity ideas are suggestions only. For this unit, students may need more individual work and planning time. The initial activity is designed to have them reflect on what they like to do in the language and how they can contribute to the language community. Once they have chosen their projects the rest of the 'activities' would change depending on what the students choose.

Activity 1: My Identity, My Language **OLC Links – CA 1.1, 1.2, 1.3, 3.2, 3.3, 7.1**

It is important for students to think about their plan for continuing their language journey after high school. Part of being a lifelong language learner is recognizing what we value in being a speaker.

1. Invite students to respond to each of the following sentence starters either orally or in their journals (remember not to worry about spelling). Ask all of these questions in the language. You can provide the sentences written on the board as you say them. Students may take some time to be able to understand and answer.
Sentence starters:
 - The place I hear the language the most is...
 - When I hear an Elder speak the language, I feel...
 - When I can respond to the Elder in the language, I feel...
 - When I struggle to answer the Elder in the language, I feel...
 - To keep growing my language I plan to...
 - Something I need support in with the language is...
2. Give students time to think about the answers to these sentences as well as a method of sharing the answers. Some students may want to write them out, others may want to share orally. Some may want to draw and include phrases to help show what they mean. Allow students the option to share their responses with the class or privately with you in journal or oral form.

3. Another option is to post these questions on a board and have the students respond on individual sticky notes underneath. These responses can be kept up on the board during the remainder of the unit as a reminder of their personal reflection or feelings around language.

Activity 2: What's My Contribution?

OLC Links – CA 1.1, 1.3, 2.2, 2.3, 3.1, 3.3, 5.2,7.1

Having students self-select their final project is the basis for this activity. Since they are chosen by the students there will be a diversity of projects.

Projects for this unit should provide the opportunity for the students to showcase their growing language skills while sharing one of their personal interests and gifts in the language. Each student should be allowed the freedom to choose what theme or project to focus on.

Brainstorm with your students the various project possibilities. If they are having trouble thinking of ideas or projects, the following list may help students get started. The ideas listed below are not meant to limit what students choose from, but rather to help them think of what they enjoy and how they want to contribute to the language community.

Project Ideas:

- Students who are passionate about working with young children may want to learn and teach a game in the language such as, 'Snow-snake', 'Tag,' 'What time is it Mr. Wolf?', or any other sport or game. The students should volunteer to work in a day care or a classroom to have the opportunity to teach and play with the kids in the language.
- Students who enjoy yoga may want to learn some phrases to be able to lead a yoga class with Elders or any members of the community. Students would need to prepare by learning phrases and organizing a class that they would lead. (See the yoga section on the OLC website for ideas).
- Students who enjoy working with technology or drones could organize a virtual 'tour' of their community. Students could take footage and write a script for what they see from air and create a video. They could share the video with the band office for the community website or put it on the school website to share the resource they have developed.
- Students who are interested in local radio broadcasting or listening to podcasts may choose to do a creative radio program, podcast, or interview. Students could pick any topic of interest or choose to interview someone on a topic of interest. Students may choose to contact a radio station to share what they have recorded.

1. Hand out the *Ideas to Connect* sheet to each student. This worksheet has been provided at the end of this unit. *Ideas to Connect* should be translated into your language as it has been provided in English.
2. Invite students to fill in the sheet to assist them in completing their project.

The project ideas were shared within Activity 2. Since it's all by student choice the teacher will have to be flexible.

Ensure students have ample time to work on their projects and that there are incremental steps along the way. For example, if they are going to lead a yoga class, ensure they have shared with you the phrases that they will use in the class and have time to practice. They will also need to book the space and find people to attend the class. Another option is that they could record themselves leading the class and share it with you.

Self-Evaluation and Reflection

Hand out the Self-evaluation form attached to this unit. Ensure students have this form prior to your final assessment so that they can reflect and then improve their efforts.

Teacher Assessment

There are two distinct layers of assessment within this unit of instruction which lend themselves to both formative and summative assessment. They include:

- Activities leading up to the project; through the activities, students are gaining experience using dictionaries and accessing knowledge from fluent speakers. They are also showing their growth in the language by using new words and phrases in context.
- Final Project: students should understand the expectations and criteria of oral and written language skills, the project plan, contact with community members involved, and the final presentation.

Provide support for the students as they work on their projects and continue to remind them of the criteria by which they will be assessed.

Unit 3: Storytelling

Main Curriculum (Capable) Outcomes Met Through This Unit

- CA 2.3 Document and share words, phrases, sentence, expressions, and idioms of personal interest and which contribute to my identity
- CA 3.2 Find joy in exploring the connections between my culture and my language
- CA 4.1 Champion my language-learning experiences spontaneously among my peers and in my community
- CA 5.3 Summarize and share stories and text into your own words.
- CA 5.4 Use community dictionaries, apps and other resources confidently to confirm meaning
- CA 5.5 Engage in authentic conversations with language speakers, following protocols
- CA 5.6 Engage others in complex conversations incorporating questions, descriptions and explanation based on shared experiences or text read
- CA 5.7 Read and comprehend a variety of lengthy texts on a variety of different topics
- CA 5.8 Read for specific purposes (enjoyment, gathering information, problem solving)
- CA 7.1 Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs)
- CA 7.2 Pronounce and spell words with accuracy
- CA 7.4 Employ diverse reading strategies to derive meaning from and respond to text
- CA 7.6 Research, write, produce and share a film, play or dramatization on a topic of community interest (digitally, community gathering)
- CA 7.7 Research, discover and retell legends and stories of cultural and community significance as shared by an Elder or teacher

NOTE: The main outcome being met and focused on in this unit is CA 7.7. However, the other outcomes will also be met depending on which activities you choose.

Things to Remember

1. Share the timelines and due dates for the specific assignments for the unit.
2. Remind students they are at the capable level. At this level a lot of the work will be independent work, they will be asked to make choices in what they are learning, who they are learning from, as well as how they will share what they know. This helps them on their way to being life-long learners of the language.

Materials

- Prince of Wales Northern Heritage Centre website including
 - *Yamoria: The One Who Travels* <https://www.nwtexhibits.ca/yamoria/>
 - *We Took Care of Them: Special Constables in the NWT*
www.nwtexhibits.ca/specials
- CBC archives
- Language group websites
- Access to fluent speakers of the language for personal recordings of a story

Criteria for Success

Students retell a story, legend, or a love song in the language. The student should strive for the retelling to be at a capable level.

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon how you and your class want to organize this particular unit.

Pre-Activity

- Take some time at the very beginning of the unit to talk about the importance of storytelling.
- Tell students that they can select any story they want and that at the end of the unit they will be retelling the story.

Activity Ideas

The following activity ideas are suggestions only. You will need to either adapt them for your class or use your own creative ideas to teach and reinforce the language that is part of this unit. Arrange the following suggested activities in a lesson sequence that will be most effective within your unit plan.

Activity 1: Modeling Storytelling (Active listening) **OLC Links – CA 5.3**

The goal of this activity is to have students practice and build upon their skills of listening attentively while listening to a story in the language.

- 1) Discuss the importance of active listening with students, to understand what is being said. Active or full listening is the act of fully concentrating on what is being said. You will find worksheets that can be made into posters, at the end of this unit to help with creating understanding of active listening, one with English and one blank for you to add your language.

When we are actively listening, we:

- Listen to understand.
- Take non-verbal cues.

- Practice patience. Slow down.
 - Avoid interruptions.
 - Withhold judgement.
- 2) Discuss how students may have felt during a previous experience when they were able to understand most of what was being said when they were actively listening (rather than being a passive listener) to a speaker.
 - 3) Select one of your own favorite stories. Be prepared to share the story with your students completely in the language. It can be a story that is based on an event that took place such as a time you went hunting or it could be a traditional story or legend such as *How the Female Moose Lost Her Antlers* (This legend is available on the OLC website under Resources/Seasonal Activities). It may be a community or regional love song.
 - 4) Let the students know that you are going to tell them a story and that they need to be actively listening. Explain and have the students share what active listening means. For students at the capable level, try to not use images or too many gestures as by now they should be understanding much of what you're saying just by listening.
 - 5) Remind students that there are many ways to actively listen, and they are welcome to choose the way that will work best for them. One strategy is to challenge them by counting on their fingers the words, parts of words and phrases that they understand while you are speaking.
 - 6) Share the story at an appropriate oral level for your students. Try not to use too many new words that they have never been exposed to, but also try not to make it too simple for students at the capable level. If using new words, take time to use a gesture or picture for a fuller understanding.
 - 7) When you are finished your story, ask students to share what they heard you say. Perhaps as a full class they will be able to get most of what was told in your story.
 - 8) Repeat this activity a couple of times a week to help students develop their active listening skills.

ACTIVE LISTENING



Listen to
understand



Withhold judgement



Practice
patience.
Slow
down.



Avoid
interruptions



Take non-verbal
cues



Activity 2: Reading a Story**OLC Links – CA 3.2, 5.7, 5.2, 5.4, 5.8, 6.1, 7.4**

1. Find examples of writing at a capable level. This can be done by:
 - Look through CBC online (<https://www.cbc.ca/news/canada/north>), which has some resources where they have provided local news stories in Indigenous languages.
 - Search and ask local band offices and Indigenous government websites.
 - Go to the Prince of Wales Northern Heritage (PWNHC) website navigator for on-line resources. One virtual exhibit is about the *Special Constables*. The website is provided in all Indigenous official languages of the NWT and is called, *We Took Care of Them: Special Constables in the NWT* and can be found at nwtexhibits.ca/specials
 - Another virtual exhibit with text in the Dene languages is *Yamoria: The One Who Travels* <https://www.nwtexhibits.ca/yamoria/>
 - The PWNHC website contains several other written exhibits in the Indigenous languages.
2. Print and give students a copy of the writing that you found. The article should not be too long. You can also challenge students to find something in writing that interests them and that they want to work with.
3. Ask students to read the article. Have students write down or share with you or the class what they understood from reading the written text. For some students, this may only be part of the article, which would show a limited understanding of what was written.
4. After the first read through, remind students to use resources such as dictionaries, word walls, or fluent language speakers for words or phrases the students do not know.
5. Repeat this activity by having students read a small part of the article a couple of times during the week. Students do not need to understand the full complexity of the articles. Rather, the goal is that they gain confidence, learn new words or phrases, and are willing to try to improve their reading skills.
6. Challenge students to notice the written language in their community. Are there posters at the grocery store in the language? What about signs on buildings? Encourage students to be reading all the text in the language they see in their daily lives and notice that their language skills are growing.

Activity 3: Practicing A Story**OLC Links – CA 2.2, 2.3, 5.3, 7.1, 7.7**

The goal of this activity is to help students in selecting a story that is significant to them. The students will also develop skills in being or becoming a storyteller.

1. As suggested in earlier activities of this unit, students should practice and be made aware of what attentive listening requires. You may choose to review storytelling by modelling for your students. By sharing different types of stories or articles, students will be exposed to the varying types of options for selecting a story. Remind them that they can also interview a speaker from their family or community if they have not yet found a story they would like to retell.
2. Whichever story they have chosen, it is preferred that they have access to it in audio form to help them practice orally. If they have chosen a story that is in writing, they may need to ask you or another speaker to record the story so that they have access to it in audio form.
3. Students should record the story on their phones or another device. If available, the school may be able to provide a device they can use.
4. During class, students should relisten to the story to try and hear key words and phrases. They should also take time to practice retelling it.
5. Remind students that they do not have to repeat exactly what the storyteller says or what is in writing. As John B. Zoe says, “Stories are alive because the person who tells them makes them relevant to the person listening. The storyteller changes the details of the story to make it fit the listener and the purpose.” Each story has a few reference points that make it the same story, but the details can change.
6. Have students share smaller portions of their story as they practice. Students may select a partner when practicing their storytelling. Through regular practice, students will improve their storytelling skills and their understanding of the story until they are ready to share with the larger class.

Project Ideas

Retelling a Story

As stated earlier, the major outcome of this unit is CA 7.7, which asks students to research, discover and retell legends and stories of cultural and community significance as shared by an Elder or teacher. There are several different ways students can complete this project.

Audio Recording of My Story

Some students may not feel confident or comfortable sharing their story retelling publicly. A student may choose to hand in their story after they have recorded themselves, as an oral version is needed for the assessment.

School Storytelling Event

As a class, have students select a date that they will take turns sharing their story retellings to an audience of classmates and potentially other school staff. Some students may choose to share this in-person however, some may share their stories as audio recordings. Ensure students are aware of the date they chose and have the supports in place to be well

prepared. Provide tea and snacks and invite the principal, school staff, or other students to the class storytelling event.

Community Story Telling Celebration

Have your students organize a storytelling event that happens in a community gathering place. This would be a culminating activity where each student has prepared and is ready to retell the story they selected to learn. Not all students may want to share their story in person at this event. Those who shared their stories on a recording device may choose to share their story this way. You may want to welcome Elders or other story tellers from the community to share their own stories.

Self-Evaluation and Reflection

1. Hand out the rubric attached to this unit. Ensure students have this form prior to your final assessment so that they can reflect and then improve their efforts.

Teacher Assessment

There are two distinct layers of assessment within this unit of instruction which lend themselves to both formative and summative assessment. They include:

- Activities leading up to the project: through the activities, students are gaining experience using dictionaries and accessing knowledge from fluent speakers. They are also showing their growth in the language by using new words and phrases in context.
- Final Project: students should understand the expectations and criteria of oral and written language skills, the project plan, material collection and recording, and the final presentation.
- Provide support for students as they work on their projects and continue to remind them of the criteria by which they will be assessed as well as any due dates.

OLC 30 Unit 3 Storytelling Project Rubric

	1	2	3	4	Score
Verb Tenses CA7.1	Student has difficulty understanding and following past or future verb forms.	Student understands familiar verb forms of the past, present, and future but may require support.	Student understands and uses familiar verb forms comfortably in most situations with little error. Student uses context to understand unfamiliar verbs.	Student has no difficulty understanding and using verb forms (past, present, and future tense) in day-to-day dialogue or text. Student used these verb forms in storytelling.	
Reading or Audio* CA 5.7, 5.8, 7.4	Student required significant support to read or understand audio of story selected.	Student selected a story to read or listen to and was able to read with some support.	Student selected a story and read or listened to the text on own.	Student read or listened to a complex story. Student comprehended the storytelling project independently. Oral reading is fluid and expressive.	
Writing CA 7.2	Student required significant support to write with accuracy when writing stories for retelling.	Student was able to write with accuracy with support when writing stories for retelling.	Student was able to write with accuracy with limited support when writing stories for retelling.	Student was able to independently write with accuracy when writing stories for retelling.	
Storytelling Preparation CA 5.4, 7.7	Student required significant support and encouragement in preparing, researching, and using resources for story retelling.	Student needed some support in getting prepared, researching, and using resources for storytelling.	Student was well prepared and researched for storytelling. Student practiced their storytelling.	Student has approached the task with commitment and determination, was well organized and fully prepared for storytelling. Student practiced repeatedly until ready.	
Storytelling CA 5.3, 7.7	Student completed the storytelling but struggled and needed prompting from teacher to remember words for the retelling.	Student completed the storytelling. However, the storytelling needed more details.	Student completed the storytelling by sharing details in an engaging manner.	Student showcased their Storytelling skills, using complex sentences. The story was engaging and entertaining with their use of voice.	
Post Storytelling CA 2.3, 3.2, 4.1	Student did not document the story to share with an audience outside of classroom.	Student documented the storytelling to share within the school and for future classes.	Student willingly made edits needed to document and share their story widely.	Student found joy in documenting and championing their language. Student worked on editing storytelling to share widely their best version of the story.	
Total					

Unit 4: Way Finding

Main Curriculum (Capable) Outcomes Met Through This Unit

- CA 1.2 Advocate for my language by understanding and acting upon my rights and responsibilities as a language learner (***Official Languages Act***)
- CA 3.1 Expand and deepen relationships with the land, self, Elders, and others
- CA 3.3 Take an interest in being able to communicate on social issues (caribou hunting ban)
- CA 4.1 Champion my language-learning experiences spontaneously among my peers and in my community
- CA 5.2 Communicate with people whose speed of speech, intonation, pronunciation, and regional expressions are unfamiliar
- CA 7.3 React to the unexpected by engaging in spontaneous conversations with a speaker from another community

NOTE: The main outcomes being met are listed here. However, other outcomes will also be met depending on which activities you choose.

Things to Remember

- Share the timelines and due dates for the specific assignments for the unit.
- Remind students they are at the capable level. At this level a lot of the work will be independent work, they will be asked to make choices in what they are learning, who they are learning from, as well as how they will share what they know. This helps them on their way to being life-long learners of the language.

Materials

- Community Names Chart www.pwnhc.ca/cultural-places/geographic-names/community-names
- NWT cloth floor map (Northern Studies and or grade 5 kit)
- Small pieces of paper or sticky notes
- Images of animals, plants, geographical features, etc. from the NWT
- Topographical maps from your area
- Large NWT wall map or online map that can be projected

Criteria for Success

- Students know traditional place names and their associated meanings for important areas around their region.
- Students gain the skills to be able to initiate a conversation at a capable level possibly with someone from another community, or a different dialect.

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon how you and your class want to organize this unit.

Pre-Activity

Take some time at the beginning of the unit to discuss how traditional geographical names mark our long historical connection with the cultural landscape. They preserve ancient aspects of language that may no longer be used in daily speech. They teach us about people and events that have marked our collective cultural development, and they record knowledge about the land. Share with students that they will be learning about the traditional place names of places around their area and completing a project to add to this body of information.

Next, share some of the important unit details, such as:

- Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language in the classroom to remind students.
- The language goals for the unit.

Activity Ideas

The following activity ideas are suggestions only. You will need to either adapt them for your class or use your own creative ideas to teach and reinforce the language that is part of this unit. Arrange the following suggested activities in a lesson sequence that will be most effective within your unit plan.

Activity 1: NWT Community Place Names

OLC Links – CA 3.1, 5.2

Learning the different community names can help with language growth and it's fun. For example, no matter where you are from, if you hear the names of three of the Tłı̨chǫ communities on the radio for the weather report (Whatì - Wekweètì – Gamètì) you may notice that all three end in 'tì'. Ask students who speak a Dene language if they know the meaning of 'tì'. What is 'tì' in your language? Students will likely respond with 'water'. In the Sahtu, you might use the example 'tu' as in Tulita. Similarly, what about Aklavik and Inuvik, which both end in 'vik'? What does this tell us about the community's name? Paulatuk, and Tuktoyaktuk also both end in 'tuk'. Both 'vik' and 'tuk' mean 'place of'. Ask students, what does this mean in the language and how does it connect to the community's name? Where else have they heard it?

These word endings will likely be used in other place names during activities later in this unit so ensure your students know these endings for your language group. You may also remind students that familiar parts of words may be found in the beginning, middle or end

of a word depending on your language. They may remember or use their prior knowledge from the 'root' word unit.

Over the years, many community names in the NWT have been changed back to the original names of the area, including Ulukhaktok (formerly Holman), Tsiigehtchic (formerly Arctic Red River), Délı̄ne (formerly Fort Franklin), Tulita (formerly Fort Norman), Behchokò (formerly Rae), Whatì (formerly Lac La Martre), Wekweètì (formerly Snare Lake), Gamètì (formerly Rae Lake), and Łutselk'e (formerly Snowdrift).

1. Hand out the worksheet provided at the end of this unit called, *Official Community Names*. There are 10 blank spaces provided.
2. Ask students to fill in the blanks for as many community names that they know. They may decide to work with a partner or in small groups. Offer help if needed. Not all students need to select the same 10 community names.
3. Have students add the traditional meaning of the community names onto their worksheet.
4. For those communities that the students do not know, provide them with the online resource from the Prince of Wales Northern Heritage Centre (PWNHC) website. Under 'RESOURCES' tab, click 'Community Names' or go to www.pwnhc.ca/cultural-places/geographic-names/community-names. All of the communities in the NWT are listed with their official name, previous name, traditional name, and translation.
5. Students should be prepared to share the names of several communities (other than their own community). Have the students describe the meaning of the community's name, the origins, and share information they may know about each place by trying to speak in the language at a capable level. For example, they could share what the community used to be called, which would be in the past tense. The students might describe the meaning and any additional information they know such as why or when the name was changed.

Activity 2: Traditional Trails**OLC Links – CA 3.1, 4.1, 5.2, 7.3**

Official place names of the Northwest Territories are the ones that you see on topographic maps. Historically, European settlers placed names of people or events on the map that were important to them without consideration for the Indigenous names that were already used. Many Indigenous governments and communities have been restoring their traditional place names. Complete the following:

1. Contact your local band office and request copies of any topographical maps of the area.
2. If possible, request copies of place names if the Indigenous names that have already been restored.
3. Invite an Elder or knowledge keeper into the class to share stories of a particular area. Ask the Elder or knowledge keeper to share the place names and their meanings in this area while locating these on a map.
4. Have students learn at least 5 place names and their meanings from either the Elder or local knowledge keeper presentation or from the maps you had requested from the local band office.

Activity 3: Finding My Place**OLC Links – CA 3.1, 4.1, 5.2, 7.3**

All grade 5 classes and Northern Studies classes in the NWT have been provided a map made up of 4 pieces of cloth and a rope. The cloth pieces are of Banks Island, Victoria Island, Great Slave Lake, and Great Bear Lake. The rope is the Mackenzie River. Request to borrow the fabric floor map pieces for this activity. If you cannot find one in your school, contact your Regional Indigenous Language and Education coordinator (RILE).



Image courtesy of the NWT Heritage Fair Society.
Credit: Tessa Macintosh

1. Create a space in the classroom where the fabric pieces that represent the map of the NWT can fit on the floor.
1. Lay out the fabric pieces of the map in the classroom.
2. Invite all the students to sit or stand around the map.
3. Ask the students if they recognize any of the fabric pieces. If they have done this activity in other classes, ask them to organize the pieces in the correct place. If they have not seen this activity before, have the students guess or predict what these pieces might be. To help them see that it is the map of the NWT you might need to project an image of the NWT map onto a wall or display a large wall map.
4. Compare the shapes on the floor with the map. What lakes, river, islands and other geographical features are shown? Is this amount of information enough for them to see that it is a map? Ask them what might help them to see it better? (The fabric pieces are Victoria Island, Banks Island, Great Bear Lake, and Great Slave Lake; the rope is the Mackenzie River).
5. See how much geographical language they have by asking them questions to orient them such as:
 - a. Which direction is north? How do they know that? What clues did they use?
 - b. Have the students fill in locations by asking, 'If they were _____ where would they be?' (Fill in locations such as the ocean, a lake near your community, name a community north or south of yours, etc.)
 - c. Ask for a volunteer to get a small piece of paper or a sticky note and place it on your home community.
6. Once the students are oriented to the map, have a team challenge:
 - a. Have a set of pictures in an envelope. These pictures may include items such as a pingo, a beluga, a bison, a drum, a barge, the Arctic circle or the tree line. Be creative in finding northern images and select pictures of items that they know in the Indigenous language (although some new images or words are okay too).
 - b. Students need to ensure they know the name of the item in the photo they select and how to describe it. When it's their turn, they place the picture in an appropriate place on the map and share with their classmates what the picture shows and why they chose to place it in that location on the map. For example, if they have an image of a grizzly bear they would place it on the map where grizzly bears live. Have the students describe the animal and where it lives.
 - c. An alternative activity may be to use older magazines, such as *Above and Beyond* or *Up Here* magazines and ask the students to cut out images that fit in different places on the map for this activity.
 - d. As a review of Activity 2, ask students to place dots or sticky notes on the map to represent the communities in the NWT. For each community, they should explain the meaning of the community's name and place the dot or sticky note on the map.
 - e. As a review of Activity 3, ask students to describe the traditional name and meaning of a place such as a mountain range or lake near their community. Have them write this on a sticky note and place it on the map.

Project Ideas

Place Names Important to Me

Ask students to select an area of the region that they are familiar with or that is important to them. For example, if they are hunters or a member of their family is a hunter, they could select the area where they usually hunt. If they like walking, berry picking or paddling, where is their favorite northern place to do these activities?

Ask students to find out from their family members or by referring to topographical maps what the places are called in the area that is important to them.

Ask students to find a way to present this information to help them remember it and to share it with others. For example, they may want to do one of the following:

- take or collect pictures already taken and make a collage of the places with their traditional names,
- Make trail signs in the language that explain or have meaning to the area and post them along their favorite walking or ski trail,
- Make a community map and add traditional names or name meanings to the different geographical features. Hand out copies to the band office for others to use.

Ask students to share their projects with others in the class. Ask for student permission to keep the finished projects for future years so students are able to learn from this work and can continue to build on the knowledge that is shared.

Place Names Mapping Project

Typically, in an oral culture, place names are linked to the lives and stories of those who use the land. They often describe what is important about a location. The origin of place names can be inspired by the following: Geographical characteristics, resources found there (place to get berries etc.), people, historical events, legend sites and sacred places.

One project could be to organize an event or complete individual interviews to record not only the traditional names of places but their meanings and associated stories. If possible, work with the band office as this work has already begun in many communities.

Official Place Names Advocacy

As part of outcome CA 1.2, students are to “advocate for my language by understanding and acting upon my rights and responsibilities as a language learner (*Official Languages Act*).” Students may advocate to have a local place name restored to the historical or traditional name in the language of the community.

Having place names changed to once again reflect cultural or traditional languages reflected in place names, requires following a process. It needs to be done collaboratively with the leadership of the community. As well, the official names of geographical features and community names are managed by the Government of the Northwest Territories in partnership with land claims organizations and the Geographical Names Board of Canada, of which the NWT is a member. Name change proposals should be submitted to the Cultural Places Program by email at culturalplaces@gov.nt.ca, or by calling the Cultural Places Officer at 867-767-9347 ext. 71252.

NOTE: Part of the approval process requires that the GNWT notify Natural Resources Canada (NRCan) of any name changes as they are the federal department responsible for making NWT topographic maps. The revised place names will appear on topographic maps as each proposal comes up for renewal within the federal system. This is a process that may take many months. NRCan will also update the national geographic names database that is available online. Other online mapping services, such as *Google Maps*, *Google Earth*, *MapQuest*, and *Bing Maps* use the national database as a source of place name information so, eventually, the new names will appear on these services, too.

Self-Evaluation and Reflection

Share one of the self-reflection tools with your students.

Teacher Assessment

There are two distinct layers of assessment within this unit of instruction which lend themselves to both formative and summative assessment. They include:

- Activities leading up to the project: through the activities, students are gaining experience using dictionaries and accessing knowledge from fluent speakers. They are also showing their growth in the language by using new words and phrases in context.
- Final Project: students should understand the expectations and criteria of oral and written language skills, the project plan, material collection and recording, and the final presentation.
- Provide support for students as they work on their projects and continue to remind them of the criteria by which they will be assessed as well as any due date

My Language Accomplishments (Capable Level)



Here's What I Can Do

- ___ I can select a project to share the language with my community
- ___ I know who to turn to for help
- ___ I find joy in exploring the connections between my culture and my language.
- ___ I am a champion for my language in my community.
- ___ I project helps me to participate in complex conversations which incorporate questions, descriptions and explanations with Elders and other capable and fluent speakers.
- ___ I have produced a resource for others in my language through this project.

Tracking My Progress (CA. 1.3)

Date: _____

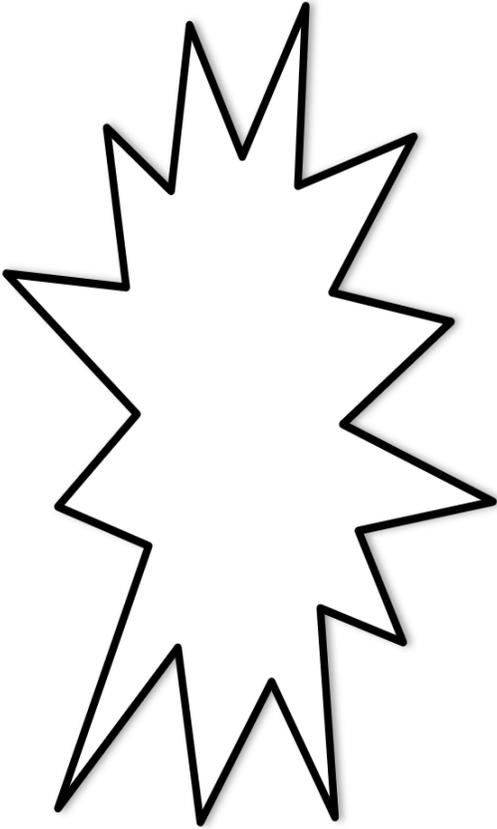
Learner Outcomes (Capable)	Learning Outcomes... I am working on...			
	I have met...			
	I excel in...			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (CA 1.3)

Date	My plan to become a life-long learner of my language

IDEAS TO CONNECT:

COMMUNITY CONNECTIONS



KEY WORDS & PHRASES:

PERSONAL INTERESTS:

PROJECT:

PLAN FOR PROJECT:

-
-
-
-
-

OLC – Capable Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Appendix C: <i>Curricular Components</i>	<i>Curricular Outcomes</i>															
CA 1: Students adapt as their language learning strengthens their identity.	CA 1.1: Initiate and engage in conversations that demonstrate my identity and commitment to my language				CA 1.2: Advocate for my language by understanding and acting upon my rights and responsibilities as a language learner (Official Languages Act)				CA 1.3: Describe a plan for continuing language learning as a life-long process							
CA 2: Students apply their community's traditions and worldview.	CA 2.1: Under the guidance of a teacher or Elder, take a lead in organizing or demonstrating traditional practices in a school or community setting				CA 2.2: Initiate performances and produce resources in my language that celebrate my culture, community, and ceremonies (videos, games, books, social media messaging)				CA 2.3: Document and share words, phrases, sentences, expressions and idioms of personal interest and which contribute to my identity							
CA 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	CA 3.1: Expand and deepen relationships with the land, self, Elders, and others that allow me to live my life as a principled and spiritual being				CA 3.2: Find joy in exploring the connections between my culture and my language				CA 3.3: Take pleasure in being able to communicate on social issues (caribou hunting ban)							
CA 4: Students display their sense of belonging to a community of language speakers.	CA 4.1: Champion my language-learning experiences spontaneously among my peers and in my community															
CA 5: Students recognize, understand and confirm meaning.	CA 5.1: Teach others some critical sound distinctions and structural elements				CA 5.2: Communicate with people whose speed of speech, intonation , pronunciation and regional expressions are unfamiliar				CA 5.3: Summarize and share stories and text that you have read into your own words				CA 5.4: Use community dictionaries, apps and other resources confidently to confirm meaning			
	CA 5.5: Engage in authentic conversations with Elders and other fluent speakers, following protocols				CA 5.6: Engage others in complex conversations incorporating questions, descriptions and explanation based on shared experiences or text read				CA 5.7: Read and comprehend a variety of lengthy texts on a variety of different topics				CA 5.8: Read for specific purposes (enjoyment, gathering information, problem solving)			
CA 6: Students acquire their language through personal, family, community, school and cultural experiences.	CA 6.1: Research and examine root words to better understand the vocabulary and structure of my language															
CA 7: Students produce a message and validate it for themselves and others.	CA 7.1: Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs)				CA 7.2: Pronounce and spell words with accuracy				CA 7.3: React to the unexpected by engaging in spontaneous conversations on a variety of topics with a speaker from another community				CA 7.4: Employ diverse and relevant reading strategies to derive meaning from and respond to advanced and complex texts			
	CA 7.5: React and respond to stories presented in various media (dramatization, radio, movie, TV, social media)				CA 7.6: Research, write, produce and share a film, play or dramatization on a topic of community interest or cultural significance (digitally, community gathering)				CA 7.7: Research, discover and retell legends and stories of the past of cultural and community significance as shared by an Elder or teacher							

OLC – Capable Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)