

Dine bee na'nitin hodoot'aligii

(Dine Unit Plan)

Name of Unit: Shi
Time Frame of Unit: Three Weeks
School: Pinon Elementary School
Concept: Extended Relations
Grade: 5

(1) Nitsahakees

Relevant Issues: Students tend to misunderstand the usage of clanship and relations.

Student Focus/Driving Questions:

- What are your four clans?
- Who are your siblings?
- What are your sibling's clans?
- Who belongs on your family tree?
- Why does the Navajo people have clans?
- How does the clan system keep the people organized?
- Who can we call our relatives, why?

Teacher's Essential Question:

- How are you related to everyone?
- How can you determine your relatives?

(2) Nahat'a

Standard #1

S1CF1: Identify him/herself in relation to his/her primary and extended family and display an understanding of adeehozdilzin, adantsijikees, k'ejidinidzin, jijooba' doo adahozdilzin.

Subject: Clanship

Objectives:

- I can demonstrate social, cultural and historical understanding of my own extended clan family history through maternal and paternal context.
- I can use correct kinship terms with extended clan family members, students, staff and community people (e.g., shima yazhi, shiyaazh, shida'l, shibizhi, etc.)

Standard #2

S1CF3: Recount their own genealogy, family names, clan and tribal history as to build adeehozhdilzin.

Subject: Extended Family History

Objectives:

- I can research and produce a family tree and a family history; identify and illustrate migratory route into the present location.
- I can recall and retell the origin of the Navajo original clans with elaborative information on the adopted clans from the other tribes and nationalities.

(3) Iina

Culminating Task: Creation of Clan Bracelets

Learning section # 1, Subject: Extended Relations

Activities: (see lesson plan for details)

Standard Numbers:

- **S1CF1**
- **S1CF3**

(4) Sii Hasin

Student Assessment:

- Closure activities
- Formal and informal assessment
- Clan relation quizzes
- Rotation assessment

Name of Unit: Shi
 Grade: 5th
 Date: May 12, 2014
 Concept: Extended Families

Steps	Activities	Strategy	Materials
<p>Nitsahakees</p> <p>(a) <i>Students: What do I know?</i> (b) <i>Teacher: How will I get the students interested?</i></p>	<p>1. How many students know all four of their clans? 2. What category does your clan belong to according to the clan sheet?</p> <p>Teacher will use clan sheets and colors to attract the attention of the students. Teacher will create a model button for students.</p>	<p>Hands-on learning</p> <p>Clan sheets to determine the category of each clan</p>	<ul style="list-style-type: none"> • Clan Sheets • Pre-made Buttons • Crayons/Markers
<p>Nahat'a</p> <p>(a) <i>Student: What do I want to know?</i> (b) <i>Teacher: What should the kids know?</i></p>	<p>1. Would you want to know who your relatives are in the classroom?</p> <p>Students will be able to determine the relationships within a classroom setting among 10 to 15 students.</p>	<p>Partner Discussion</p> <p>Cooperative Learning</p> <p>Collaboration</p> <p>Manipulatives</p>	<ul style="list-style-type: none"> • Spinners (made by students)
<p>Iina</p> <p>(a) <i>Student: What did I do to address my question?</i> (b) <i>Teacher: What should the kids</i></p>	<p>1. How are we related? 2. Our relation determines which actions that are appropriate</p>	<p>Family connections</p> <p>Partner discussion</p>	<ul style="list-style-type: none"> • Clan Sheet • Clan Sheet organizer table

<p><i>do?</i></p>	<p>between us? 3. I can ask my relatives and grandparents to determine my four appropriate clans. Students will recite their four clans Students will identify their self through their clans</p>		
<p>Siihasin (a) <i>Student: What did I learn? What more can I learn?</i> (b) <i>Teacher: What did I observe and measure of the student's accomplishments?</i></p>	<p>Students will determine the relation to 80% of the class Students will identify extended family using staff administration Teacher will observe students to determine extended family relations</p>	<p>Research and Analysis Observation</p>	<ul style="list-style-type: none"> • Assessment paper • Staff Administration