

Oneida Language Curriculum Levels 1 to Level 8	Level 2
Tekení latihawí:se' luwatilihunyani'takhwa'	Lesson #21

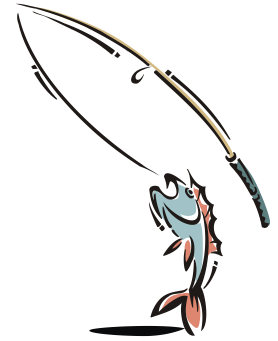
Language Element:
Interrogative constructions
e.g. why, at what time, when

Theme: Spring season
"Fishing"

Materials: group of people fishing, river

Vocabulary word list:

luhyohkawí:nese'	they are fishing
kanke	when
astehtsi'	in the morning
katsha'nu:	where
tsi' tkahyλhatati	along the river
kukwité:ne	springtime



Step 1

The teacher will show a picture of people fishing and point to the picture and ask:

Náhte' nihutyelha (What are they doing?) and answer: **Luhyohkawí:nese'** (They are fishing.)

The teacher will ask: **Katsha' nú:** (Where?) and answer: **Tsi' tkahyλhatati** (At the river.)

The teacher will show a picture of a spring season and ask:

Kanke (when?) and answer: **Kukwité:ne** (Spring time)

The teacher will again ask: **Kanke** (when?) and this time the teacher will show a picture of the sun coming up and say: **Astehtsi'** (In the morning.) The teacher will go through/repeat each phrase 3x.

Step 2

The teacher will repeat step 1 and invite the students to repeat with her/him.

Step 3

The teacher will show the picture of the people fishing and say: **Náhte' nihutyelha'** (what are they doing?) and encourage the students to answer with her/him: **Luhyohkawí:nese'** (they are fishing)

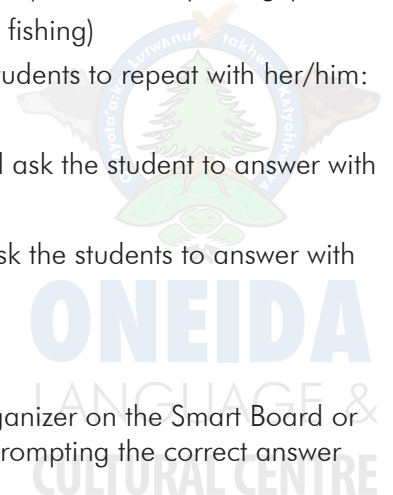
The teacher will point to the river and ask: **Katsha' nu:** (where) and again ask the students to repeat with her/him: **Tsi' tkahyλhatati** (at the river)

The teacher will point to picture of the spring season and say: **Kanke** (when) and will ask the student to answer with her/him: **Kukwité:ne** (spring time)


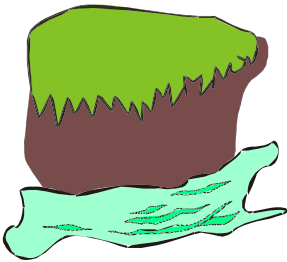
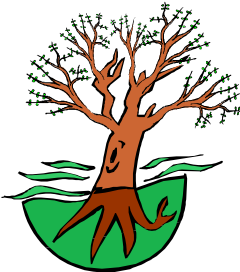

The teacher will point to picture of the sun coming up and ask: **Kanke** (when) and ask the students to answer with her/him: **Astehtsi'** (in the morning). Post the flash cards to the Word Wall.

Step 4

The teacher will distribute a prepared organizer to each student. She will show the organizer on the Smart Board or overhead projector. Guide the students in completing it by asking the questions and prompting the correct answer before writing it in the space.



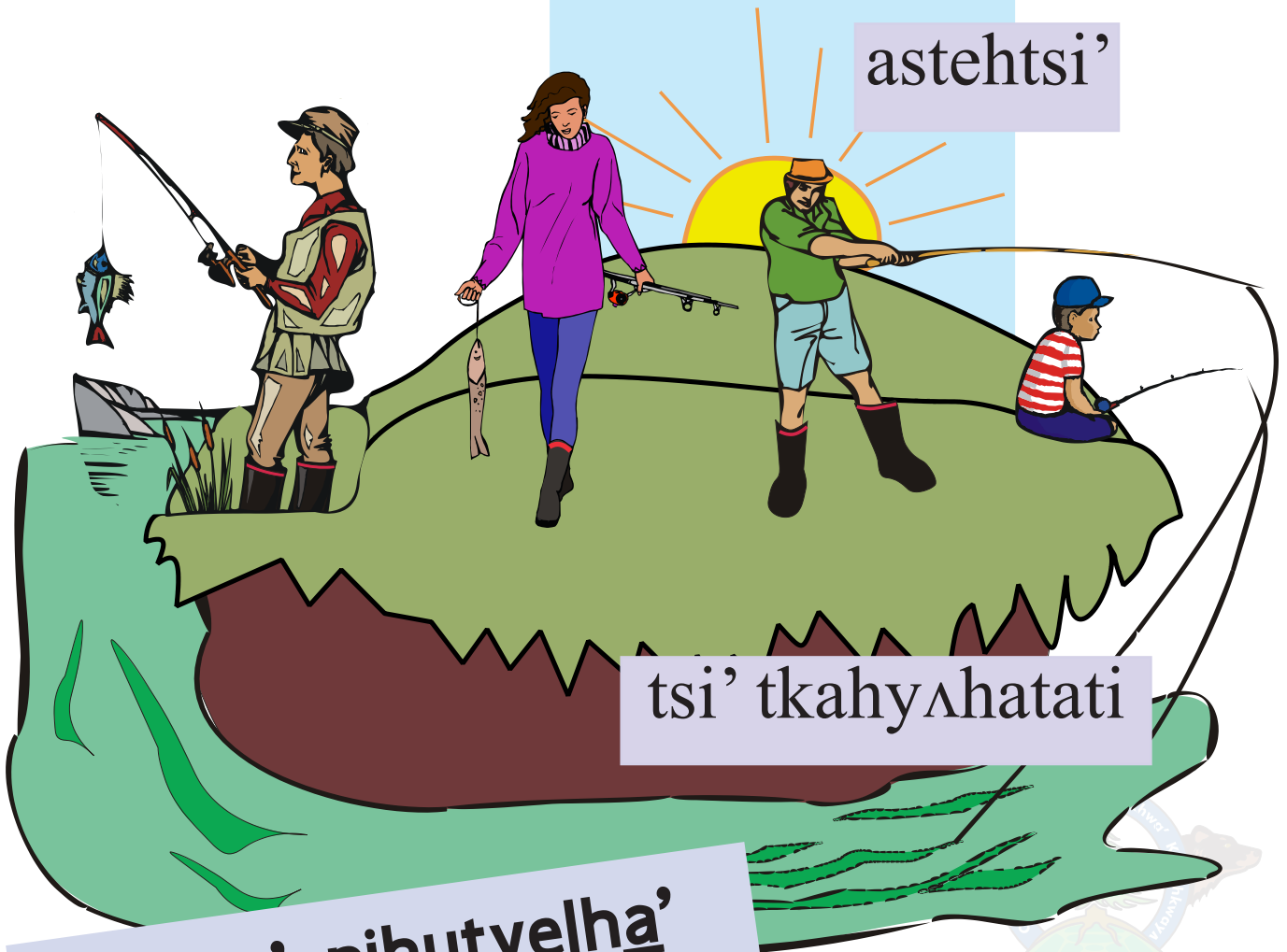


Náhte' Nihutyelha	Katsha' nú: ?	Kanke ?	Tó: niyohwistá:e ?
			



luhyohkawí:nese'

astehtsi'

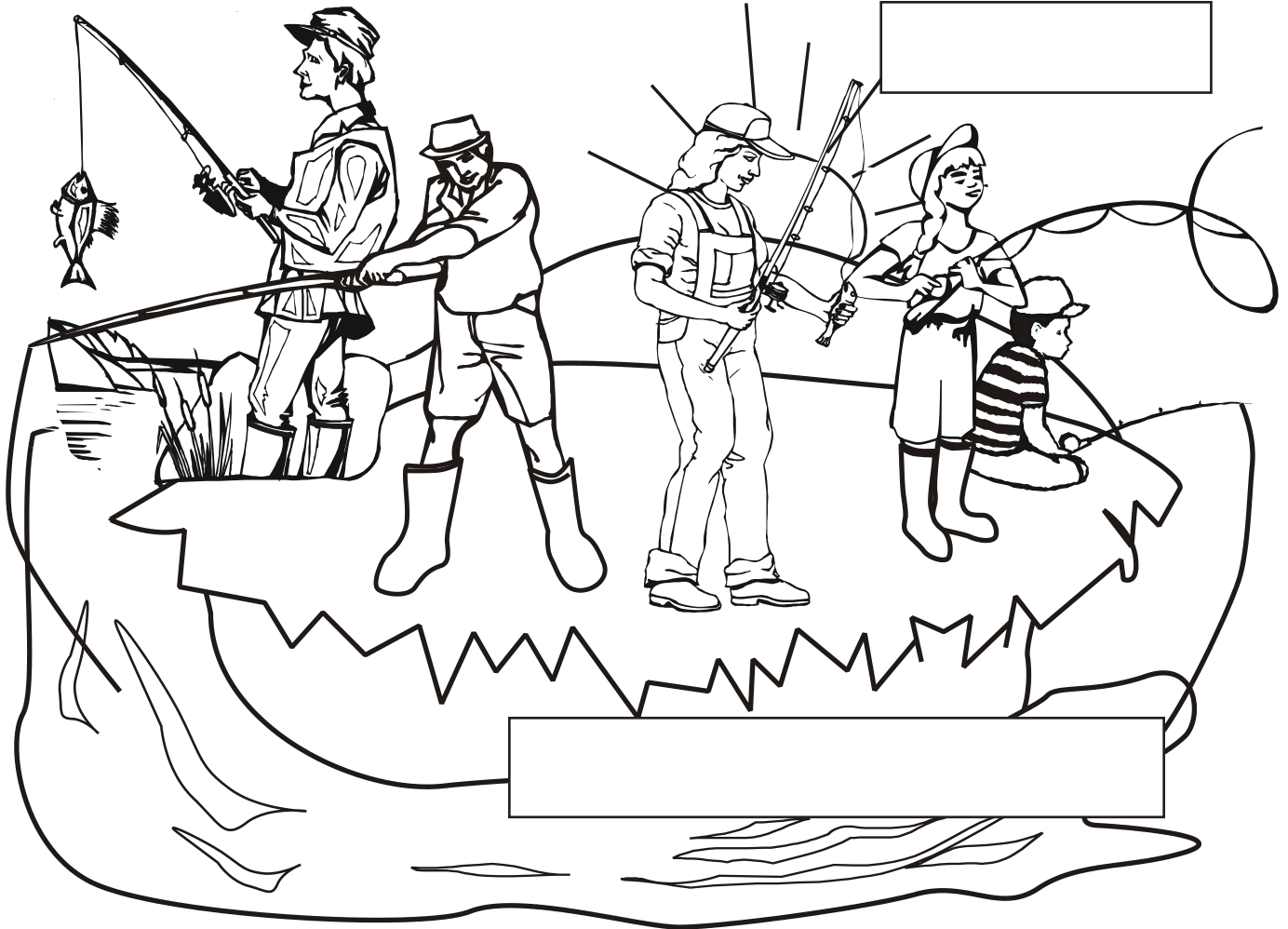
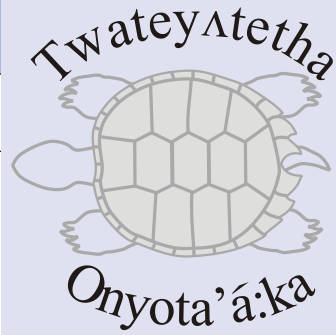


tsi' tkahyathatati

náhte' nihutyelha'
kanke
katsha' nú:

Tekení latihawí:se' luwatilihunyani'takhwa'

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Shyá:tu tsi' nú: tkyayé:l̥i

kukwité:ne
astehtsi

tsi' tkahyΛhatati
luhyohkawí:nese



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level 1	LEVEL 2	level 3	level 4	level 5	level 6	level 7	level 8
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We gratefully acknowledge the contributors listed below.

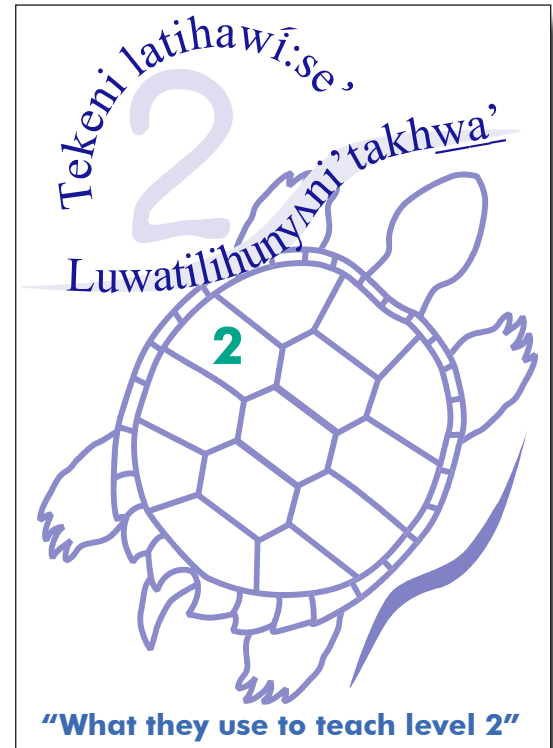
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Wild Boar Article from London Free Press - Tuesday October 22, 2002

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Developer, Production Editor and Manager: Mary J. Elijah

Senior Author: Olive Elm

Graphic Designer/Layout: Darelyn Doxtator

Second Language Consultant: Maureen Smith

Olive Elm is an accredited Native as a Second Language (NSL) teacher and works as an Oneida Language Consultant. She created lessons in this project by applying the Ministry of Education Native Language Document 2000 guidelines to the Oneida language, extracting existing Oneida language patterns to fit the guidelines and pointing out where Ministry guidelines needed to be altered to fit the Oneida patterns.

Darelyn Doxtator is a graduate of the Graphic Technology and Management Program at Mohawk College. She operates a graphic design service and is contracted to design resource materials at the Oneida Language & Cultural Centre. She formatted the design aspects of the text and graphics into a professional and appealing layout through a process which included much consultation and collaboration with the team.

Mary J. Elijah, M.Ed.

Mary completed a Master's of Education degree in Curriculum Development and Second Language Acquisition from the University of Western Ontario. She works as the Director at the Oneida Language & Cultural Centre and is the originator of the New Oneida Language Curriculum Project.

Maureen Smith, M.Ed.

Maureen is a French Second Language instructor at the Faculty of Education, UWO. She has worked on second language teacher guides in both French and Spanish. She is a past President of the Ontario Modern Language Teacher's Association. She serves as consultant to this project.