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

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Strategy</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Nitsahakees** | 1. How many students know all four of their clans?  
(a) Students: What do I know?  
(b) Teacher: How will I get the students interested?  
2. What category does your clan belong to according to the clan sheet?  
Teacher will use clan sheets and colors to attract the attention of the students. Teacher will create a model button for students. | Hands-on learning  
Clan sheets to determine the category of each clan | • Clan Sheets  
• Pre-made Buttons  
• Crayons/Markers |
| **Nahat’a** | 1. Would you want to know who your relatives are in the classroom?  
(a) Student: What do I want to know?  
(b) Teacher: What should the kids know?  
Students will be able to determine the relationships within a classroom setting among 10 to 15 students. | Partner Discussion  
Cooperative Learning  
Collaboration  
Manipulatives | • Spinners (made by students) |
| **Iina** | 1. How are we related?  
2. Our relation determines which actions that are appropriate | Family connections  
Partner discussion | • Clan Sheet  
• Clan Sheet organizer table |
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<th>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</th>
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**Siihasin**

(a) **Student:** What did I learn? What more can I learn?

(b) **Teacher:** What did I observe and measure of the student's accomplishments?

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<th>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</th>
<th>Research and Analysis Observation</th>
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- Assessment paper
- Staff Administration