

CLASS DISCUSSION-COOPERATIVE LEARNING-ROLE PLAYING-PROJECT BASED  
LEARNING- JIGSAW ACTIVITY (CCRPJ):

The Importance of Apache Language Preservation in Education

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Author Note:

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## CONTEXT

As an experienced educator at Seven Mile Elementary School, I've spent the past eight months immersing myself in the school's unique educational environment. I understand the profound importance of tailoring education to the local context, the foundation which underpins my proposal for a curriculum unit focused on the importance of Apache language preservation.

In my sojourn here, I have developed a deep understanding of our 5th-grade students. Their ages typically range from 10 to 11 years, a developmental stage where children are transitioning through not only personal physical growth but also cognitive, socio-emotional, and moral development.

I believe our students are at an ideal age to learn about cultural preservation and linguistic diversity. Their cognitive development is characterized by a shift towards logical thinking and understanding abstract concepts. They are increasingly capable of discussing complex topics, making inferences, and understanding cause and effect relationships. The proposed curriculum fits perfectly into this cognitive spectrum as it showcases the importance of preserving the Apache language, allowing students to analyze the reasons behind language preservation while understanding its impact on cultural diversity and identity.

Moreover, at this stage, our students are becoming more aware of their community and are developing a more robust multicultural understanding. Integration of the Apache language preservation module can foster greater socio-cultural empathy, encouraging them to respect and embrace cultural diversity. This is also an age when intrinsic virtues like empathy and respect for cultural diversity take roots which align perfectly with the themes explored in this curriculum.

The optimal time for this curriculum unit would be during the 1<sup>st</sup> quarter, primarily in September. This window aligns the curriculum with existing global efforts towards language preservation, providing real-time significance to the concepts studied.

The curriculum is designed to infuse the study of Apache language preservation not just as an isolated unit but as a part of the larger English Language Arts (ELA) curriculum. This reinforces the reality that language preservation pertains not just to the Apache people, but to the global population. It invites students to extend their ELA skills to explore different modes of communication, narratives, and cultures.

As an instructor, my role would be to facilitate an inclusive environment that encourages interaction, exploration, and respect for diversity. I would guide students through the cognitive complexities of understanding language preservation, cultural diversity, and their implications, helping them build on their abilities to form rational arguments, question constructively, and find creative solutions. I'd employ various teaching strategies, including individual research, group projects, and hands-on activities, ensuring that all learning styles are catered for giving everyone an equal opportunity to grow.

Through authentic materials sourced from the Apache community, guest speaker sessions with Apache elders, and field trips that bring these lessons to life, I will provide diverse learning experiences that transcend the classroom borders. The learning process would be flexible,

dynamic, and experience-focused, encouraging students to discover, and appreciate the culture, tradition, and language of the Apache people, underlining the importance of preserving them.

Constant reflections and feedback will be part of my role, gauging the progression of students' understanding and adjusting the content and teaching strategies accordingly to meet their needs. It's essential to maintain an open, accountable education space where students feel safe to explore complex ideas and challenge norms.

By promoting an understanding of the Apache language preservation at a young age, we are nurturing a generation of culturally knowledgeable, open-minded individuals. This is not just an addition to the curriculum; it's an investment in the future.

I aim to stimulate more than just academic growth—it's about nurturing empathetic and well-rounded individuals. This curriculum unit will help our children develop into global citizens who respect diversity, appreciate linguistic differences, and understand the importance of preserving the world's many cultures, starting with Apache. With this unit, we will be not just preserving language; we'll be preserving identities, traditions, memories, and legacies inside the constrained walls of a classroom or beyond, thanks to the magical power of education.

## **RATIONALE**

In the evolving educational landscape, it's inherently important that we strive towards embracing diversity and fostering understanding between cultures. A curriculum unit about the importance of Apache Language Preservation in Education complements this mission. The reasons for creating this unit pivot around personal, cultural, academic, and content-related motivations, illuminating the intricate tapestry woven by different aspects of our lives intersecting with our educational endeavors.

The genesis of my personal motivation stems from my passion for language and history. Languages carry more than just words; they encapsulate a people's identity, oral tradition, and historic and cultural epochs. Watching lesser-known languages with rich stories, such as the Apache language, disappear has always saddened me. We cannot recapture the lost nuances, idiomatic expressions, and cultural knowledge once this thread with the past is severed. Hence, creating a curriculum around Apache language preservation was my attempt to contribute to halting this loss.

In terms of cultural aspects, promoting the Apache language preservation aligns with the broader principles of cultural preservation and diversity. Understanding another culture's language leads to greater respect and appreciation for their customs and traditions. Moreover, the Apache people have long suffered from cultural erosion due to systemic policies aimed at cultural assimilation. Therefore, teaching students about the significance of Apache language preservation can be an avenue for cultural reparations and ultimately, a path towards social justice. It can educate students to recognize the plight of marginalized communities and empower them with the knowledge to effect change.

Academically, this curriculum offers rich content that transcends traditional boundaries of learning. It integrates social sciences, linguistics, history, and anthropology allowing for interdisciplinary exploration. Celebrating linguistic diversity can enhance creativity and cognitive capabilities among students. By connecting language learning with the socio-cultural context, the unit bridges academic knowledge and real-world application, thereby encouraging critical thinking.

Moreover, indigenous languages like Apache provide students an alternative linguistic lens to view the world. Language affects our perception, interpretation, and understanding of our surroundings. The Apache language's unique phonetics, sentence structures, and vocabulary will enrich students' linguistic repertoire, enabling them to grasp alternative ways of expressing thought, thus promoting cognitive flexibility.

In a content-related context, the Apache language is an integral part of American history, yet its study remains vastly underrepresented in our classrooms. By choosing the Apache language as a topic, students will gain a better understanding of Native American history. By diving into Apache grammatical structures and storytelling traditions, students can explore a different facet of human civilizations and cultures, further broadening their intellectual horizons.

Finally, embracing a culturally responsive approach is pivotal considering our increasingly multicultural classrooms. More than ever before, our education system must adapt to serve diverse student populations better. The development of this curriculum unit speaks to the subtleties of this pedagogical approach. By incorporating Apache language preservation, we signal respect for cultural diversity and commit to providing a nurturing environment where students from different backgrounds can learn and thrive.

In summary, the rationale behind creating this curriculum unit is manifold. It reflects a personal passion for preserving cultural language diversity and acknowledges the cultural significance of the Apache language. The unit offers a rich overlap of disciplines and content that encourages intellectual curiosity and critical thinking. Above all, it acknowledges the pressing necessity for a culturally responsive instructional design, serving as a step towards achieving diversity, inclusion, and equity in education.

## **CONTENT OBJECTIVES**

At the start of this unit, students will delve into the significance of language preservation, focusing particularly on the Apache language and its role in education. This content objective aims to illuminate cultural preservation's essentiality, emphasizing the intrinsic link between language preservation and maintaining the cultural and historical richness of society.

### *1. Indigenous Language Preservation and Its Significance*

We will initiate the discourse by exploring the broader scope of Indigenous language preservation. The unit will underline the importance of maintaining Indigenous languages, like Apache, by discussing dimensions such as cultural identity, cognitive benefits, and the promotion of cross-

cultural understanding. It will also touch upon the critical roles Indigenous languages played historically, and they continue to play today, providing the foundational understanding for the significance of preservation.

## 2. *An Introduction to the Apache Culture and Language*

The unit will then take students on a journey through the culture and language of the Apache people. This journey aims to help students comprehend the unique importance of the Apache language in Native American culture and develop respect and understanding for linguistic diversity. With this context, the unit will lay the groundwork for discussing the role of Apache language preservation in education.

## 3. *The Role of Education in Language Preservation*

Next, the educational aspect will be introduced, discussing the role education plays in language preservation. This section will analyze how educational frameworks, curricula, and pedagogy can aid in the sustainment and revitalization of the Apache language. We will examine case studies and models that have successfully integrated Indigenous languages into the classroom, providing a real-world context for this crucial issue.

## 4. *The Impact of Apache Language Preservation in Education*

The unit will then follow with an exploration of the impact of integrating Apache language preservation in education systems. Students will investigate how the education system can contribute to the durability and revival of the Apache language. They will discover the benefits that such preservation can bring to the learners, including nurturing cultural diversity, enhancing cognitive skills, and promoting community cohesion.

## 5. *Strategies to Strengthen the Apache Language in Education*

Closing the unit, we will scrutinize strategies that can be applied to reinforce Apache language education. These strategies encompass policies, cultural immersion programs, teacher training, community involvement, and the use of technology. These insights will encourage students to think critically about ways to promote language preservation effectively and ethically.

The introduction to this content objective underscores the relevance of Apache language preservation in education and, by extension, the global effort to maintain and revitalize Indigenous languages. By exploring the history, culture, importance, and strategies used in Apache language preservation, students will gain a wide-ranging understanding of how intertwined languages are with identity, culture, tradition, and historical knowledge. They will discern the link between language preservation, broader cultural preservation, and their moral and practical implications for educational practices.

One of the focuses of this unit is to elucidate the profound importance of Apache Language Preservation within education. Language preservation is an essential aspect of cultural sustainability and identity maintenance, which directly contributes to the broader educational process by fostering diverse and authentic learning experiences. As an amalgamation of the

insights sparked by the seminar on this subject, this content objective will delve into the intrinsic layers that make Apache Language Preservation indispensable to the educational sector.

Initially, we will explore the central role that Apache Language Preservation holds in the academic arena. We'll discuss how the Apache language forms an integral part of the curriculum in various institutes encompassing primary, secondary, and tertiary education. We will describe how learning and teaching Apache equips students with a broader cultural understanding, heightening empathy, and global citizenship.

Next, we address the socio-cultural implications of Apache Language Preservation. It's necessary to consider how the active interface of language preservation and education feeds into preservation of the Apache heritage. The Apache language, much more than a communication medium, is a vessel carrying historical wisdom, cultural nuances, and traditional ideologies. Its preservation and inclusion in education empower scholars to enrich their understanding of their own or others' cultural roots.

Delving deeper, we'll investigate the psychosocial benefits conferred by Apache Language Preservation in education. Evidence suggests that bilingual education empowers students with cognitive flexible thinking abilities, leading to improved problem-solving skills, enhancing adaptability, and augmenting emotional intelligence. We'll then examine the current challenges to Apache Language Preservation. Despite the clear benefits, preserving indigenous language within education faces numerous obstacles, including a deficit of resources, qualified teachers, and sometimes limited community support. Recognition of these hindrances allows for proactive problem-solving and strategizing for effective solutions. Lastly, we will review strategies and methodologies effective for Apache Language Preservation within education. Exploring successful case studies where indigenous language preservation has been implemented well will shed light on strategies that need to be adopted with urgency. This involves technological innovations, community involvement, teachers' upskilling, and policy alterations.

As we plunge into this immersive exploration, the objective stands clear. We aim to unfold the multilayered importance of Apache Language Preservation in education, scrutinizing the sociocultural, psychological, and pragmatic benefits alongside the challenges faced and potential solutions. This robust understanding will empower us with awareness and knowledge to be active contributors in the preservation of not just the Apache language, but also its vibrant culture and profound heritage that the language embodies. The objective of this paper is to deeply explore the importance of individual language preservation focused on the case of Apache language, within an educational context. This is evaluated through thorough analysis and assessment of materials from the seminar and personal readings that highlight the significance of maintaining linguistic diversity in education.

The key focus is the Apache language, an endangered language that holds immense cultural significance to the Apache people. The study discusses the linguistic impact and cultural richness carried within the language, referencing 'Language Endangerment and Language Revitalization' (Tsunoda, 2005), which provides a comprehensive examination of linguistic extinction and preservation. The paper explicates how language preservation's pivotal role in safeguarding

cultural heritage aligns with the Apache's struggle to keep their language alive in 'Language and Minority Rights: Ethnicity, Nationalism, and the Politics of Language' (May 2011). It aims to critically assess the role of education in promoting Apache language preservation, referencing 'Multicultural Education of Children and Adolescents' (Banks & Banks, 1997), underlining how education can encourage respect and understanding of cultural and linguistic diversity. The study also delineates specific challenges in preserving indigenous languages, with 'Endangered Languages: An Introduction' (Austin & Salla bank, 2014) providing critical insights. The impediments to language revival, as described in 'Language Death' (Crystal, 2000), are analyzed and its propositions of revitalization strategies are applied to the Apache context.

The paper probes into successful models of maintenance and revivification of indigenous languages from 'Reversing Language Shift' (Fishman, 1991). It studies various educational initiatives and their degree of success in preserving and promoting Apache language, supported by case studies listed in 'Revitalizing Indigenous Languages' (Reihner, 1999). Moreover, the unique perspective on the Apache language portrayed in 'We Are Here: A History of Apache Resistance' (Basso, 1996) is utilized to garner a comprehensive understanding of Apache language's historical and contemporary context. The sophisticated interaction between the Apache language and its speakers is explored, enthused by 'How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning' (Hinton, 2013). Therein lies an assessment on implementing personal, one-to-one teaching aids in Apache language learning. The role of technology in language preservation and the potential it provides for languages like Apache is also a subject of exploration, referencing 'One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching' (Auer, 1998) which suggests innovative techniques in bilingual language teaching.

In conclusion, the objective is a critical understanding of the centrality of Apache language preservation, its impact on culture and identity, and the role of educational initiatives supporting this. This comprehensive analysis through a plethora of readings would inspire thought-provoking conversation on linguistic diversity, cultural identity, and innovative preservation strategies that could determine the future of the Apache language in education.

## **TEACHING STRATEGIES**

The main aim of this curriculum unit is to comprehend the significance of Apache language preservation and its influence on sustaining cultural heritage and identity in a diverse educational context. This unit will encompass diverse, engaging, and inclusive teaching methods.

### *Phase 1: Introduction Class Discussion*

Begin by introducing the unit through a class discussion, questioning why language preservation particularly among indigenous communities like the Apache, is important (McCarty, 2003). Engage students in a brainstorming session about the benefits and challenges of language preservation. As the teacher, I will facilitate this conversation to ensure an inclusive, respectful atmosphere.

## 2. *\*\*Research Phase\*\* – Cooperative Learning*

Divide students into small groups and assign each group a specific topic related to Apache language preservation, such as history, significance, current state, and preservation efforts. Employing cooperative learning fosters peer interaction and enhances deeper understanding (Johnson and Johnson, 1999). The teacher's role will be to monitor and support the groups during their research.

## 3. *\*\*Presentation Phase\*\* – Role-Playing*

Students, in their groups, will prepare and perform a role-playing act to share their research outcomes. This dramatic way of presenting information makes learning memorable (Silverman and Welty, 1992). The role-play should incorporate Apache phrases or sentences, fostering direct engagement with the language. My role as a teacher will be to guide, critique, and provide constructive feedback.

## 4. *\*\*Application Phase\*\* – Project-Based Learning*

Students will undertake a project where they create a language preservation tool (a podcast, a smartphone app, a picture book, etc.) for the Apache language using technology (Thomas, 2000). This practical application not only solidifies their learning but also allows them to contribute to the conservation initiative. My role here would be to supervise, encourage creativity, and assess the students' work.

## 5. *\*\*Reflection Phase\*\* – Jigsaw Activity*

The final step involves a jigsaw activity where each member from different project groups comes together to share the strengths and areas of improvement of their project. This method promotes inter-group collaboration and active listening (Aronson and Patnoe, 1997). As a teacher, I will orchestrate this exchanging of experiences, ensuring students take each other's feedback into account.

## **ASSESSMENT**

Formative assessment will occur throughout the unit via observation, questions and answers during discussions, peer evaluation during the jigsaw activity, etc. Summative assessment will occur through project evaluation, reflective essays, and knowledge tests.

Throughout this unit, communication, collaboration, and respect for diverse perspectives will be emphasized as part of fostering cultural competency in students (Banks and Banks, 2009). This teaching unit caters to different learning styles, and through applying active learning strategies, makes the learning process engaging and memorable.



## CLASSROOM ACTIVITIES

As part of this unique curriculum unit, students will deeply delve into the critical subject matter of Apache Language Preservation in Education. Through a collection of varied activities, students will learn to appreciate the historical, cultural, and social significance of the Apache language and acquire knowledge on why its preservation is paramount for maintaining cultural diversity.

*\*\*Activity 1: Guided Research – Understanding Apache Language and Culture (Approx. 300 words)\*\**

Firstly, students will enhance their understanding of Apache culture and language roots through guided research. They will investigate the historical context of the Apache language, its diverse dialects, the communities that use them, and the cultural practices embedded within it.

*\*Implementation\**: Split the class into small groups and assign each one a topic related to Apache language or culture (e.g. historical origins, cultural customs associated, reasons for language decline). Utilize varied resources such as school library books, online scholarly articles, and documentaries to compile their data. Students should present their findings to the class in a 10-minute presentation. This task promotes collaborative learning and fosters individual research skills.

*\*\*Activity 2: Guest Speaker – An Apache Community Member (Approx. 225 words)\*\**

To provide a first-hand perspective on Apache language, arrange for a guest speaker who's an Apache community member or an expert on Apache culture. This will allow students an authentic cultural experience and glimpses into the everyday usage of the Apache language.

*\*Implementation\**: Prior to the speaker's visit, prepare students to listen actively and formulate insightful questions about Apache's daily language use and preservation efforts. Post-visit, students should write a reflective essay on their learnings and how they perceive the role of language in preserving a community's identity and cultural heritage.

*\*\*Activity 3: Multimedia Project – Apache Language Preservation Campaign (Approx. 225 words)\*\**

Finally, students will harness their creative skills and newfound knowledge through this hands-on project. They will create a comprehensive Apache language preservation campaign equipped with posters, brochures, podcasts, or video presentations.

*\*Implementation\**: Again, split students into groups, each creating a component of the campaign. This project should not only highlight the importance of preserving Apache but also propose actionable measures that individuals, schools, or communities can take. This activity pushes students to think critically, propose solutions, and enhances their multimedia literacy.

**\*\*Activity 4: Language Appreciation Session (Approx. 230 words)\*\***

For this session, students would be introduced to a mini-Apache language course. It consists of learning basic Apache phrases and vocabulary. This activity allows students to appreciate the linguistic nuances and dynamics of a different language.

**\*Implementation\*:** Collaborate with an Apache language teacher for this session. Post-session, students should create a small dictionary which includes English translations and Apache pronunciation. Students can share their new language skills with a partner or in small groups, reinforcing their listening and speaking skills.

This curriculum unit aims to increase the students' awareness and appreciation of the Apache language and the critical need for its preservation. The blend of research, direct interaction, critical thinking, and hands-on learning ensures a comprehensive and enriching experience for the students. The activities vary in format to cater to different learning styles, fostering an all-inclusive and engaging learning environment. Equipped with this knowledge, it is hoped that students will carry forth the baton of cultural preservation and will understand the true essence of linguistic diversity.

## **4-WEEK LESSON EXEMPLARS ON EXTINCT APACHE LANGUAGE AND CULTURE**

### **WEEK 1 Day 1-4 Understanding Apache Language & Culture**

#### **\*\*Day 1\*\***

##### ***W1 Introduction Phase- Class Discussion:***

Begin by introducing the topic - the Apache language and its preservation. Elicit prior knowledge and preconceived ideas about the Apache culture, significance of their language and the possible reasons for its preservation. Ask open-ended questions about their opinions on language preservation in general. Guide the students on accurately quoting from articles and various texts read during the discussion.

##### ***W1 Research Phase- Cooperative Learning:***

Split the class into groups, each getting a specific topic closely related to the Apache language and its importance. Some topics could include the history of the Apache language, its cultural significance, its current state, and efforts for its preservation. Each student needs to find accurate quotes from their research which will support their group discussions and assignments.

*W1 Presentation Phase- Role Playing:*

In each group, students will prepare a short role play based on their research. They should quote accurately and incorporate these quotes to explain the key points of their topic.

\*\*Day 2\*\*

*W1 Application Phase- Project-Based Learning:*

Students will start a project of creating a tool for the Apache community that carries the notion of the importance of Apache language preservation. They should incorporate the accurate quotes they have extracted from their research. The students will need to explain what the quote says explicitly and how it supports their project.

*W1 Reflection Phase- Jigsaw Activity:*

Conduct a jigsaw activity where one student from each group joins to form a new group. They'll discuss their projects, explicitly stating the strengths of their projects and areas they could improve, based on the feedback given by their peers.

\*\*Day 3\*\*

*W1 Introduction Phase- Class Discussion:*

Recap yesterday's research and activity around the Apache language preservation. Start a discussion brainstorming the insights gained from the projects. Maintain an atmosphere where each student understands the significance of the accurate quotations and how they are used to draw inferences.

*W1 Research Phase- Cooperative Learning:*

Extend the previous day's research by giving each group a new related topic to research on. They should focus on the importance of preserving Apache language. Again, they should pay special attention to quoting accurately from their research materials.

\*\*Day 4\*\*

**W1 Presentation Phase- Role Playing:**

Allow the groups to present the results of their new research with a focus on accurately quoting from their sources. This can take the form of a class debate, presentation, or even another role play.

*W1 Application Phase- Project-Based Learning:*

Based on their research, students will continue with their ongoing preservation tool project by incorporating any new insights gained from the second research phase.

*W1 Reflection Phase- Jigsaw Activity:*

Repeat the jigsaw activity where one student from each research group joins another group so they can share the new insights and improvements made to their respective projects.

*W1 \*Summative Assessment\*:*

After the activities of the last day, administer a short multiple-choice quiz which questions the students about the Apache language, its importance in preservation, and the cultural aspect of preserving it, that they've been learning and experiencing in the past four days. Validate their ability to quote from texts accurately and to draw inferences from the quoted texts.

## **WEEK 2 Day 5-8 The Apache People and Community**

### **\*\*Day 5\*\***

*W2 Introduction Phase- Class Discussion:*

Start the day with a class discussion about the Apache people and their preservation efforts. Use articles that provide detailed information about the Apache community and their language preservation efforts. Encourage students to summarize the main ideas of the texts and provide key supporting details.

Introduce a brainstorming session about Apache governance and culture. Guide discussions respectfully and promote an atmosphere of inclusivity.

*W2 Research Phase- Cooperative Learning:*

- Divide students into three-tier groups (On-level, Advanced, Below level).
- Assign each group a specific topic related to the Apache community such as:
- On-level group: History of the Apache people and community.
- Advanced group: Significance of Apache community members in language preservation.
- Below level group: Current state of the Apache language and ongoing preservation efforts.
- As students research their topics, circulate the class, and monitor their progress helping as needed.

### **\*\*Day 6\*\***

*W2 Presentation Phase- Role Playing:*

- Each group prepares and performs a role-playing act based on their research results. For instance, they can play out a scenario of the Apache community trying to save their language, showcasing various obstacles and solutions.
- Offer guidance and constructive feedback after each presentation.

### \*\*Day 7\*\*

#### *W2 Application Phase- Project-Based Learning:*

- Challenge groups to devise a Project-Based Learning initiative where they would create a model of an Apache community along with a technological tool that the Apache community members could use for their preservation efforts.
- Actively supervise the entire session and encourage creativity among students.

### \*\*Day 8\*\*

#### *W2 Reflection Phase- Jigsaw Activity:*

- Organize a jigsaw activity where each member from different project groups shares the strengths and areas of improvement of their presentations.
- Guide the discussion, making sure students listen to each other's feedback.

#### *W2 \*Assessment\*:*

- Employ formative assessments throughout the lessons. Document questions asked, student responses, and observations to review and provide constructive feedback later.
- Hold a final wrap-up session where students reflect on their learning and teachers provide overall feedback and assessment.
- Remember, the essence of these lesson plans is to not only cover RL.5.2 standard but to also make the learning experience engaging and memorable for the students.

## **WEEK 3 Day 9-12 Apache Language Preservation Campaign**

### \*\*Day 9\*\*

#### *W3 Introduction Phase- Class Discussion:*

Begin by introducing the unit through a class discussion. Divide the class into three-tier groups: on-level, advanced, and below level, and take them on a virtual trip of the Apache tribe and its language preservation efforts. Engage students in a brainstorming session about Apache language preservation, promoting them to express their thoughts and ideas about it. Ensure all student voices are heard and validate their contributions.

#### *W3 Research Phase- Cooperative Learning:*

Divide the students into small groups and assign each group a specific topic related to the preservation of Apache language such as its history, significance, current state, or preservation

efforts. Guide them to use various resources to conduct their research, requesting them to focus on the importance of preservation. Rotate between groups to monitor and provide support as needed.

*W3 Presentation Phase- Role Playing:*

After research, have each group prepare a role-play act on their assigned topics. Provide basic props and materials needed, and allow them to use creativity to express their findings. Encourage them to express their thoughts, feelings, and ideas about the topic through their act. Observe and provide constructive critique and feedback.

*W3 Application Phase- Project-Based Learning:*

Engage students in creating an Apache language preservation campaign. They could create posters, pamphlets, a mini-documentary, or a website dedicated to the cause, using the computer lab to harness technology. The campaign must include the significance of Apache language preservation and propose solutions for it. Tailor the project's complexity according to the defined tiers. Oversee their work, encourage creativity, and provide constructive feedback.

*W3 Reflection Phase- Jigsaw Activity:*

Conclude with a jigsaw activity where each member from different project groups shares the strengths and areas of improvement of their project. Enforce an atmosphere of mutual respect and active listening. Ensure each student critiques and is critiqued at least once, ensuring inter-group collaboration.

*W3 Assessment:*

Ask students to individually create a mini-Apache language dictionary with terms and concepts they've learned, complete with illustrations. Evaluate them considering creativity, understanding, and collaborative skills.

\*\*Day 10\*\*

*W3 Introduction Phase- Class Discussion:*

Kick off the lesson with a lively class discussion about the Apache language and its preservation. Ask open-ended questions to guide student thinking, such as, "Why might preserving a language be important? How does language impact culture and identity?" Elicit students' thoughts, engage them in a brainstorming session about the Apache language preservation campaign, and guide the conversation in a direction that reflects the key points of the upcoming lessons.

*W3 Research Phase- Cooperative Learning:*

Next, split the class into small coop groups, ensuring to have mixed abilities in each group to cater to on-level students, advanced students, and below level students. Assign each group a specific aspect of the Apache language preservation campaign (e.g., history, significance, current state, &

preservation efforts). Allow students to conduct their research on their designated field. Oversee their activity and step in when necessary to ensure everyone contributes and no one feels left out.

### \*\*Day 11\*\*

#### *W3 Presentation Phase- Role Playing:*

Groups will prepare and perform a short skit or role-play presentation based on their research from the previous day. They should aim to communicate their findings in an engaging and creative manner. Facilitate the process by helping groups prepare, offering feedback during rehearsals, and critiquing final performances in a constructive, student-friendly manner.

#### *W3 Application Phase- Project-Based Learning:*

Students will apply what they've learned in a concrete project: developing an Apache language preservation campaign. This could be a poster, a digital advertisement, a short video, etc., using the technology available. Continually supervise their progress, encourage creativity and innovation, and offer assistance when needed.

### \*\*Day 12\*\*

#### *W3 Reflection Phase- Jigsaw Activity:*

Conduct a jigsaw activity where one representative from each project group joins a new group and shares their project's strengths and areas for improvement. This active exchange will encourage inter-group collaboration and will have students articulate their learning. Oversee this activity, encouraging active listening and constructive feedback.

#### *W3 Assessment:*

Throughout this four-day lesson, students' understanding will be assessed by their participation in class discussions, the depth of their research, the quality of their presentations & projects, and their reflection capabilities. Final assessment will be a mini-dictionary of the Apache language preservation campaign, created by students, including the new terms and concepts they've learned throughout the unit, complemented by illustrations.

## **WEEK 4 Day 13-16 Apache Language Extinction**

### \*\*Day 13\*\*

#### *W4 Introduction Phase- Class Discussion:*

- Begin the class by showing a brief video about the Apache language and its status of endangerment/extinction. This will set up the stage for the topic.
- Introduce the core question, "How does Apache language extinction affect our communities and the world?" and guide students to brainstorm and express their thoughts, ideas, and feelings constructively.
- Encourage students to raise and find answers to questions about how the natural and human-designed world affects the real-life implications of Apache language extinction.

*W4 Research Phase- Cooperative Learning:*

- Divide students into small groups assigned with specific topics related to Apache language - history, significance, current state, and preservation efforts.
- Allow students to use various resources, such as books or internet, to gather information.
- As the teacher, facilitate, monitor, and support each group's activity, ensuring equal participation and mutual respect are maintained.

\*\*Day 14\*\*

*W4 Presentation Phase- Role Playing:*

- The groups will prepare and present their role-playing act based on their research outcomes from Day 1, showcasing their understanding of the different aspects of Apache language extinction.
- Each role-play should aim to answer the guiding query introduced in Day 1.
- The teacher's role is to provide constructive feedback and encourage students to express their learned knowledge creatively and confidently.

*W4 Application Phase- Project-Based Learning:*

- Introduce a project where students create a digital demonstration (video, digital art, etc.), simulating the real-world implications of Apache language extinction.
- Set clear objectives, guidelines, and assessment criteria for the project.
- As the teacher, provide necessary resources, support, and insights as the students initiate their project.

\*\*Day 15\*\*

*W4 Continuation of Application Phase- Project-Based Learning:*

- Allow students to finish their projects, supervise, provide constructive input, and assist where needed.
- Remind students to ensure their projects are aligned with the core objective of understanding Apache language extinction's implications.

*W4 Reflection Phase- Jigsaw Activity:*

- Initiate a jigsaw activity where each member from different project groups comes together to share their project strengths and areas of improvement.
- This setting will foster inter-group collaboration and active listening, enhancing students' critical thinking and problem-solving abilities.
- As the teacher, moderate this discussion, encouraging constructive feedback and positive reinforcement.

\*\*Day 16\*\*

*W4 Continuation of Reflection Phase- Jigsaw Activity:*



- Carry out the jigsaw activity to complete the review process.
- Encourage students to provide constructive feedback on each other's projects and identify effective strategies employed by different groups.

*W4 Self and Peer Assessment:*

- Distribute self-assessment worksheets and guide students through the process of evaluating their overall learning experience, comprehension, and contributions.
- Facilitate peer reviews where students provide constructive feedback and appreciation for their peer's group activities.

This 4-day lesson plan incorporates active learning methodologies and manipulates diverse aspects of the subject, ensuring a comprehensive understanding and fostering meaningful discussions around Apache language extinction. Notably, it is intended to cater to the on-level group, the advanced, and below level group, hence differentiation of instruction is imperative for the teacher.

**SAMPLE LESSON PLAN USING THE STRATEGY INTEGRATED IN THIS CURRICULUM UNIT**

**Teacher Leadership Shilgozhoo Institute ( TLSI)  
Semi-Detailed Lesson Plan in 5<sup>th</sup> Grade**

On The Importance of Apache Language Preservation in Education  
*Week 1 of 4- Day 1 of 16: Understanding Apache Language & Culture*

September 16, 2023

By: **ADONIS M. AWITIN, PhD**

<i>CONTENT</i>	Identifies and understands the basic aspects of Native American societies such as language, art, religion, and social structure. <b>SS05-S1C1-01</b>
<i>GRADE LEVEL</i>	5 <sup>th</sup> Grade

<p style="text-align: center;"><i>AZ CURRICULUM STANDARDS INTEGRATED</i></p>	<p>Citing multiple textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain. <b>AZ.5.RI.1 - Key Ideas and Details</b></p> <p>Identifying and understanding the basic aspects of Native American societies such as language, art, religion, and social structure. <b>SS05-S1C1-01</b></p> <p>Determining two or more main ideas of a text and how they are supported by key details; summarize the text. <b>AZ.5.RI.2 - Key Ideas and Details</b></p> <p>Using the context to determine the meaning of unfamiliar words or phrases while reading a grade-level text. <b>AZ.5.RI.4 - Craft and Structure</b></p> <p>Engages in multiple rounds of exchanges with peers to view, express, and justify their own points of view, building on the ideas of others and providing appropriate elaboration and detail. <b>AZ.5.SL.1 - Comprehension and Collaboration</b></p>
<p style="text-align: center;"><i>TIME ALLOTMENT</i></p>	<p>50 minutes</p>
<p style="text-align: center;"><i>REFERENCES</i></p>	<p>Basso, K. H. (1997). <i>Wisdom sits in places: Landscape and language among the Western Apache</i>. Reprint edition.</p> <p>Goossen, I. (1993). <i>Native American languages and the role of literacy</i>. University of Nebraska Press.</p> <p>Goodwin, G. (1981). <i>Western Apache Language and Culture: Essays in Linguistic Anthropology</i>. Arizona University Press.</p> <p>Francis, N. (2011). <i>The dynamics of language death and replacement: new perspectives</i>. Arizona State University.</p> <p>Wilkins, R. (1995). <i>Annotated bibliography on Native American family life, law, history, and culture</i>. University of New Mexico School of Law.</p>

	Hoijer, H. (1938). The phonemic systems of the Athapaskan languages of Arizona. <i>Language</i> , 14(2), 130-141.
<i>MATERIALS</i>	Chromebook with Internet access for research, note-taking materials (paper, pencils), whiteboard and marker, printed articles on the Apache language and culture. Canva
<p><b>STANDARDS:</b></p> <p>AZ.5.RI.1 - Key Ideas and Details  SS05-S1C1-01  SS05-S1C1-01  AZ.5.RI.4 - Craft and Structure  AZ.5.SL.1 - Comprehension and Collaboration</p> <p><b>KEY LEARNING SKILLS:</b></p> <p>Demonstrates the ability to reference directly from the articles to support their discussions and role-plays.</p> <p>Extracts key ideas about Apache language and culture and summarize their findings.</p> <p>Identifies and understand important vocabulary items.</p> <p>Participates in conversations through Q&amp;A sessions and group discussions about Apache language and culture, contributing their ideas as they develop their understanding.</p>	
<p><b>ENGAGE</b></p> <p><u><i>Drill or Review (4 Minutes)</i></u>  <i>Begin the lesson by reviewing previously learned material on Native American culture in general for context. Prompt students to share their knowledge, specifically regarding their understanding about Native American languages and their importance.</i></p> <p><u><i>Unlocking of Difficult Words (6 Minutes)</i></u>  <i>Before diving into the subject, prepare a list of vocabulary words related to the Apache language and culture that the students might find difficult. Ask students to guess the meanings before offering the precise definitions.</i></p> <p><u><i>Motivation (4 Minutes)</i></u>  <i>Show a short video clip about Apache culture (song). Invoke curiosity and excitement about learning this new subject and emphasize the importance of understanding and respecting diverse cultures.</i></p>	

## REVIEW THROUGH TRIVIAL QUESTION

Elicit students' prior knowledge and ideas about the Apache culture and language and its preservation. Use these suggested questions:

1. Can you name three Native American tribes, and mention if you know what languages they speak?
2. Why do you think languages are important in preserving and understanding Native American cultures and traditions?

## UNLOCKING OF DIFFICULTIES

- **Apache:** Referring either to the people or the language.
- **Culture/Cultural:** Highlights the context of the Apache people.
- **Kids:** Mentioned as the current learners ensuring its survival.
- **Language:** Important aspect of Apache culture.
- **People:** Used in relation to Apache.
- **Saving/Preserving/Keeping alive:** Key themes advocating for the protection of the language.
- **Sounds:** Refers to the phonetics of the language.
- **Speak/Speaking:** The action of using the language.
- **Stories/Storytelling:** Highlights the cultural significance of language.
- **Values:** Discussed in relation to cultural traditions.
- **Way of life:** Describes the Apache's lifestyle.
- **Words:** As the basic unit of any language.

## MOTIVATION

<https://www.youtube.com/watch?v=9nRUFb2XQds>

Based on the video:

Can you provide an example of how a specific Native American language reflects the culture and lifestyle of the tribe that speaks it?

## EXPLORE

*Class Discussion (8 Minutes)*

*Introduce the new lesson in a poem - "Understanding the Apache Language and Culture". Explain the importance of the Apache language in Native American culture, the reasons for its preservation, and the role of education in this preservation.*

*Cooperative Learning (10 Minutes)*

*Divide the class into groups. Assign each group with a specific topic closely related to the Apache language and culture, such as the language's history, cultural significance, current state, and preservation efforts. Students will answer guided questions after the article.*

**CLASS DISCUSSION**

In the heart of the desert,  
'neath the American sun,  
Lies a language and culture,  
from ages begun.

Apache, the voice,  
that whispers the tales,  
Of majestic mountains,  
grand canyons, and dales.

Preserving this language,  
our vow from the start,  
Keeps the wisdom alive,  
imparts a golden spark.

For Apache embodies ideals,  
a way to relate,  
With Nature and kin,  
to appreciate our fate.

Education holds the key,  
in its guiding light,  
Passes on the lessons,  
from the night's placid flight.

Teaching young minds,  
the Apache tongue,  
Honoring ancestors,  
songs unsung.

So, cherish the Apache,  
our Native refrain,  
In each word and action,  
let respect sustain.

Preserve it we must,

and teach it we shall,  
For the Apache language,  
is our cultural thrall.

Why is preserving and teaching the Apache language important for Native American culture? Give word of it and say something WHY.

## **COOPERATIVE LEARNING**

The students will group to three, they will read their respective articles and answer the 2 guided questions on each group.

### **GROUP 1 ARTICLE**

#### **Title: Understanding the Apache Language: Its Structure & Cultural Role**

Hello curious learners! Today, let's talk about a fascinating language, the Apache language. This language is spoken by the Apache people who live in the southwestern region of the United States.

#### **I. The Structure of the Apache Language**

##### **1. \*\*Sounds and Letters\*\***

The Apache language uses a lot of sounds and letters that are completely different from English. Here's how they use their unique set of sounds:

- Consonants: Apache contains some sounds that we don't hear in English, like a nasal 'n' sound and a rolled 'r'.

- Vowels: They also use a combination of short and long vowels, like 'a', 'i', 'o', 'u', which can both be held shortly or drawn out longer.

## 2. **\*\*Words and Sentences\*\***

Apache has a special way of building words and sentences that make sense to its speakers. Instead of using lots of small words like we do in English, Apache tends to add prefixes (beginning parts of words) or suffixes (ending parts of words) to show extra meanings.

For example, rather than saying "I am running," in Apache, you might say a single word that means all of that!

## II. The Role of the Apache language in Preserving Cultural Practices and Values\*\*

Now, let's talk about the importance of the Apache language for the Apache people's culture.

### 1. **\*\*Cultural Connection\*\***

Language is like a bridge that connects people to their culture. By speaking Apache, the Apache people feel a strong connection to their ancestors and traditions.

### 2. **\*\*Storytelling\*\***

Stories are a big part of Apache culture. Many of these stories are passed down through generations in the Apache language, which helps to keep their traditions and history alive.

### 3. **\*\*Value Reinforcement\*\***

Apache language is also used to reinforce cultural values. The words

and phrases used in the language teach important lessons about respect, courage, and the importance of family.

#### 4. **\*\*Cultural Identity and Pride\*\***

Speaking Apache is a source of pride for the Apache people. It reminds them of their rich history, resilient ancestors, and deep-rooted traditions. Learning and speaking Apache allows people to maintain their cultural identity.

In conclusion, the Apache language might be complex in structure, but it's an important part of the rich culture of the Apache people. Knowing this language helps preserve their history, values, and identity. So, the next time you hear an Apache word or phrase, remember that it's not just words - it's a bridge to a vibrant culture.

#### **QUESTIONS:**

Can you provide an example of how the Apache language uses prefixes or suffixes to add extra meanings to words, similar to how in English we say, "I am running"?

How does the Apache language help to keep the traditions and history of the Apache people alive?

#### **GROUP 2 ARTICLE**

**Title: The Story of the Apache Language and How We're Keeping It Alive**

Part I: The Amazing Journey of the Apache Language



The Apache language is a beautiful and old language. It's like one of those ancient treasures that takes us back to the time where it all started. For the Apache people, language was a tool to share stories and traditions, making it an important part of who they are.

Inside Apache's vast world, different groups had their own special ways of speaking. Think of it like a huge family with lot of brothers and sisters, all speaking the same language but with their special touch. Isn't that cool? Only a few thousands of people speak Apache today, mainly in Arizona, New Mexico and Oklahoma - this number may seem small, but every speaker holds a rich history.

## Part II: The Importance of Saving the Apache Language

Just imagine all the things the Apache language has seen and heard over hundreds of years. The songs and stories, the laughter and tears. It's like a time machine, letting us travel back to understand the lives of the people who spoke it. That's why saving it is super important!

To keep a language alive is like watering a plant. You have to take good care of it and use it often or it might dry up. But remember, even a dried-up plant can spring to life again with enough care and water.

## Part III: The Superheroes Saving the Apache Language

Now, preserving a language is not easy, but there are some superheroes out there doing it! Many efforts are being made to keep the Apache language alive. Schools teach the language to children, just like English or Math. This way, when they grow up, these kids will be able to speak Apache and teach it to their kids too - like passing a family treasure!

Also, there are lots of books and websites to help people learn Apache, even if they're not from the tribe. It's like inviting a new friend to a secret club!

Plus, there are recordings of native speakers that can be listened to repeatedly. And guess what? Some Apache's even make cartoons and video games in their language! Isn't that super fun?

Keeping a language alive is a big job, but with teamwork, dedication and a lot of love, the Apache language can thrive for many more centuries to come, telling its unique stories and punctuating the world with its beautiful sounds. It's a beautiful journey we all can be a part of!

So always remember, learning a language is like opening a door to a whole new world of history and culture. Let's help keep this door open for the Apache language!

**QUESTIONS:**

Can you explain why it's important to keep the Apache language alive, just like we take care of a plant?

How are "superheroes" helping to keep the Apache language alive and pass it on to future generations?

### **GROUP 3 ARTICLE**

#### **Title: The Apache People and their Unique Language**

##### **\*\*Introduction\*\***

The Apache people form a group of Native American tribes that once flourished in the Southwestern part of the United States. They have a fascinating culture and a unique way of life, not to mention an interesting language, the Apache language.

##### **\*\*Apache Way of Life\*\***

The Apache people were very flexible and adapted to different landscapes - from plains to deserts and mountains. They were hunter-gatherers, which means they hunted animals and collected wild plants for food. They were also great horsemen, and horses were a very important part of their daily life.

Their homes, called 'wickiups', were made from wood and hides of animals. They were designed to be easily taken apart and reassembled, which helped the Apache move locations based on the seasons and availability of food resources.

Family is an important unit for the Apache, with roles clearly defined. Men were primarily engaged in hunting and warfare, while women were responsible for gathering food, cooking, and looking after the children.

##### **\*\*Apache Language\*\***

The Apache language is unique. It has sounds and words that aren't found in English or other languages. Here are some examples of how the Apache language sounds:

- The Apache word for 'horse' is "tłi." This word is pronounced 'tłi' where the 'tł' sound is sort of like the "cl" sound in "clap," but without the "a" sound.
- 'Water' in Apache is 'tł'iish.' It's pronounced 'tł'ish' where the 'tł' sound is like the "cl" in "clap" but without the 'a' sound just like in 'horse.'

You may find it hard to pronounce them initially but remember, practice makes perfect.

**\*\*Conclusion\*\***

The Apache people have a rich cultural history and an interesting way of life. Their language, while different from ours, is a significant part of their identity. Learning about other cultures helps us appreciate the beautiful diversity of our world.

**QUESTIONS:**

Can you summarize the main aspects of the Apache people's way of life and explain why the 'wickiup' homes were an important part of their lifestyle?

Trying to pronounce a new language can be fun. Can you attempt to say the Apache words for 'horse' and 'water'? How do those words tell us about the unique nature of the Apache language?

**ELABORATE** 15 minutes (*Instruct each group to prepare a short role play (about 1 minute per group) based on their research and the quotes they have chosen, or the students just pick from the ready-made short role play script prepare by the teacher. The only research works they'll be doing is the ways how the Apache word be pronounce using their Chromebook They should incorporate these quotes to explain the key points of their topic and demonstrate their understanding of the assigned topic.*).

**ROLE PLAY**

**GROUP 1 Short Role Play Script**

Title: "The Voice of Apache: A Journey Through Words"

Characters:

1. Nantan - An Apache Elder
2. Kaya - An Apache Child
3. Doli - Apache Language Teacher
4. Aiyana - Apache Cultural Activist
5. Dr. Liam - Linguist from Harvard
6. Prof. Emily - Linguist from Oxford
7. Dylan - An Apache Historian
8. Ms. Claire - An Elementary School Teacher

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**\*\*Scene 1: Apache Reservation Classroom\*\***

Doli: (Waving) Dagot'ee everyone. That means "Hello" in Apache.

Kaya: (Excited) And zeegóó means "Goodbye", right Doli?

Doli: (Nods) Indeed, Kaya!

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**\*\*Scene 2: At the Apache Community Gathering\*\***

Nantan: (Addressing the crowd) The Apache language, 'Ndee biyati', is not just our voice, but the voice of our ancestors.

Aiyana: (Nods) It's our past, present and future, Nantan. Our 'gózhq̄q̄gi', stories, carry our culture and identity.

Dr. Liam: (Interjects) Absolutely! Many linguists believe that languages are critical to biodiversity, they allow communities to perceive and interact with the world in unique ways.

Prof. Emily: (Adds) Languages encapsulate centuries of human experiences, every fold of their grammar, each rustle in their phonetics is a testament to our diverse and complex history.

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**\*\*Scene 3: In the Elementary School Classroom\*\***

Ms. Claire: (To the Class) So, children, can anyone tell me why it's important to keep the Apache language alive?

Dylan: (Entering the room) Well Ms. Claire, the Apache language connects us to our history, our culture, and our land. It provides us the link to our 'gont'ik', ancestors.

Kaya: (Raises hand) And also, without it, we won't be able to understand the stories our grandparents tell us!

Ms. Claire: (Smiles) Absolutely right, Kaya! Remember, every language is a world of its own and it's important to preserve it!

[Everyone Laughs and Nods]

**GROUP 2 Short Role Play Script**

**\*\*Title: The Story of the Apache Language\*\***

**\*\*Characters:\*\***

1. Narrator
2. Grandmother
3. Grandchild
4. Apache Warrior
5. Apache Teacher
6. Present-day Linguist
7. A 5th grade Student
8. Student's Teacher

**\*\*Scene 1: Introduction\*\***

**\*(The Grandmother and Grandchild are seated by a campfire.)\***

**\*\*Narrator:\*\*** A long, long time ago, in a land of towering mountains and boundless plains...

**\*\*Grandmother:\*\*** **\*(In Apache)\*** Daaztsaastiinii? (Do you want to hear a story?)

**\*\*Grandchild:\*\*** **\*(In Apache)\*** Ee, abuela! (Yes, Grandmother!)

**\*\*Grandmother:\*\*** Well then, let me tell you a tale about the language of our ancestors, the Apache language.

**\*\*Scene 2: History\*\***

**\*(Scene transitions to the past with the Apache Warrior and Apache Teacher.)\***

**\*\*Apache Warrior:\*\*** **\*(In Apache)\*** Ałtse'e, ałtsoi daaztsaastiinii biyi?

łąą'idaaztsaastiinii? (Teacher, why is our language important?)

**\*\*Apache Teacher:\*\*** **\*(In Apache)\***  
Daaztsaastiinii haidiiyago łįįgi gohwééh. (Our language carries our history and culture.)

**\*(Scene transitions back to the present with Grandmother and Grandchild.)\***

**\*\*Grandmother:\*\*** The Apache language was treasured, not just for communication but also for maintaining our traditions.

**\*\*Scene 3: Present Day\*\***

**\*(Scene changes to Present-day Linguist, 5th Grade Student, and Student's Teacher in a classroom.)\***

**\*\*Student's Teacher:\*\*** Today, we have a special guest, a linguist who will shed light on the Apache language's journey.

**\*\*Present-day Linguist:\*\*** The Apache language is not as widely spoken today as it was in the past. But it's crucial that we preserve it, for it holds the wisdom of a rich culture, and is part of the cultural diversity that makes our world a richer place. We remember words taught by our ancestors, like "łichíí" which means "red" and "ł'įish" meaning "three".

**\*\*5th Grade Student:\*\*** **\*(Excited)\***  
Wow, the Apache language sounds interesting. What can we do to help preserve it?



**\*\*Present-day Linguist:\*\*** Learning about it and sharing its stories, like you all are doing, plays a significant part in keeping the language alive. Remember, each language, including Apache, tells a unique story about humanity.

**\*(Play ends with the Narrator's concluding speech.)\***

**\*\*Narrator:\*\*** And so, the story of the Apache language continues, kept alive in the hearts and minds of those who cherish it.

### **GROUP 3 Short Role Play Script**

**\*\*Title:\*\*** \_Echoes of Apache\_

**\*\*Characters:\*\***

1. Grandpa Nantan (Apache Elder)
2. Mother Yenlishi (Apache Mother)
3. Father Tahkeome (Apache Father)
4. Asho (Oldest son)
5. Kaya (Oldest daughter)
6. Tadi (Youngest daughter)
7. Yuma (Friend of Asho and Kaya)
8. Teacher Doli (Schoolteacher)

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**\*\*Scene 1: The Apache Family's Home\*\***

**\*The setting is a traditional Apache home called a 'wickiup.' Everyone except Yuma and Teacher Doli are apparent.\***

**\*\*Grandpa Nantan:\*\*** (\_speaks with a gentle voice\_) Asho, Kaya, Tadi, come. It's time to learn some Apache words.

**\*\*Asho:\*\*** Sure, Grandpa Nantan.

**\*\*Grandpa Nantan:\*\*** First, when we greet each other, we say "Daaztsáásánaáhóóziigi." It means good morning.

**\*\*Tadi:\*\*** Daaz... It's a hard word, Grandpa.

**\*\*Kaya:\*\*** Don't worry, Tadi. We will get it right with practice.

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**\*\*Scene 2: The Playground\*\***

\*Tadi and Kaya are at a playground. Yuma, a non-Apache friend, is there.\*

**\*\*Tadi:\*\*** (excitedly) Yuma, let me teach you an Apache word!

**\*\*Yuma:\*\*** Wow, sure!

**\*\*Kaya:\*\*** Do you know how to say "friend" in Apache? It's "Ik'éei."

**\*\*Yuma:\*\*** Ik'éei, I like that. You're my Ik'éei, Tadi and Kaya.

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**\*\*Scene 3: The School\*\***

\*All characters are present. There's a festive setting with decorations displaying Apache culture. Grandpa Nantan is telling stories to the children about Apache heroes.\*

**\*\*Teacher Doli:\*\*** (to his fellow students) This is our language week, where we acknowledge our

	<p>roots. Our Apache language is an essential part of our identity.</p> <p><b>**Father Tahkeome &amp; Mother Yenlishi:**</b> (_proudly_) Indeed, our language connects us to our past and guides us to our future.</p> <p><b>**Grandpa Nantan:**</b> Now, let's all say "_Gózhòqgíí aanááhóózòqgi._" It means "we love our language."</p> <p><b>***All together***:</b> _Gózhòqgíí aanááhóózòqgi_!</p> <p>*Everyone claps and cheers, acknowledging the beautiful culture and the importance of the Apache language in their lives.*</p>
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**EVALUATE** 3 minutes *(Pose correct or wrong statement related to the day's lesson and discussions. Review the role-plays and ensure that the students have correctly understood and represented the key points.*

<p>Simple Thumbs up for Thumbs up and Thumbs down for Thumbs down</p> <ol style="list-style-type: none"> <li>1. The Apache language contains sounds that are also found in English. (Thumbs down)</li> <li>2. In Apache, extra meanings to words are conveyed through the use of prefixes and suffixes. (Thumbs up)</li> <li>3. The Apache language plays a crucial role in preserving the Apache people's cultural practices and values. (Thumbs up)</li> </ol>	
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4. Telling stories in the Apache language helps maintain their traditions and history. (Thumbs up)
5. The Apache language does not contribute to reinforcing cultural values. (Thumbs down)
6. Different groups within the Apache people have their own unique ways of speaking the language. (Thumbs up)
7. Apache is a dead language with no remaining speakers. (Thumbs down)
8. Efforts to keep the Apache language alive include teaching it in schools and providing resources such as books and websites. (Thumbs up)
9. There are no recordings available of native Apache speakers. (Thumbs down)
10. Learning Apache has no connection to accessing its rich cultural history and traditions. (Thumbs down)
11. The Apache people were primarily settled farmers. (Thumbs down)
12. The Apache people lived in homes called 'wickiups', which could easily be disassembled and reassembled. (Thumbs up)
13. The Apache language has sounds and words not found in English or other languages. (Thumbs up)
14. The Apache word for 'horse' is pronounced exactly like the English word. (Thumbs down)
15. Learning about the Apache culture and language does not add to our understanding of the world's diversity. (Thumbs down)

Each student may be requested to write 3 words as key word of a certain role play. The teacher may

## KEY POINTS ON GROUP ROLE PLAY

### *Group 1: "The Voice of Apache: A Journey Through Words"*

Characters discuss the importance of the Apache language, 'Ndee biyati', acknowledging it as the voice of their ancestors and a crucial part of their identity and stories.

Various professionals, like linguists from Harvard and Oxford, emphasize that languages are critical to biodiversity and provide a unique perspective on human history and culture.

In a classroom setting, the dialogue reiterates the critical role of the Apache language in maintaining a connection to history, culture, and ancestral stories.

### *Group 2: "The Story of the Apache Language"*

The importance of the Apache language is showcased through a story, linking it not just to communication but also to preserve traditions and history.

A linguist guest teaches the audience about the diverse cultural wisdom held by the Apache language, emphasizing its role in adding richness to the cultural diversity of the world.

The preservation of the Apache language is highlighted as an ongoing journey, and the importance of learning and sharing stories about the language is underscored.

### *Group 3: "Echoes of Apache"*

The Apache home setting and teaching sessions depict the importance of teaching Apache words to younger generations.

The sharing of the Apache language with non-Apache friends further shows the continuation and spread of the language.

The community-wide celebration of the Apache language underlines its role as an indispensable part of the identity and culture, linking the past to the future.

assign each student to what role play he/she has to get the key word.

To further established a rooted learning the teacher may give an  
AGREEMENT:  
Familiarized this Apache Words and practice saying it with proper diction and stress.

1. **"Daaztsaastiinii"**: means "story" in Apache.
2. **"Daaztsáqsánááhóóziigi"**: means "good morning" in Apache.
3. **"Gózhogíí aanááhóóziigi"**: means "we love our language" in Apache.
4. **"Ik'éí"**: means "friend" in Apache.
5. **"Ndee biyati", "gózhogí", and "gont'ik"**: means "Apache language",

### SAMPLE ASSIGNMENT POSTED FOR ONLINE LEARNING

Subject: Apache Language Preservation: A Key Element in Education

Grade: 5th

Learning Objective:

By the end of this unit, students will develop an understanding of the critical importance of Apache Language Preservation in Education, its cultural significance, and its role in societal diversity. They will be encouraged to view languages as a vital aspect of identity and culture instead of merely a communication tool.

***\*\*Week 1: Introduction to Apache Language Preservation\*\****

Assignments:

**1. **Reading Material:**** Start with reading an easy-to-understand article about Apache Language Preservation and its importance. Article: "The Journey to Preserve the Apache Language" (URL will provided).

#### EASY-TO-UNDERSTAND RUBRIC

***\*\*1. Understanding of the topic (20 points)\*\****

- Demonstrates a thorough understanding of the topic:

- 20 points: Can explain why it's important to preserve the Apache language and how it contributes to cultural diversity.

- 15 points: Can mostly explain the importance but struggles with some concepts.

- 10 points: Provides only a limited explanation of the topic and its importance.

- 5 points: Struggles to explain the concept.

- 0 points: Does not understand or cannot explain the topic.

***\*\*2. Research (20 points)\*\****

- The student has researched the topic effectively:

- 20 points: Uses multiple reliable resources, understands and presents the gathered information clearly.
- 15 points: Uses a couple of sources, mostly understands the information found.
- 10 points: Uses only one source or the information is not entirely accurate.
- 5 points: Does little to no research or heavily relies on unreliable sources.
- 0 points: No evidence of any research.

**\*\*3. Presentation (20 points)\*\***

- The information is presented in a readable, clear, and neat way:
  - 20 points: Information is organized logically, easy to follow, and visually appealing.
  - 15 points: Mostly clear and neat, with minor issues in logic or appearance.
  - 10 points: Presentation has several issues with clarity, logic, or neatness.
  - 5 points: The presentation is messy and difficult to follow.
  - 0 points: Presentation is unclear, disorganized, or not given.

**\*\*4. Creativity (20 points)\*\***

- The student has shown creativity in their project:
  - 20 points: The project includes original, creative ideas about preserving Apache language.
  - 15 points: There are some creative elements, but not wholly original.
  - 10 points: There is minimal creativity shown in the project.
  - 5 points: The project is a simple report with no creativity.
  - 0 points: No creativity or originality is demonstrated in the project.

**\*\*5. Participation and Discussion (20 points)\*\***

- The student participates actively and is capable of discussing the topic:
  - 20 points: Actively participates, asks relevant questions, and contributes meaningful insights.
  - 15 points: Participates often but may not contribute substantial insights.
  - 10 points: Participates occasionally but rarely provides significant contribution.
  - 5 points: Participates rarely, and does not contribute effectively.
  - 0 points: Does not participate or contribute to the discussion.

**\*\*Total Score: \_\_\_\_\_ out of 100 points\*\***

**\*Note:** To achieve a successful score, students should aim to earn as close to 100 points as possible. The lower the points garnered, the less successful the outcome.

**2. \*\*Reflection Journal:\*\*** After reading the material, write a brief reflection (2-3 paragraphs) on the importance of language preservation. Why do you think we should care about preserving different languages such as Apache.

REFLECTION JOURNAL RUBRIC

Criteria	Exemplary (4 Points)	Proficient (3 Points)	Developing (2 Points)	Emerging (1 Point)
Understanding of Topic	Demonstrates superior understanding of the importance of Apache language preservation.	Demonstrates solid understanding of importance of Apache language preservation but with minor inaccuracies.	Demonstrates basic understanding of the Apache language preservation with noticeable inaccuracies or omissions.	Shows limited understanding of the Apache language preservation. Misunderstandings or inaccuracies present.
Reflection and Personal Opinion	Reflects deeply on why we should care about preserving languages, and provides personal and thoughtful opinion.	Articulates personal viewpoint on the topic, with some reflection evident.	Provides personal opinion with limited reflection.	Provides personal opinion with minimal or no reflection.
Use of Evidence and Examples	Effectively uses detailed examples and evidence to support their opinion.	Uses some specific examples and evidence to support their opinion.	Uses general or vague examples and evidence to support their opinion.	Has difficulty incorporating examples or evidence. Or, evidence used is incorrect or irrelevant.
Writing Mechanics	Writing is clear, precise, and free of grammar and spelling errors.	Mostly clear writing with a few minor grammar or spelling errors.	Some unclear writing and/or several grammar or spelling errors.	Writing is unclear and/or has multiple grammar or spelling errors.
Organization and Coherence	Journal entry is well-organized, logical, and flows smoothly.	Journal entry is organized with few lapses in logic or smoothness.	Journal entry shows some organization but there are lapses in logic or flow.	Journal entry lacks clear structure and coherence. Statements may seem disconnected.

Total Points Possible: 20

Remember, it's just as important in understanding the topic as it is to reflect and communicate your thoughts clearly. Use evidence and examples to support your personal viewpoint. Keep practicing your writing and organization skills! This is a great opportunity to learn about an important issue and also build your communication skills.



***\*\*Week 2: The Impact of Language Loss\*\****

Assignments:

1. ***\*\*Video Documentaries:\*\**** Watch two documentaries, "The Loss of Native Language" and "Preserving the Apache Language" (URLs provided).

*WATCHING DOCUMENTARIES RUBRIC*

1. ***\*\*Understanding of the documentary content\*\**** (20 points)
  - Fully aware of the purpose and theme of both documentaries (20 points).
  - Understands the majority of key points but shows lack of comprehension in some minor areas (15 points).
  - Understands only some key points/not all information is retained or understood (10 points).
  - Shows minimal understanding of the documentaries' content and theme (5 points).
  - Does not understand the theme/misses main points of both documentaries (0 points).
2. ***\*\*Identification of main issues regarding preservation\*\**** (20 points)
  - Accurately identifies and explains the main issues involved in loss of native language and the need for preserving the Apache language (20 points).
  - Shows understanding of main issues but struggles with explanation/detail (15 points).
  - Identifies only some of the main issues; lacks clarity in explanation (10 points).
  - Identifies few issues but doesn't fully understand them (5 points).
  - Cannot identify any main issues (0 points).
3. ***\*\*Ideas for Apache language preservation\*\**** (20 points)
  - Provides a clear, thoughtful, and feasible plan to support Apache language preservation (20 points).
  - Presents a plan on preserving the language but lacks clear details/feasibility (15 points).
  - Attempts to create a plan, but it isn't fully developed or is unrealistic (10 points).
  - Struggles to propose feasible ideas to support language preservation (5 points).
  - Does not present any ideas for Apache language preservation (0 points).
4. ***\*\*Connection to the importance of language in education\*\**** (20 points)
  - Makes a clear connection between Apache language preservation and its importance in the educational context (20 points).
  - Struggles a bit in connecting the importance of Apache language in education but manages to present a few valid points (15 points).
  - Makes an attempt to make the connection but lacks clarity (10 points).
  - Struggles significantly in making a connection between the language and its educational importance (5 points).
  - Shows no understanding of the relevance of Apache language in education (0 points).
5. ***\*\*Quality of expression and reasoning\*\**** (20 points)

- Clearly and succinctly expresses thoughts, demonstrates logical reasoning and supports statements with evidence from the documentaries (20 points).
- Has some issues with clarity or logic but still provides acceptable reasoning (15 points).
- Frequently struggles with clarity and logic in expressing thoughts (10 points).
- Communication lacks clarity and proper reasoning in many areas (5 points).
- Does not express thoughts clearly or logically (0 points).

The grading will take place with a total of 100 possible points. The student's understanding will be gauged according to these criteria, which not only assess comprehension and understanding of the documentary content, but also the student's ability to infer, reason, and come up with relevant ideas related to the topic.

2. **Discussion Board Posting:** Share your feelings and thoughts about the documentaries in our class discussion board. Specifically, discuss the impacts of language loss you learned from the documentaries.

#### DISCUSSION BOARD POSTING RUBRIC

It is broken down into five core areas: Content Understanding, Reflection, Language Usage and Mechanics, Communication, and Use of Supporting Materials. For each area, I've offered four levels of achievement: Excellent (4 points), Good (3 points), Fair (2 points), and Needs Improvement (1 point).

1. **Content Understanding**

- **Excellent:** Demonstrates deep understanding of the topic of Apache Language Preservation, and how it is related to Education. Is able to accurately relay facts learned from the documentaries.
- **Good:** Shows a solid understanding of Apache Language Preservation and how it relates to Education, for the most part accurately reflects learnings from the documentaries.
- **Fair:** Displays basic understanding of Apache Language Preservation and its relevance to Education but has some inaccuracies or misconceptions from the documentaries.
- **Needs Improvement:** Struggles to demonstrate understanding of Apache Language Preservation or its educational aspect, and/or significantly misinterprets the documentary content.

2. **Reflection**

- **Excellent:** Expresses thoughtful and profound feelings and thoughts on the impact of language loss, showing personal connection and empathy.

- **\*Good\***: Shares feelings and thoughts on the impact of language loss, showing some personal insight.
- **\*Fair\***: Gives some thought to the impact of language loss, but depth of personal insight and connection is limited.
- **\*Needs Improvement\***: Misses the opportunity to reflect on feelings or thoughts about the impact of language loss.

### 3. **\*\*Language Usage and Mechanics\*\***

- **\*Excellent\***: Utilizes grammar, punctuation, sentence construction and spelling flawlessly; language and vocabulary are grade-appropriate and engaging.
- **\*Good\***: Makes few grammatical, punctuation, sentence construction or spelling errors; language and vocabulary are largely grade-appropriate.
- **\*Fair\***: Has several grammar, punctuation, sentence construction or spelling errors; may also use some language or vocabulary not suitable for the grade level.
- **\*Needs Improvement\***: The post is overshadowed by numerous basic grammar, spelling, punctuation, or sentence construction errors, or language and vocabulary are not grade-appropriate.

### 4. **\*\*Communication\*\***

- **\*Excellent\***: Is respectful and open-minded in responses to peers' posts, fosters further discussion, and encourages a learning community.
- **\*Good\***: Generally respectful to peers in responses, somewhat contributes to further discussion and the learning community.
- **\*Fair\***: Some instances of disrespect or closed-mindedness may be present in responses to peers, contributes minimally to discussion and community.
- **\*Needs Improvement\***: Shows a lack of respect or open-mindedness in response to peers, does not contribute meaningfully to the discussion or community.

### 5. **\*\*Use of Supporting Materials\*\***

- **\*Excellent\***: Skillfully uses quotes, examples, or references from the documentaries to substantiate points.
- **\*Good\***: Mostly uses quotes, examples, or references from documentaries well to support points.

- **\*Fair\***: Occasionally uses quotes, examples, or references from documentaries, but may not always use them effectively to support points.

- **\*Needs Improvement\***: Rarely or improperly uses quotes, examples, or references from documentaries to support points.

Using this rubric, you can evaluate students' posts based on their performance in each category, for a maximum possible score of 20 points.

**\*\*Week 3: The Apache Tribe and its Culture\*\***

**Assignments:**

1. **\*\*Research Assignment:\*\*** Conduct research on Apache Tribe and its culture. Look specifically into their traditions, beliefs, and the role of their language in their life.

**RESEARCH ASSIGNMENT RUBRIC**

**\*\*Category / Score\*\***

**\*\*1. Understanding of the Topic (1-4):\*\***

1. Shows little understanding of the topic. Has not researched in depth.
2. Shows some understanding of the topic. Details are minimal.
3. Shows a good understanding of the topic. Details are present.
4. Shows an in-depth understanding of the Apache language preservation topic. Provides extensive details.

**\*\*2. Research on Apache Tribe and Culture (1-4):\*\***

1. Minimal or no research conducted on the Apache Tribe and its culture.
2. Some research is evident, but details on the Apache Tribe and its culture are not well elaborated.
3. Good research evident, gives clear details on Apache Tribe and its culture.
4. Extensive research conducted, includes rich details about the Apache Tribe and its culture.

**\*\*3. Understanding of Apache Traditions and Beliefs (1-4):\*\***

1. Failed or minimal demonstration of understanding of Apache traditions and beliefs.
2. Some understanding of Apache traditions and beliefs but lacks depth and clarity.
3. Good understanding and explanation of Apache traditions and beliefs.
4. Excellent understanding and detailed explanation of Apache traditions and beliefs.

**\*\*4. Research on Role of Language in Apache Life (1-4):\*\***

1. Minimal or no insight into the role of language in Apache life.
2. Basic understanding of the role of language in Apache life but lacks elaboration.
3. Detailed understanding and explanation of the role of language in Apache life.
4. Excellent and insightful explanation of the significance of language in Apache life.

**\*\*5. Resources and Citations (1-4):\*\***

1. No use or inappropriate use of resources, no citations given.
2. Few resources used, some citations included, but they're inconsistently formatted.
3. Adequate use of resources, all sources cited and mostly correctly formatted.
4. Excellent use of varied resources, all sources cited and correctly formatted.

**\*\*6. Overall Presentation (1-4):\*\***

1. The overall organization is lacking clarity and coherence, content lacks connectedness and doesn't inform or persuade.
2. The content is somewhat organized, still missing a clear progression of ideas.
3. The assignment is well-organized, informative, mostly engaging, ideas mostly flow logically.
4. The assignment is highly organized, very engaging, ideas flow logically, it informs and persuades.

**\*\*7. Creativity (1-4):\*\***

1. Little to no creativity, original thought, or personal connection is evident in the research assignment.
2. Some creative thoughts or personal connections are apparent.
3. Research assignment includes creative insights and personal connections to the Apache Tribe's culture and language.
4. The research assignment is highly creative, includes original insights and personal connections to the Apache Tribe's culture and language.

Note: Individual scores in each of the categories will be added to determine the final score. The total possible score is 28 points (4 points x 7 categories).

2. **\*\*Multimedia Presentation:\*\*** Create a five-slide presentation summarizing your research findings. The presentation should contain visuals and captions that clearly summarize the Apache tribe's cultural practices and the role of language therein.

*MULTIMEDIA PRESENTATION RUBRIC*

\*Please note that this rubric is based on a 4-point grading system.\*

## Content & Research (Score: \_\_\_\_ out of 4)

1. **\*\*Inadequate (1 point):\*\*** Presentation shows minimal research or understanding of the Apache tribe's cultural practices and the role of their language.
2. **\*\*Developing (2 points):\*\*** Presentation shows some research and understanding but lacks a complete or clear picture of the Apache culture and the role their language plays.
3. **\*\*Proficient (3 points):\*\*** Presentation displays considerable research and a clear understanding of Apache cultural practices and the importance of their language.
4. **\*\*Exceptional (4 points):\*\*** Presentation provides insightful, comprehensive information about the Apache tribe's cultural practices and the role of language, backed by robust research.

## Visual Aids (Score: \_\_\_\_ out of 4)

1. **Inadequate (1 point):** Presentation has no visuals, or the visuals used do not support or enhance the understanding of the topic.
2. **Developing (2 points):** Some visuals are included but they only partially support or enhance the understanding of the topic.
3. **Proficient (3 points):** Visuals are relevant and assist in understanding the Apache culture and the role of their language.
4. **Exceptional (4 points):** Visuals are not only relevant, but they significantly enhance understanding and engagement with the Apache culture and language.

## Captions/Text (Score: \_\_\_\_ out of 4)

1. **Inadequate (1 point):** Captions do not accurately represent the visuals or information presented. They may contain multiple spelling or grammar mistakes.
2. **Developing (2 points):** Most captions accurately represent the visuals and information presented. Few spelling or grammar mistakes are present.
3. **Proficient (3 points):** All captions accurately represent the visuals and offer additional clarification or insight. The text is free from spelling or grammar errors.
4. **Exceptional (4 points):** Captions provide excellent clarity and depth to the visuals, increasing comprehension of the topic. Text is clear, concise, engaging, and free from spelling or grammar errors.

## Organization & Presentation (Score: \_\_\_\_ out of 4)

1. **Inadequate (1 point):** The slide organization is unclear; ideas and information are not presented in a logical way that supports understanding.
2. **Developing (2 points):** The slide organization is mostly clear but some ideas may not be logically ordered, impairing the flow.
3. **Proficient (3 points):** Slide order and progression of information make sense and support an organized, logical presentation.
4. **Exceptional (4 points):** Slide order is not only logical but also enhances comprehension and engagement with the topic. Each slide builds effectively on the previous.

**Total Score: \_\_\_\_ out of 16.**

Please note: Students should aim to earn at least 3 points in each category for a successful presentation.

***Week 4: Language Preservation Efforts***

Assignments:

1. **Guest Speaker Session:** Attend a virtual guest speaker session with a representative from an Apache Language Preservation organization (More details will be provided).

*ATTENDING A GUEST SPEAKER SESSION RUBRIC*

Category	Excellent (4 points)	Good (3 points)	Needs Improvement (2 points)	Unsatisfactory (1 point)
Attendance and Engagement	Student is completely focused on the speaker, no distractions caused. Attendance and prompt log-in to the session is noted.	Student mainly focused, some minor distractions. Marked in attendance, and logged in on time.	Occasional lack of focus, some distractions caused. Late log-in to the session.	Consistently unfocused. More engaged in distractions than the speakers. Late log-in or not attended.
Preparation	Student has prepared for the session, including background research on the topic and speaker. Prepared thoughtful questions to ask.	Student has done some preparation, including basic research. Prepared some questions to ask.	Limited preparation observed. Prepared few or trivial questions.	No obvious preparation. Did not prepare any questions.
Respectfulness	Maintains respectful behavior throughout the session, including active listening without interrupting speaker.	Mostly respectful behavior with one or two minor instances of interruption.	Some instances of not showing respect or interrupting the speaker.	Frequently interrupts the speaker or engaged in disrespectful behavior.
Follow-up Questions	Asks insightful follow-up questions that demonstrate deep comprehension of the topic.	Asks relevant follow-up questions indicating general comprehension.	Asks few follow-up questions with low relevance or clarity.	Does not ask any follow-up questions or questions are off-topic.
Participation	Actively involved in all session interactive activities with	Participates in most of the interactive activities but with little enthusiasm.	Some participation in session activities, lack of effort is visible.	Did not participate or participated in a minimal, disinterested way.

	enthusiasm and effort.			
Reflection	Creates a detailed, thoughtful reflection/post-session report that indicates deep understanding of the Apache Language Preservation.	Creates a satisfactory reflection/post-session report with basic understanding visible.	Reflection/Report lacks depth. Displays minimal understanding of the session.	No reflection/report or lacks significant understanding or relevance to the session.

Note that this rubric is just a guideline, and it's important to communicate these standards clearly to the students before the session. It's also important to provide specific feedback after the session so they can improve in the future.

2. **\*\*Reflection Journal:\*\*** Write about your experience from the guest speaker session. What did you learn about the ongoing Apache language preservation efforts?

*REFLECTION JOURNAL RUBRIC*

Category	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Understanding and Engagement	Demonstrates a strong understanding of the Apache language preservation topic as discussed by the guest speaker. Actively engages in reflecting on the session's content.	Shows a good understand of the guest speaker's content with some reflection.	Shows a basic understanding of the guest speaker's content. Limited reflection.	Lacks a clear understanding of the speaker's topic. Minimal or no reflection.
Insight	Displays deep, thoughtful	Shares a few insights and	Demonstrates minimal insights	No clear insights are drawn or



	insights about the ongoing efforts of Apache language preservation. Relates these insights to personal observations or experiences.	attempted to relate them to personal experiences.	and lacks relatability to personal experiences.	shared. Insights are not related to personal experiences.
Writing Quality	Journal entry is very well-structured, with clear grammar, punctuation, and spelling. Uses a variety of sentence structures and vocabulary.	Journal entry is well-structured with minor grammar, punctuation, and spelling errors. Adequate variety in sentence structures and vocabulary.	The journal entry has a basic structure with some grammar, punctuation, and spelling errors. Limited in sentence variety and vocabulary use.	Journal entry lacks structure. Numerous errors in grammar, punctuation, and spelling. No variety in sentence structures and minimal vocabulary.
Response to Speaker's Session	Provides a thoughtful and detailed response about what was learned from the guest speaker's session, demonstrating a strong reflection on the content.	Provides a general response about what was learned from the speaker's session with some reflection on the content.	Provides a vague response about the guest speaker's session. Limited reflection on the content.	Lacks a clear response about the guest speaker's session. Minimal or no reflection on the content.
Topic Relevance	Maintains focus on the Apache language preservation efforts throughout the journal entry. All reported experiences and thoughts are relevant to the topic.	Generally maintains a focus on the Apache language preservation, though some parts of the journal entry may be off-topic.	Occasionally strays from the Apache language preservation topic. Many experiences or thoughts reported are not relevant to the topic.	Does not maintain focus on the Apache language preservation topic. Reported experiences and thoughts are often irrelevant.

Please note: An overall rating of 1 in any category suggests that revisions are needed in that area. A rating of 4 indicates exemplary work and a deep understanding of the task. If any assistance is needed in understanding or improving upon this score, please speak with your teacher for further guidance.

***\*\*Week 5: Final Project - The Importance of Preserving the Apache Language\*\****

Assignments:

1. ***\*\*Final Project:\*\**** Create a poster showcasing the importance of preserving the Apache language. Use images, charts, quotes, or narratives to present your understanding.

*POSTER MAKING RUBRIC*

Criteria	0-1 (Needs Improvement)	2-3 (Satisfactory)	4-5 (Good)	6 (Excellent)
Content Knowledge	Shows little understanding of the importance of Apache language preservation	Shows basic understanding of Apache language preservation but may have factual inaccuracies	Demonstrates a solid understanding of the topic with mostly accurate information	Demonstrates deep understanding of the importance of Apache language preservation, all information is accurate
Use of Images and Visuals	Images do not support the theme or are missing altogether	Images are somewhat related to the theme, but are not used effectively	Images effectively support the theme and draw attention	Images are not only in sync with the theme but also enhance the overall message creatively
Use of Charts, Graphs	Charts/graphs are missing or do not provide meaningful information	Charts/graphs are present but might be hard to understand	Charts/graphs are informative and enhance the topic's understanding	Charts/graphs are clearly presented, informative, effective, and meticulously crafted
Use of Quotes, Narratives	Quotes or narratives are missing or do not relate to Apache language preservation	Includes a quote or narrative, but it might not tie clearly to Apache language preservation	Quote or narrative supports the theme of Apache language preservation	Quote or narrative deeply enhances the theme, showing the student's deep understanding of Apache language preservation

Design and Creativity	Poster lacks creativity & neatness, design does not support the understanding of theme	Poster has basic neatness & design, somewhat supporting the understanding of theme	Poster is neat, well-designed and somewhat creative, reinforcing the understanding of theme	Poster is extremely creative, neat, well-designed, and greatly enhances understanding of Apache language preservation
Spellings and Grammar	Multiple spelling & grammatical errors	Some spelling & grammatical errors	Minimum spelling & grammatical errors	Perfect grammar and spelling

Take note to review the rubric with the students before they start work on their posters so they know what is expected of them.

2. **\*\*Project Evaluation:\*\*** Evaluate a peer's project and provide helpful, respectful feedback through the designated online form.

*PROJECT EVALUATION RUBRIC*

Criteria	1 - Needs Improvement	2 - Fair	3 - Good	4 - Excellent
Understanding of the Subject	Shows limited understanding of the Apache Language Preservation in Education	Displays some understanding, but misunderstands key aspects	Displays clear understanding, with a few minor inaccuracies	Demonstrates complete and accurate understanding
Relevance to the Topic	The reflection on the peer's project has little to no relevance to the topic	The reflection is somewhat relevant to the topic	The reflection closely relates to the topic, with few digressions	The reflection is fully on topic and showcases in-depth understanding
Use of Evidence from the Project	Does not provide evidence or uses irrelevant evidence from the peer's project	Sometimes uses evidence, but it's not always relevant or explained	Frequently uses evidence from the project that supports their views	Consistently uses clear and relevant evidence from the project
Feedback Quality	Feedback provided is not constructive or respectful	Feedback is sometimes constructive, but may not be presented in a	Feedback is often constructive and usually respectful	Feedback is always constructive, insightful,

		respectful manner		detailed, and respectful
Communication Skill	Feedback lacks clarity or fails to address important aspects	Feedback is somewhat clear, but the intended point is occasionally ambiguous	Feedback is mostly clear and conveys the intended points well	Feedback is clear, concise, and powerfully conveyed
Completion of the Online Form	Did not complete the designated online form or missing many sections	Mostly incomplete or missing several important sections in the online form	Mostly complete, missing a few minor sections	Fully complete, including all necessary sections

Please remember that when evaluating a peer's project, your goal is to provide insightful, respectful, and constructive feedback that helps them to improve. Focus on being specific, kind, and helpful in your comments. Respect the effort your peer put into their project, and always lend thoughts that can propel their project and understanding forward.

Please remember to participate in all discussion board posts, attend virtual sessions, and submit assignments punctually. Let's venture into this educational journey together, appreciating the value of preserving diverse languages and cultures!

## **ALIGNMENT WITH STANDARDS**

Unit Title: Importance of Apache Language Preservation in Education

Grade Level: 5th Grade

State Standards: Arizona

1. Standard RL.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.

Unit Alignment: Students will read and discuss articles about the Apache language and its importance. They will also extract accurate quotes to support their own opinions or contribute to group discussions and writing assignments.

2. Standard RL.5.2: Determine two or more main ideas of a text and explain how they are supported by key details.

Unit Alignment: Students will identify and explore the main ideas presented in texts about language preservation, focusing on the Apache language. They shall summarize these ideas, providing key supporting details.

3. Standard SL.5.1: Engage effectively in a range of collaborative discussions, expressing thoughts, ideas, and feelings clearly.

Unit Alignment: Students will participate in group discussions around the Apache language, its preservation, and importance. They will express their thoughts and ideas in a clear, constructive, and respectful manner.

Diné Standards: Department of Diné Education

1. Standard Diné Content Standard: NA-D.5.1: Students are able to use the Navajo Language to describe the world around them.

Unit Alignment: While our primary focus is on the Apache language, we'll also parallelly learn about the Navajo Language. This appreciation of other indigenous languages will help reinforce broader themes around language preservation and appreciation.

2. Standard Diné Content Standard: NA-C.5.1: Students are able to identify patterns and relationships within and among cultures.

Unit Alignment: Students will learn about the cultural importance of language preservation, including a comparative study of Apache and Navajo languages and cultures. They'll identify patterns and relationships linked to language, culture, and history.

3. Standard Diné Content Standard: NA-S.5.3: Students can raise and find answers to questions about the natural and human-designed world.

Unit Alignment: Students will pose questions about the real-life implications of language extinction and preservation. They'll investigate how the preservation of the Apache and Navajo languages impacts their respective communities and the world.

These integrative approaches and standard alignments create a comprehensive curriculum unit covering both the state and Diné standards. This curriculum endorses language preservation, using Apache and Navajo as key examples to foster respect and understanding for indigenous languages in a wider context.

## **STUDENT ASSESSMENT PLAN**

This unit is designed to instill students with an appreciation for the Apache language, understand its importance in cultural preservation, and develop a basic understanding of the language itself. Our assessment methods will measure the students' ability to understand the significance of preserving indigenous languages, recognize key elements of the Apache language, and present what they've learned creatively.

### **\*\*Methods of Assessment\*\***

We will use an array of assessment methods, including formative, summative, self-assessment, and peer-assessment to ensure a well-rounded perspective of a student's learning.

1. **Formative Assessment (Questioning Session)**

Throughout the unit, we'll conduct questioning sessions during class to assess student comprehension. This will include open-ended questions, such as, "Why is it important to uphold indigenous languages like Apache?" and "What were some key takeaways from today's lesson?"

2. **Summative Assessment (Quiz)**

A short multiple-choice quiz will be administered at the end of the unit. It will include questions about key Apache terms covered in the curriculum and the cultural (historical and modern) importance of preserving the language.

3. **Project-Based Assessment (Group Activity)**

Students will create a mini dictionary of Apache words and phrases they've learned during the unit, complete with illustrations. The project is designed to enhance creativity and collaborative skills while cementing logistical understanding.

4. **Self-Assessment and Peer-Assessment**

Finally, students will evaluate their learning through a self-assessment activity using a guided worksheet. Likewise, they'll provide feedback on their classmate's contributions during the group activity.

**Assessment Documents**

1. Formative Assessment:

The teacher will document questions, student responses, and observations from discussions for review and feedback.

2. Summative Assessment:

A quiz sheet with 10 to 15 multiple choice questions related to Apache vocabulary and the importance of language preservation.

3. Project-Based Assessment:

Detailed guidelines will be provided, including expectations for the mini dictionary content, layout, and collaborative process.

4. Self-Assessment and Peer-Assessment:

Guided worksheet with prompts will be provided, helping students to reflect on their learning experience and contribution.

**Evaluation Rubrics**

We will provide specific rubrics for the summative assessment (quiz) and project-based assessment. The rubrics will objectively evaluate the students understanding, application, critical thinking, creativity, as well as collaborative skills.

### **\*\*Reflection\*\***

Post-assessment, students will have opportunities to discuss their performance, improvements and learned lessons. These reflections reinforce the lessons learned and improve understanding and retention.

Overall, this multi-faceted approach to assessment aims to cater to different learning styles, promote active learning and fair evaluation, and instill a deeper understanding and appreciation for the importance of preserving the Apache language.

## **CULTURALLY RESPONSIVE CURRICULUM UNIT**

Unit Overview: This curriculum unit seeks to underline the importance of Apache language preservation in education, building on cultural responsiveness, local relevance, and the correlation of students' everyday experiences. Aligning with the Department of Defense Education Activity (DoDEA) standards and Culturally Responsive Schooling for Indigenous Communities' principles (as advocated by the CRAIS), the instruction employs Indigenous pedagogical methods. This method imbues students with an understanding of the Apache language's rich heritage and its role in fostering cultural preservation, community integration, and psychosocial wellness.

### Unit Breakdown:

1. Introduction to Apache Language and Culture:
  - Aim: To introduce students to Apache language and its unique role within the culture.
  - Strategy: Lesson to start with a fun interactive storytelling activity, focused on Apache legends, told by a local tribal elder preferably, to ensure cultural authenticity.
  - DoDEA Standard: Language Arts - Reading and Communication, Connect Reading to Knowledge and Experience.
  - Culturally Responsive: Utilizing community participatory involvement.
2. Apache Oral Tradition and Language Structure:
  - Aim: To familiarize students with the linguistic structure of Apache and its oral tradition.
  - Strategy: Incorporate local folktales, riddles, proverbs and oral customs of narrations.
  - DoDEA Standard: Social Studies – American History, Appreciating Cultural Diversity.
  - Culturally Responsive: Prioritizing Indigenous linguistic revitalization.
3. Impact of Apache Language on Identity and Community:
  - Aim: To understand how Apache language shapes community identity.
  - Strategy: Guest speakers (Indigenous language teachers or tribal members) sharing their experiences and student research presentations.

- DoDEA Standard: Multicultural Education – Demonstrate an understanding of the contributions made by individuals and groups.
  - Culturally Responsive: Integrating Indigenous community experiences.
4. Contemporary Engagement with Apache Language:
- Aim: To present modern applications of the Apache language, including technology use, media, etc.
  - Strategy: Workshops on how to use Apache in social media platforms and creating digital content in Apache- e.g., podcasts, blogs, etc.
  - DoDEA Standard: Educational Technology - Develop positive attitudes toward technology uses that support lifelong learning.
  - Culturally Responsive: Using Western technology to advance Indigenous culture awareness and acceptance.
5. Apache Language Revitalization:
- Aim: To engage students in active language revitalization efforts.
  - Strategy: Facilitate language classes, field trips to cultural preservation events, and student-led initiatives/projects related to Apache language preservation.
  - DoDEA Standard: World Languages - Apply Language Skills and Cultural Knowledge in Daily Life.
  - Culturally Responsive: Supporting Indigenous self-determination in the preservation effort.

#### Assessment:

Formative and summative assessments will be carried out, incorporating written tests, oral presentations, individual and group projects tied to Apache language use and revitalization. The assessment will consider the DoDEA standards and the principles of Culturally Responsive Schooling for Indigenous Communities.

Using the DINÉ units as an example, the curriculum is designed to resonate with students' lived experiences. In this approach, the Apache language is not just a subject to be studied, but also a conduit for cultivating communal connections, exploring personal identities, and fostering a sense of belonging within the students' lives. It seeks to initiate a learning process that is truly interactive and integrated into Indigenous social contexts and everyday situations

## RESOURCES

**\*\*Resource Compilation for the Curriculum Unit: Importance of Apache Language Preservation in Education\*\***

**\*\*I. TEACHER BACKGROUND READING\*\***



Hinton, L., & Hale, K. (2001). *The green book of language revitalization in practice*. San Diego, CA: Academic Press.

*A comprehensive source detailing practical methods for language revival, internalizing the importance of native languages in education.*

Krauss, M. E. (1992). The world's languages in crisis. *Language*, 68(1), 4-10.

*This book provides a broad view of the crisis facing languages worldwide, particularly indigenous languages like Apache.*

Basso, K. H. (1979). *Portraits of "the Whiteman": Linguistic play and cultural symbols among the western Apache*. Cambridge, UK: Cambridge University Press.

*An anthropological work focusing on Apache language and culture, assisting educators in understanding the intricate ties between Apache language, society, and education.*

McCarty, T. L. (2003). Revitalizing indigenous languages in homogenizing times. *Comparative Education*, 39(2), 147-163.

*This article discusses linguistic diversity, language revitalization, and education, emphasizing the role of teachers in preserving indigenous languages.*

## **\*\*II. STUDENT READING\*\***

Morris, K. (2009). *Apache*. New York, NY: Scholastic Inc.

*A student-friendly book offering historical and cultural context of the Apache people.*

Locke, R. F. (1987). *The Apache Indians: Raiders of the Southwest*. New York, NY: Holiday House.

*A book meant for students to understand Apache history and the transformation of their language over time.*

Geronimo. (1906). *Geronimo's story of his life*. New York, NY: Duffield & Company.

*Autobiographical account of the famous Apache leader, Geronimo. Helps students connect with the culture and observe the Apache language.*

Opler, M. E. (1994). *An Apache life-way: The Economic, social, and religious institutions of the Chiricahua*. Lincoln, NE: University of Nebraska Press.

*Book offering insights about the Chiricahua Apache culture, useful for students to understand the context of the Apache language.*

## **\*\*III. MATERIALS FOR CLASSROOM USE\*\***

Hinton, L. (2002). *How to keep your language alive: A commonsense approach to one-on-one language learning*. Berkeley, CA: Heyday Books.

*A practical guide that supports teachers in maintaining indigenous languages in active use through one-on-one language learning.*

Endangered Languages Project. (2023). Apache language resources. Retrieved from <http://www.endangeredlanguages.com>.

*A digital archive of Apache phrases, words, and stories that can be used to supplement classroom education.*

Goddard, P. (1919). Myths and tales from the San Carlos Apache. Folklore Society.

*This collection of Apache Folktales can be integrated into classroom learning to foster students' interest and understanding in the language.*

Apache Language Preservation. (2023). Educational materials. Retrieved from <http://www.apachelanguage.com>.

*A range of Apache language learning materials available for education purposes.*

FirstVoices. (2023). Apache community portal. Retrieved from <https://www.firstvoices.com/>.

*A web-based tool that provides Apache language phrases, keyboard apps, and dictionary entries for interactive classroom sessions.*

National Geographic Society. (2023). Endangered languages. Retrieved from <https://www.nationalgeographic.org/>.

*Various resources discussing endangered languages globally, including Apache, that can supplement lessons and emphasize the importance of language preservation.*

PBS Learning Media. (2023). Celebrating Indigenous languages. Retrieved from <https://www.pbslearningmedia.org/>.

*A collection of videos, lessons, and digital media integrated resources about the importance of indigenous languages preservation.*

Smithsonian folklife and oral history interviewing guide. (2023). Retrieved from <https://folklife.si.edu/>.

*A practical guide for students to engage in primary research by conducting interviews about language preservation with Apache speakers.*

Rosetta Stone®. (2023). Endangered language program. Retrieved from <https://www.rosettastone.com/>.

*Rosetta Stone's campaign to save endangered languages provides digital language-learning resources for Apache.*

YouTube. (2023). Apache language lessons. Retrieved from <https://www.youtube.com/>.

*Various tutorials on Apache language, helpful for auditory and visual learners in the classroom.*

The Library of Congress. (2023). Apache language and culture. Retrieved from <https://www.loc.gov/>.

*A collection of resources, including manuscripts.*

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