

***“To (not) give up on words”: Writing the Apache Sense of Self in(to) the
Conventions of Standard English Usage and Narrative Writing***

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Topic and Context

Keith Basso in his 1996 book, *Wisdom Sits in Places*, quoted an unfortunate comment on the Western Apachean as someone “mystically inclined and correspondingly inarticulate” (1996, p. 39). An expert anthropologist whose body of works dismantle the “brutish, terrifying semi-human”, the ineloquent savage caricatured in popular native American (mis)representation, Basso’s earlier work, “To Give Up on Words” (1970) does the same demystification of the silent Indian stereotype by studying the extra-linguistic influences – factors in the environment of the speech event - that structure language (1970, p. 214). In Basso, silence is as much a decision-making process as actual verbal behavior. For Apaches, there is no hurry nor expectation for introductions between or among strangers, so unlike conventional Euro-American social expectations. The article explains this instance of preferred silence:

Outside help in the form of introductions or other verbal routines is viewed as presumptuous and unnecessary. Strangers who are quick to launch into conversation are frequently eyed with undisguised suspicion. If the stranger is Anglo, it is usually assumed that he “wants to teach us something”) ... Apaches are extremely reluctant to be hurried into friendships – with Anglos or each other. Their verbal reticence with strangers is directly related to the conviction that the establishment of social relationships is a serious matter that calls for caution, careful judgment, and plenty of time (1970, p. 218).

Where there is such richness in silence, there is much cultural landscape to explore and much more so as an outsider looking in, ostensibly “the stranger” as the Filipino English teacher, the complexities of which I will revisit later.

Diné author Ramona Emerson spoke of the Native way of “silence”, a singular taboo on talking about various and difficult experiences (i.e. death, traumas) through as a “superstition” that should be done away with (June 17, 2025). What I gathered from her lecture was a proclivity towards the healthier, more natural way of processing experiences through. Verbalizing traumatic thoughts in speech or in writing is healing and remembering and storytelling are the same as raising a voice against those that invalidate, embellish, fabricate, or erase the truths of the Native experience. When experiences are voiced, they claim ownership to what the experience and surrounding culture deems important, even sacred. It demands attention and shines a light to what the wider whiter American landscape regularly tokenize, exoticize, or exploit.

Emerson’s argument therefore goes up against one of Keith Basso’s informants who said that in some social situations, “[I]t is right to give up on words”. I propose a contrapuntal: a curriculum unit to “**not** give up on words”, one that acknowledges the weight of indigenous stories, puts value on indigenous voices, and commits to developing student capacities in language mechanics (spelling, punctuation, and capitalization) while developing their narrative writing skills. All writing models for practice in routine sentence constructing, editing, and revising will be contextualized with references to Apache

history, tradition, and contemporary Apache experiences. Consequent daily writing prompts are designed to dig out expression and reflection on tradition in confluence with contemporary “rez life”, encompassing topics pertaining to school life and home life with the expectation that all such writing will include moments of culture that are symptoms of authentic Apache experiences, truths, and voices. Ultimately, at the crux of this endeavor is to coax then encourage a culturally specific self-awareness that becomes a strong utterance on the page, each story documenting the young Apache student’s growing sense of identity. Within this context, there will be tensions between conventions (or lack thereof) between Apache language and practices and the Arizona standards for English mechanics. A good instance from recent experience is the confusion my class encountered while writing down clan names in Apache for a “Capitalize the Proper Nouns” activity. Primary resources record clans in lower case while tribal IDs follow the standard mechanics for proper nouns. The same proceeded from the prompt: “Who is your personal hero? Describe how he/she is that to you.” The most popular response was a deceased “Grandma”, a parent, or guardian and therefore “cannot be talked about”. In such cases, I deflected to the English standards in the name of, to use terms from Julie Davis’ (2001, p. 20) “cultural persistence” over “cultural loss”, opting to turn English mechanics as a space of agency rather than victimization. I refer to these specifications in the the instructional guide.

This unit was developed for 7th grade writing students at San Carlos Middle School where I am the writing teacher, a position I have held since 2022. This unit also sidles up nicely to the middle school calendar and its coordinated ELA-Writing standards across the 6th, 7th, and 8th grades, which on the first 4 weeks are reserved for frontloading with standard English grammar, usage, and mechanics alongside learning targets for writing narratives. This specific unit thus provides the map and material for the first main (7L2) and supporting (7W4) standards as per the Arizona Education Department for the first 15-20 school days of the first quarter (July 30 to August 25, 2025).

Rationale

This writing unit on “not giving up on words” stands on the idea that putting experiences into words, structured into sentences, and eventually paragraphs is to give the contemporary Apache identity an “expressive shape” (Basso 1996, p. 32), the sense of self lent a proper concreteness in pencil on paper, not just committed to memory and forgetfulness. With every piece of writing, the students are encouraged to draw nearest to who they are as a young Native Americans taking part in continuing cultural traditions, their images of themselves enlarged by their young lives steeped also in the consumption of contemporary media, which more often than not do not always tell their story.

This curriculum unit is an identity project with a simple, almost crude impetus: to form a strong sense of Apache identity among my writing students. In 2022, my first year in San Carlos Middle School, I became familiar with a slang – a re-appropriation of an old

pejorative for blackness - from the African American community being slung about the halls of the middle school or scratched onto classroom desks. Three years later, rap and hip-hop are still as popular among my middle schoolers, and the n-word, still in pervasive use. While my students are jocular when they refer to themselves as “black” among “black” peers, it was no less ridiculous, concerning. This was addressed in a meeting where a teacher suggested we start a replacement trend, the phrase: “Ma native.” It was at that moment that I realized the urgency for teaching cultural awareness as an important facet of identity. Knowing what it means to be San Carlos Apache is a step away from accidental cultural appropriation and into (1) self-perception, a personal belief about heritage, and (2) community identification, a sense of peoplehood linked to traditions and a shared history (Weaver, 2001, pp. 244-245).

In this unit, I acknowledge my own otherness, my outsider identity as a Filipino teacher. I understand the postcolonial anxiety towards difference, perhaps a byproduct of my own colonial history. In my positionality as foreigner who is also teacher who evaluates their written work, I do not presume a “confirming” role as “identity can only be confirmed by others who share that identity” (Weaver 2001, p. 245). However, I bring with me 2 decades of teaching experience through to the primary, secondary, and tertiary education. In my own country, I have taught and worked with teachers from the “tri-people” which make up our citizenry: the natives, the Moros, and the Christianized folk. Moreover, in the university level, I have also served many foreign exchange students from Japan and China. As graduate student, I was exposed to more diversity as I began teaching undergrads from all across the continents. In the years nearing completion of my studies, I taught secondary English to an interesting mix of new immigrants from India, China, as well as refugees from other countries. Such was my livelihood while researching how my own people – Filipinos – renegotiated their identities in the diaspora. I am not interested in my role or capacity to evaluate my students’ stories exploring their Apache identities. My interest is in using what I know of diverse identities and in using my own difference in relationship with my students own identities and to facilitate their finding the words to express their sense of self.

Instructional Guide

In San Carlos Middle School, the teachers are instructed to follow a 15-day lesson plan for every main standard, or what the middle school calls “boulder” standard paired with a “rock” or supporting standard. Each boulder standard is broken down further into 3 learning “targets”, or lesson objectives in hunting language organic to the reservation culture. This use of natural metaphors (boulders, rocks, targets) as part of the middle school’s lesson planning terminology is a fairly recent development, a new effort on the part of the administration to create a more organic learning environment, a sound idea for a school built within the arid topography and seasonal activities in the San Carlos reservation. I operate within this terminology from this point on in this curriculum.

This is a 7th grade writing unit for boulder standard 7.L.2 (Conventions of Standard English capitalization, punctuation, and spelling when writing) with rock standard 7.W.3 (Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences). Both standards serve the grammar and usage requirements in writing that students are expected to achieve within 3 weeks, or 15 days. The former, 7.L.2 scaffolds 7.W.3, the narrative writing activities. Conversely, 7.W.3 provides students “low stakes” opportunities for practicing punctuation with freewriting prompts that directly draw from the Apache culture and real experiences in their young lives in the reservation. Two learning targets were identified for the three-week duration of the standards covered between weeks 4 and 6 of the first semester. I begin with expectations of Partial Proficiency in Week 4 and Proficiency in Week 5. This writing unit covers the first 10 of the 15 day challenge administered at the middle school.

Week 4 Partially Proficient Learning Target 1: I can use a comma to separate coordinate adjectives, series, dates and places, direct addresses, introductory words, interjectors, and interrupters.
Week 5 Proficient Learning Target 2: I can capitalize first words, titles, proper nouns, and acronyms.

Table 1 Two learning targets prescribed by the middle school admin during curriculum week, Summer 2025

This writing unit begins in Week 4, when teachers were prompted to start teaching to the standards. This relatively “late” start is dictated by climates at the middle school, which required three weeks of focused orientation and mastery of positive behavior expectations, then later, diagnostic testing. Week 4 expectations are also set at partial proficiency, the most logical start early in the first semester when students pick up from where they are in their knowledge base, according to the previous year’s state test results. Furthermore, this year, the 58 minutes of class time from previous years have been cut down to 55 minutes. I structure these 55-minute classes into 5 sections, with the top half or the first 30 minutes spent with paper-and-pencil activities (with some technology allowed), and the last 25 minutes on skills practice and informal formative assessments aided by technology.

I begin with a short writing prompt inspired by the “speech events” in the Western Apache culture, ones that are traditionally confronted with pregnant silences, events where Apaches “refrain from speech” (Basso, 1970, p. 213). Basso outlined these silent speech events as follows: 1) meeting strangers, 2) courting, 3) children coming home, 4) getting cussed out, 5) being with people who are sad, and 6) being with people for whom they sing (Basso 1970, pp. 217-224). With help from an AI teaching tool, I adjusted the lexical level of Basso’s text into more accessible language. For instance, this prompt for “Day 4 Thursday: ‘Helping Sad Friends - “Apache people sit quietly with sad friends to show support. Write: How can silence help someone who’s upset?” Draw: You sitting with a sad friend” (DeepSeek 2025). A customization like this integrates the Native American culture piece, hopefully, seamlessly into a lesson plan built under and on hegemonic English language standards. This is challenging work given how these are the same

grammar and usage standards that threatened the linguistic diversity in America through the boarding school as an “Americanizing” and “civilizing” project (Adams 1995 cited in Strauss and Delgado 1996). However, tools like the Culturally Responsive Assessment of Indigenous Schooling (CRAIS) Principles (Castagno, et al. 2021), specifically the sections on Relationality, relationships, and communities and Indigenous knowledge systems and knowledge continue to provide native-serving educators the supports for overcoming faults in the historical past so the current educational system stands a fighting chance.

<p>Relationality, relationships, and communities</p> <ol style="list-style-type: none"> 1. Encourages students to understand themselves within broader Communities 2. Relationships within and among local/regional Indigenous community are understood and/or reflected 3. Encourages students to build and sustain relationships 4. Relationships within the classroom are strong 	
<p>Indigenous knowledge systems and language</p> <ol style="list-style-type: none"> 1. Traditional and/or cultural knowledge is included 2. Norms, values, traditions, interests of local/regional Indigenous community are leveraged for learning opportunities 3. Local/regional context is leveraged for learning opportunities 4. Local Indigenous language(s) is valued 5. Local Indigenous language(s) is integrated 6. Academic language is built, but not at the expense of local Indigenous language(s) 	

Table 2 The CRAIS Principles on Rationality, relationships, and communities and Indigenous Knowledge Systems and Language

For time efficiency, the prompts are printed and ready for gluing down onto the page. These prompts also address the supporting “rock” standard, the expectation that students are able to write imagined or real-life narratives. I designed the prompts so that students are expected to write only 2 to 3 sentences as minimum requirement, no maximum limit. This is to accommodate the lower tier students while encouraging imagination and creativity among those with inclinations to written expression. To further differentiate, I also added an option to draw from the prompt as an encouragement to those who are more visually adept. I encourage students to use their chromebooks for image inspirations, an option that many students take.

The “climate” in these first 5 minutes of class is crucial. When students feel blocked by their own sense of incapacity, the lesson plan would have failed them. Allowing flexibilities with technology and modality (images instead of words, or images with words) open an opportunity for students to exhibit their grasp of the instructions and the writing expectation at hand. Theoretically, this strategy is sound and supported in the Universal Design for Learning (UDL): “...barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners” (Rose and Meyer 1980, cited in Moore 2007). If I am to serve my students, I have to prioritize inclusivity in my lesson planning.

An otherwise inflexible classroom system hampers growth, discourages students from discovering or using their different abilities, and the lesson plan nothing but a list of standards that are out of touch with the struggles of students who are differently abled and those experiencing circumstances of trauma, socio-economic status, and others that are prevalent in the reservation.

The same goes for the usage rule for the day. However, students are still expected to interact with this “new knowledge” by encouraging highlighting and illustrating, or the more student-friendly term, “doodling”. Ideally, active note-taking from active listening promotes more engagement with the material, and eventually, better retention. Realistically, in a heterogeneous class polarized into highly proficient groups with grade level proficiency and those with significant gaps – a good number of whom have first to third grade reading levels – on the other end, the cut-and-paste method has proven to be a practical equalizer.

First Period Schedule of Activities				
Time	Duration	Activity	Materials	Status
8:00-8:05	5 minutes	Writing from prompt (specific to learning target and CRAIS principles for TLSI)	Composition notebook, pencils, color markers	Graded for attempt/ completion/ show of effort, Max: 5 points
8:05-8:15	10 minutes	Accessing previous knowledge, doodle notes on new information (cut-paste, highlight, color, illustrate)	Composition notebook, pencils, markers, glue for anchor charts, highlighters, color markers for doodle notes	Graded for attempt/ completion/ show of effort Max: 5 points
8:15-8:30	15 minutes	Classwork, board work, completing worksheet while following teacher think-out-loud	Worksheet, pencil	Graded for attempt/ completion/ show of effort Max: 20 points
8:30-8:40	10 minutes	Skill practice on IXL	Charged Chromebook	Graded as classwork, record the highest smart score Max: 100 points for mastery
8:40-8:55	15 minutes	Check for Understanding (Formative	Charged Chromebook	Graded as quiz, max 15-20 points

		Assessment) Quiz on Google Classroom		
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Table 3: Structure of a regular 55-minute writing class at the middle school

The third section of the class hour is for classwork. In this part, the teacher demonstrates how the usage rule works in sentences. For this, all the practice work sentences are in the context of Apache tradition, history, reservation life, and middle school activities. The following are excerpts from both the comma and capitalization exercises. The first image is a comma usage rule in the context of a traditional value, respect for elders:

The Respectful Pause Rule (Comma for Direct Address)

When you directly speak TO someone (or something) by name or title, pause respectfully with a comma before, after, or around their name.

1. Name at the START? Pause AFTER it.

"Elder, can you tell the story?"

(Think: Pause slightly after saying "Elder" before continuing.)

Figure 1 Comma usage rule for direct address as "the respectful rule" from DeepSeek (2025)

PART B Instructions: Insert commas in the sentences below.

1. The San Carlos Apache Indian Reservation was established on December 14 1872.
2. John Clum accepted the commission as Indian Agent for the San Carlos Reservation on February 16 1874.
3. Clum arrived at the reservation on August 4 1874.

Figure 2 Comma usage rule for direct address as "the respectful rule" from DeepSeek (2025)

PART C Instructions: Circle the correctly punctuated sentence (A or B) for each question.

- 1) The Battle of Little Bighorn occurred on

- A) June 25, 1876
 - B) June 25 1876
- 2) The Trail of Tears began in 1838 and lasted through 1839.
- A) 1838, and
 - B) 1838 and

Figure 3 Comma for dates and name places in the context of Native American history from DeepSeek (2025)

Instructions: Choose the sentence that correctly uses commas for direct address.

- 1. Subject: Elders
 - A) Elders can you share the story of Usen's creation?
 - B) Elders, can you share the story of Usen's creation?
- 2. Subject: Sunrise Dance Ceremony
 - A) Daughter, your strength during the Sunrise Dance inspires us.
 - B) Daughter your strength during the Sunrise Dance inspires us.

Figure 4 Comma for direct address and Apache culture from DeepSeek (2025)

Instructions: Choose the sentence that correctly uses commas for interjections or interrupters.

- 1) Interjection (Excitement):

- A) Wow the powwow dancers are amazing tonight!
 - B) Wow, the powwow dancers are amazing tonight!
- 2) Interrupter (Description):
- A) My cousin a skilled bead worker made my new bracelet.
 - B) My cousin, a skilled bead worker, made my new bracelet.

Figure 5 Comma for interjections and interrupters and Apache culture from DeepSeek (2025)

INSTRUCTIONS: Combine the sentences below by adding commas and conjunctions. FOCUS: coordinating conjunctions (FANBOYS).

1. I have a Playstation 5. I also have the new Xbox Series X.

2. My aunt Loretta went to the powwow. She forgot to bring cash for shopping.

Figure 6 Comma for combining clauses, with coordinating conjunction in the context of Apache culture from DeepSeek (2025)

INSTRUCTION: Insert commas in the sentences below. Focus: list in a series, before conjunctions, after introductory elements

1. This weekend I am cleaning my room cleaning out my closet taking my dog for a walk and finishing my math homework.
2. Frybread a traditional Apache food goes well with honey or powdered sugar.
3. My dog a brown chihuahua is chasing a rez dog twice his size.

Figure 7 Comma for series, before conjunctions, after introductory elements from DeepSeek (2025)

Directions: Read each of the Apache proverbs below. Some words that should be capitalized are not, and some words that should not be capitalized are. Find and circle the words that have incorrect capitalization. Not every sentence has an error!

1. it is better to have less thunder in the mouth and more lightning in the hand.
2. Wisdom comes with the ability to be still.
3. the one who tells the stories rules the world.
4. When the last tree has been cut down, the last fish caught, the last river poisoned, only then will i realize that one cannot eat money.

Figure 8 Comma for capitalizing first words and I and Apache proverbs from DeepSeek (2025)

Directions: Read each sentence below. Some clan names and other proper nouns are not capitalized. Circle the words that should be capitalized.

1. my friend is from the water clan.
2. The red rock clan and the sun clan are both respected.
3. her grandmother belongs to the cedar clan.

Figure 9 Comma for capitalizing first words and I and Apache proverbs from DeepSeek (2025)

Section 1 of 6

Formative 1: General Punctuation, Commas

Week 4 Formative Test #1 **The Gila County Middle School Football Comma Quiz**

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Instructions: Review the comma rules and examples before choosing the correct answer.

Figure 10 Formal Assessment in the context of school culture – football and volleyball season (part b) with questions from DeepSeek (2025)

For more practice work, each of the usage rules covered for each class has a corresponding skill practice set on IXL. Some flexibility can be applied for this, depending

on the learning platform the district recommends. Edmentum Exactpath or Study Island have similar applications for skills practice.

In culturally relevant teaching, there are and will be renegotiations between the strident rules of standard English and the culture within which they are to be relevant for. For instance, I steered my class around from dwelling in the confusion between the mechanics of standard English usage and Apache tradition with deliberation and conditionality in my language, beginning with “If”: “If we are to write these clan names according to the standards of English usage, how might they look in a family tree? In addition, extra care is given to ELA activities such as those involving the socio-cultural and personal. Something seemingly typical like an epitaph may seem foreign in a culture where one does not talk of the dead. The conditional “if” works just as well: “If you can imagine writing an epitaph to honor loved ones who are no longer with you in this life, how might it go? Write 3 sentences in descriptive and sensory language.” In addition, the word “family”, for example can be contentious if taken within the strict context of the traditional nuclear family. In San Carlos, some of my students have not been raised within a structure of biological parents and siblings, rather within group homes, temporary guardianships, or adoptive families outside their clan networks. In such cases, inclusion is top priority and a redefinition and substitution of the phrase “family tree” are at hand. Instead, I use equally whimsical terms like “care bunch”. Instructions may be given as follows: “When you woke up this morning, who was/were with you? Who did you share a room with or share a laugh with? Who did you wait for the school bus with? These people are in your care bunch. Write their names in the leaves and flowers. Who is/are the adults who take/s care of the home where you go? Who will Ms. Bullock call in case of emergencies here at school? Write their names on the clay pot and on the watering can. Remember the capitalization rules!” Culturally relevant teaching therefore requires the teacher to enrich the state standards with input from real socioeconomic factors that impact reservation life.

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AI-generated quiz questions

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Prompts & Generated Content:

1. Quiz: Commas for Direct Address (San Carlos Apache Context)

- *Prompt:* “Can you please create a 20 item, multiple choice quiz of only 2 choices, on using commas properly for direct address? Can you also make the sentences be about San Carlos Apache culture?”
- *Description:* Generated a 20-item quiz assessing commas used with direct address, with culturally relevant examples.

2. Quiz: Commas for Interjections & Interrupters (Reservation Life Context)

- *Prompt:* “Can you please create a 20-item multiple choice quiz of only two choices on how to properly use commas for interjections and interrupters? Can you please make the questions be in the context of young life in a Native American reservation?”
- *Description:* Developed a 20-item quiz focusing on commas with interjections and interrupters, contextualized within daily life on a reservation.

3. Rule Synthesis: Commas for Direct Address

- *Prompt:* “Can you please come up with a simplified rule on how to use the comma for direct addresses?”
- *Description:* Provided a clear, student-friendly explanation titled “The Respectful Pause Rule.”

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Structure of a Regular 55-Minute Writing Class at the Middle School

Commas in Dates and Place Names

Name: _____ **Date:** _____

Directions: Add commas where they belong in each sentence.

1. The world's first artificial satellite Sputnik was launched on October 4 1957.
2. The play "Hamilton" first appeared on Broadway on February 17 2015.
3. The Empire State Building is located at 20 West 34th Street New York.
4. My mother was born on August 21 1980 in Beijing China.
5. The Golden Gate Bridge first opened on May 27 1937.
6. Artist Frida Kahlo was born on July 6 1907.
7. The class went on a field trip to the Bishop Museum in Honolulu Hawaii.
8. The artist Yayoi Kusama was born on March 22 1929 in Nagano Prefecture Japan.
9. My favorite ice cream shop is located at 4525 SE Woodstock Blvd Portland Oregon.
10. The American artist Kehinde Wiley grew up in Los Angeles California.
11. On April 21 1877, Clum along with 100 of his best Apache Police, captured Geronimo at the Ojo Caliente Reservation in the New Mexico Territory.
12. In March 1875, the government closed the Yavapai-Apache Camp Verde Reservation in southeastern Arizona United States.

PART B Instructions: Insert commas in the sentences below.

3. The San Carlos Apache Indian Reservation was established on December 14 1872.
2. John Clum accepted the commission as Indian Agent for the San Carlos Reservation on February 16 1874.
3. Clum arrived at the reservation on August 4 1874.
6. In December 31 2011, President Barack Obama signed the 2015 National Defense Authorization Act, which would give land sacred to Apache to Resolution Copper mining project.
7. By January 30 2015 over 10, 004, 000 had signed a petition to President Obama: "Stop Apache Land Grab".
8. Oak Flat is located within the Tonto National Forest in Miami AZ.
9. New legislation was introduced by Rep. Grijalva on January 17 2019 in efforts to reverse the land-exchange deal.
10. The San Carlos Apache Reservation has communities including Bylas Gilson Wash Peridot San Carlos and 7 Mile.
11. Apache Gold Casino and Resort is located at 777 Geronimo Springs Blvd San Carlos AZ 85550.
12. Noline's Country Store is located at Geronimo Rd. Peridot AZ 85550.

PART C Instructions: Circle the correctly punctuated sentence (A or B) for each question.

- 1) The Battle of Little Bighorn occurred on
 - A) June 25, 1876
 - B) June 25 1876
- 2) The Trail of Tears began in 1838 and lasted through 1839.
 - A) 1838, and
 - B) 1838 and

- 3) The Navajo Nation signed a treaty on June 1 1868.
A) June 1, 1868
B) June, 1, 1868
- 4) The American Indian Movement occupied Alcatraz on November 20 1969.
A) November 20, 1969
B) November 20 1969
- 5) Wounded Knee Massacre happened on December 29 1890 in South Dakota.
A) December 29, 1890, in
B) December 29 1890 in
- 6) Send donations to 1 Tribal Plaza Window Rock AZ 86515.
A) 1 Tribal Plaza, Window Rock,
AZ 86515
B) 1 Tribal Plaza Window Rock,
AZ 86515
- 7) The museum is located at 505
Sacred Arrow Road Cherokee NC 28719.

A) 505 Sacred Arrow Road, Cherokee, NC 28719
B) 505 Sacred Arrow Road Cherokee, NC 28719
- 8) The Powwow will be at 200 Warrior
Lane Pawnee OK 74058.
A) 200, Warrior Lane, Pawnee, OK 74058
B) 200 Warrior Lane, Pawnee,
OK 74058
- 9) Heritage Center address: 3400
Mountain View Drive Rapid City
SD 57702.

A) 3400 Mountain View Drive, Rapid City, SD 57702

B) 3400 Mountain View Drive
Rapid City SD 57702

10) Mail the application to 45 Buffalo Trail Taos Pueblo NM 87571.

A) 45 Buffalo Trail, Taos Pueblo,
NM 87571

B) 45 Buffalo Trail Taos Pueblo,
NM 8757

-----cut across this dotted line-----

Comma Rule for Dates and Addresses

1. In Dates:

Use a comma **between the day and the year**, and **after the year** if the sentence continues.

Example:

- *July 4, 1776, is Independence Day.*
- *She was born on Tuesday, May 5, 2020.*

2. In Addresses:

Use a comma **between the city and state/country**, and **after the state/country** if the sentence continues.

Example:

- *He lives in Phoenix, Arizona, near the mountains.*
- *Send the package to 123 Oak Street, Denver, CO 80201, by Friday.*

-----cut across this dotted line-----

Day 1 Monday:

“Apache people sometimes show they like someone by giving small gifts (like woven bracelets).

Write: How do YOU show a friend you care without words?

Draw: A gift you’d give.

-----cut across this dotted line-----

Commas in Direct Address

Name: _____ Date: _____

Instructions: Choose the sentence that correctly uses commas for direct address.

1. Subject: Elders

A) Elders can you share the story of Usen's creation?

B) Elders, can you share the story of Usen's creation?

2. Subject: Sunrise Dance Ceremony

A) Daughter, your strength during the Sunrise Dance inspires us.

B) Daughter your strength during the Sunrise Dance inspires us.

3. Subject: Basket Weaving

A) Auntie please show me how to weave this willow pattern.

B) Auntie, please show me how to weave this willow pattern.

4. Subject: Respect for Nature

A) Children, remember to give thanks to the oak trees.

B) Children remember to give thanks to the oak trees.

5. Subject: Guidance

A) My friend let's ask the medicine person for guidance.

B) My friend, let's ask the medicine person for guidance.

6. Subject: Community

A) Everyone, please bring food for the gathering tomorrow.

B) Everyone please bring food for the gathering tomorrow.

7. Subject: Mountain Spirits (Ga'an)

A) Ga'an dancers, your presence blesses this ceremony.

B) Ga'an dancers your presence blesses this ceremony?

8. Subject: Offering

A) Grandfather, I brought you this tobacco.

B) Grandfather I brought you this tobacco.

9. Subject: Wisdom

A) Uncle your words about respecting the land were wise.

B) Uncle, your words about respecting the land were wise.

10. Subject: Greeting

A) Shiyó, cousin! How was your journey?

B) Shiyó cousin! How was your journey?

11. Subject: Storyteller

A) Mr. Stevens tell us about the time Coyote tricked himself.

B) Mr. Stevens, tell us about the time Coyote tricked himself.

12. Subject: Place (Dzil Nchaa Si An - Mount Graham)

A) Dzil Nchaa Si An, we ask for your protection.

B) Dzil Nchaa Si An we ask for your protection.

13. Subject: Encouragement

A) Don't worry, little brother, you will learn the songs.

B) Don't worry little brother, you will learn the songs.

14. Subject: Reminder

A) Sister don't forget the corn pollen for the offering.

B) Sister, don't forget the corn pollen for the offering.

15. Subject: The People (Ndee)

A) Ndee, our language is a sacred gift.

B) Ndee our language is a sacred gift.

16. Subject: Gratitude

A) Thank you Mother Earth for the healing plants.

B) Thank you, Mother Earth, for the healing plants.

17. Subject: Warning

A) Be careful, grandson, near the edge of the canyon.

B) Be careful grandson, near the edge of the canyon.

18. Subject: Shared Heritage

A) My people let us honor the ways of our ancestors.

B) My people, let us honor the ways of our ancestors.

19. Subject: Song Leader

A) Song leader, will you begin the next verse?

B) Song leader will you begin the next verse?

20. Subject: Blessing

A) May Creator guide you my child.

B) May Creator guide you, my child.

-----**cut across this dotted line**-----

The Respectful Pause Rule (Comma for Direct Address)

When you directly speak TO someone (or something) by name or title, pause respectfully with a comma before, after, or around their name.

1. Name at the START? Pause AFTER it.

"Elder, can you tell the story?"

(Think: Pause slightly after saying "Elder" before continuing.)

2. Name at the END? Pause BEFORE it.

"Thank you for the lesson, Grandmother."

“Think: Pause slightly before saying "Grandmother".)

3. Name in the MIDDLE? Pause BEFORE AND AFTER it.
(Sandwich it!)

"Your strength, my daughter, shines bright."

(Think: Pause before

-----**cut across this dotted line**-----

Day 2 Tuesday: Coming Home

“When Apache kids come home, families hug or cook special meals. Write: What’s one thing your family does when you get home?” Draw: Your family greeting you. 🏠

-----**cut across this dotted line**-----

Name: _____ **Date:** _____

Commas in Interjections and Interrupters

Instructions: Choose the sentence that correctly uses commas for interjections or interrupters.

1) Interjection (Excitement):

A) Wow the powwow dancers are amazing tonight!

B) Wow, the powwow dancers are amazing tonight!

2) Interrupter (Description):

A) My cousin a skilled bead worker made my new bracelet.

B) My cousin, a skilled bead worker, made my new bracelet.

3) Interjection (Concern):

A) Oh, I hope Grandpa's stories aren't finished yet.

- B) Oh I hope Grandpa's stories aren't finished yet.
- 4) Interrupter (Location):
- A) The basketball game, held at the community center, was packed.
- B) The basketball game held at the community center was packed.
- 5) Interjection (Realization):
- A) Well I guess I need more practice riding bareback.
- B) Well, I guess I need more practice riding bareback.
- 6) Interrupter (Appositive):
- A) Cedar the horse I ride is getting faster.
- B) Cedar, the horse I ride, is getting faster.
- 7) Interjection (Surprise):
- A) Hey, you caught a bigger fish than me!
- B) Hey you caught a bigger fish than me!
- 8) Interrupter (Non-essential clause):
- A) The river, swollen by spring rain, is too dangerous today.
- B) The river swollen by spring rain is too dangerous today.
- 9) Interjection (Agreement):
- A) Yeah fry bread really is the best.
- B) Yeah, fry bread really is the best.
- 10) Interrupter (Transition):

A) Our language class, however, is my favorite subject.

B) Our language class however is my favorite subject.

11) Interjection (Disappointment):

A) Oh no, I dropped my beads everywhere!

B) Oh no I dropped my beads everywhere!

12) Interrupter (Explanation):

A) The Blackfoot River known for its trout is freezing cold.

B) The Blackfoot River, known for its trout, is freezing cold.

13) Interjection (Urgency):

A) Hurry, the bus to the rodeo is leaving!

B) Hurry the bus to the rodeo is leaving!

14) Interrupter (Contrast):

A) My little brother, unlike me, loves waking up early.

B) My little brother unlike me loves waking up early.

15) Interjection (Relief):

A) Whew that math test was harder than I thought.

B) Whew, that math test was harder than I thought.

16) Interrupter (Emphasis):

A) Drum practice, believe it or not, starts at dawn.

B) Drum practice believe it or not starts at dawn.

17) Interjection (Greeting/Attention):

A) Hey, Lena, are you going to the stickball game?

B) Hey Lena are you going to the stickball game?

18) Interrupter (Clarification):

A) My grandma's fry bread the best on the rez needs a secret ingredient.

B) My grandma's fry bread, the best on the rez, needs a secret ingredient.

19) Interjection (Excitement):

A) Awesome I finished my beaded mocassins!

B) Awesome, I finished my beaded mocassins!

20) Interrupter (Concession):

A) Learning to tan hides, I admit, takes a lot of patience.

B) Learning to tan hides I admit takes a lot of patience.

-----cut across this dotted line-----

Rules for Commas with Interjections and Interrupters

Interjections: Put a comma after a word expressing sudden emotion at the start of a sentence (Wow, Oh, Hey, Well, Yeah, Hurry, Whew, Awesome).

Interrupters: Put commas before and after words or phrases that break the flow of the main sentence but aren't essential to its core meaning (like extra descriptions, transitions, or comments like however, I admit, believe it or not, known for its trout, a skilled bead worker).

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Day 3 Wednesday. Hearing Mean Words

“If someone cussed at you, how would you stay calm? Apache elders teach: ‘Take deep breaths.’ Write your plan.”

Draw: A calming place (e.g., mountains). 

-----cut across this dotted line-----

Name: _____ **Date:** _____

INSTRUCTIONS: Combine the sentences below by adding commas and conjunctions. FOCUS: coordinating conjunctions (FANBOYS).

1. I have a Playstation 5. I also have the new Xbox Series X.

2. My aunt Loretta went to the powwow. She forgot to bring cash for shopping.

3. An Arizona bark scorpion is relatively small. Its sting can cause severe pain, numbness, tingling, and vomiting.

4. Latisha won the presidency for the middle school student council. She has the best leadership skill of all the other students.

5. Darlene did not enjoy losing the presidency. She did not like telling her parents about it.

6. Leanna needs to get all A's this semester. She will lose her allowance.

7. Eddie takes growth vitamins and eats a healthy diet. He does not grow any taller.

8. Andy makes sure he gets enough sleep. He has enough energy for class in the morning.

9. Aliyah is not allowed to have social media. She is not allowed to be on game chats.

10. Ray loves animals. She cannot have pets because of her allergies.

Name: _____ **Date:** _____

INSTRUCTION: Insert commas in the sentences below. Focus: list in a series, before conjunctions, after introductory elements

1. This weekend I am cleaning my room cleaning out my closet taking my dog for a walk and finishing my math homework.

2. Frybread a traditional Apache food goes well with honey or powdered sugar.

3. My dog a brown chihuahua is chasing a rez dog twice his size.

4. I will miss staying up until late at night playing video games but I guess I have to go back to school.

5. The fishing trip which will be on Saturday is what I look forward to the most.

6. While my older sister likes playing house and dolls I like riding my bike round and round the park.

7. "I want you to be honest with me" my grandma said teary-eyed.

8. My uncle aunt brother and grandma surprised me with a big party.

9. Despite my dad's broken arm he still came to watch my basketball game.

10. So that we are never ever sick my grandma makes sure we eat vegetables daily.

11. Apache Burger the local fast-food place serves the best chicken wings in San Carlos.

12. Mom sent me out to Basha's to buy potatoes chicken macaroni ranch dressing and a bag of onions.

13. This year Ms. Thompson's reading list includes Holes Coraline A Wrinkle in Time and Bridge to Terabithia.

14. I am sad to you go but I understand you need to be with your mom in Phoenix.

-----cut across this dotted line-----

Day 4 Thursday Helping Sad Friends

“Apache people sit quietly with sad friends to show support.
Write: How can silence help someone who’s upset?”

-----cut across this dotted line-----

Formal Formative Assessment 1: General Punctuation, Commas

INSTRUCTIONS:



Section 1 of 6

Formative 1: General Punctuation, Commas

Week 4 Formative Test #1 **The Gila County Middle School Football Comma Quiz**

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Instructions: Review the comma rules and examples before choosing the correct answer.

This form is automatically collecting emails from all respondents. [Change settings](#)



NAME: _____ **Hour:** _____ **Date:** _____

Formal Formative Assessment 1: General Punctuation, Commas (Print on Paper Version)

Week 4 Formative Test #1 **The Gila County Middle School Football Comma Quiz**

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Instructions: Review the comma rules and examples before choosing the correct answer.

Rule 1: Commas in a Series

Use commas to separate three or more items in a list.

Example: The team needs helmets, cleats, and pads.

1. Which sentence is correct?
 - a) We sold tickets, programs and snacks at the concession stand.
 - b) We sold tickets, programs, and snacks at the concession stand.
 - c) We sold tickets programs and snacks at the concession stand.
2. Which sentence is correct?
 - a) The crowd cheered, shouted and stomped their feet.
 - b) The crowd cheered, shouted, and stomped their feet.
 - c) The crowd cheered shouted and stomped their feet.
3. Which sentence is correct?
 - a) For the pep rally we need a microphone, a speaker and balloons.
 - b) For the pep rally we need a microphone, a speaker, and balloons.
 - c) For the pep rally we need a microphone a speaker and balloons.
4. Which sentence is correct?
 - a) The players were tired, muddy, and victorious after the game.
 - b) The players were tired muddy and victorious after the game.
 - c) The players were tired, muddy and victorious, after the game.

5. Which sentence is correct?
- a) I packed a blanket, a hat, and gloves for the cold game.
 - b) I packed a blanket, a hat and gloves for the cold game.
 - c) I packed a blanket a hat and gloves for the cold game.

Rule 2: Commas with Introductory Phrases

Use a comma after a word, phrase, or clause that introduces a sentence.

Example: After the big game, we went out for pizza.

6. Which sentence is correct?
- a) During the final timeout the coach drew up a new play.
 - b) During the final timeout, the coach drew up a new play.
 - c) During the final timeout, the coach drew up, a new play.
7. Which sentence is correct?
- a) Unfortunately our star quarterback sprained his ankle.
 - b) Unfortunately, our star quarterback sprained his ankle.
 - c) Unfortunately, our star quarterback, sprained his ankle.
8. Which sentence is correct?
- a) As the clock ran down the crowd grew silent.
 - b) As the clock ran down, the crowd grew silent.
 - c) As the clock ran down, the crowd grew, silent.
9. Which sentence is correct?
- a) Yes we won the championship game!
 - b) Yes, we won the championship game!
 - c) Yes, we won, the championship game!
10. Which sentence is correct?
- a) To support the team the cheerleaders practiced every day.
 - b) To support the team, the cheerleaders practiced every day.
 - c) To support the team, the cheerleaders practiced, every day.

Rule 3: Commas with Direct Address

Use commas to separate the name of the person you are speaking to from the rest of the sentence.

Example: Great catch, Jason!

11. Which sentence is correct?
 - a) Throw the ball here Alex!
 - b) Throw the ball here, Alex!
 - c) Throw the ball, here Alex!
12. Which sentence is correct?
 - a) I told you Coach that the other team was fast.
 - b) I told you, Coach that the other team was fast.
 - c) I told you, Coach, that the other team was fast.
13. Which sentence is correct?
 - a) Let's go team we can still win this!
 - b) Let's go team, we can still win this!
 - c) Let's go, team, we can still win this!
14. Which sentence is correct?
 - a) Mom did you see my amazing touchdown?
 - b) Mom, did you see my amazing touchdown?
 - c) Mom, did you see, my amazing touchdown?
15. Which sentence is correct?
 - a) Hey watch the game from the stands!
 - b) Hey, watch the game from the stands!
 - c) Hey watch, the game from the stands!

Rule 4: Commas with Dates and Place Names

Use commas between the day and year in a date, and between the city and state or country in a location.

Example: The championship will be held on Saturday, November 18, 2023, in Globe, Arizona.

16. Which sentence is correct?
- a) The homecoming game is on Friday October 10 2025.
 - b) The homecoming game is on Friday, October 10, 2025.
 - c) The homecoming game is on Friday, October 10 2025.
17. Which sentence is correct?
- a) We traveled to play the rivals from Miami Arizona.
 - b) We traveled to play the rivals from Miami, Arizona.
 - c) We traveled to play the rivals from Miami, Arizona, last weekend.
18. Which sentence is correct?
- a) Our first practice was on August 4 2025.
 - b) Our first practice was on August 4, 2025.
 - c) Our first practice was on August 4, 2025, in the afternoon.
19. Which sentence is correct?
- a) The playoff game in Payson Arizona was unforgettable.
 - b) The playoff game in Payson, Arizona was unforgettable.
 - c) The playoff game in Payson, Arizona, was unforgettable.
20. Which sentence is correct?
- a) On September 12, 2025 we beat our biggest rivals.
 - b) On September 12, 2025, we beat our biggest rivals.
 - c) On September 12 2025, we beat our biggest rivals.

Part 2: Punctuation: Volleyball Edition

Directions: Read each sentence and choose the option that correctly punctuates it. The sentences are all about the volleyball season at San Carlos Middle School.

1. Which sentence is correct?

- a) The lady braves volleyball team has practice after school.
- b) The Lady Braves volleyball team has practice after school.
- c) The Lady braves volleyball team has practice after school.

2. Which sentence is correct?

- a) We need to bring knee pads water bottles, and clean shoes to the gym.
- b) We need to bring knee pads, water bottles, and clean shoes to the gym.
- c) We need to bring knee pads, water bottles and clean shoes to the gym.

3. Which sentence is correct?

- a) "When is our first game against baja middle school" asked Maria.
- b) "When is our first game against Baja Middle School?" asked Maria.
- c) "When is our first game against Baja Middle School? asked Maria."

4. Which sentence is correct?

- a) The teams spirit was incredible during the final match.
- b) The team's spirit was incredible during the final match.
- c) The teams' spirit was incredible during the final match.

5. Which sentence is correct?

- a) After a long practice the players were exhausted but happy.
- b) After a long practice, the players were exhausted but happy.
- c) After a long practice, the players were exhausted, but happy.

6. Which sentence is correct?

- a) Our bus leaves for Globe Arizona at 4:00 P.M. sharp.
- b) Our bus leaves for Globe, Arizona, at 4:00 P.M. sharp.
- c) Our bus leaves for Globe, Arizona at 4:00 P.M. sharp.

7. Which sentence is correct?

- a) "That was an amazing save" yelled Coach Stevens.
- b) "That was an amazing save!" yelled Coach Stevens.
- c) "That was an amazing save! yelled Coach Stevens."

8. Which sentence is correct?

- a) Its important to hydrate before during and after a game.
- b) It's important to hydrate before, during, and after a game.
- c) Its important to hydrate before, during, and after a game.

9. Which sentence is correct?

- a) "Lets go huddle up" said the team captain.
- b) "Let's go huddle up," said the team captain.

c) "Let's go huddle up" said the team captain.

10. Which sentence is correct?

- a) The tournament is on saturday october 14 2025.
- b) The tournament is on Saturday, October 14, 2025.
- c) The tournament is on Saturday, October 14 2025.

Capitalization Practice Worksheet: First words and "I"

Name: _____ **Date:** _____

Directions: Read each of the Apache proverbs below. Some words that should be capitalized are not, and some words that should not be capitalized are. Find and **circle** the words that have **incorrect capitalization**. Not every sentence has an error!

1. it is better to have less thunder in the mouth and more lightning in the hand.
2. Wisdom comes with the ability to be still.
3. the one who tells the stories rules the world.
4. When the last tree has been cut down, the last fish caught, the last river poisoned, only then will i realize that one cannot eat money.
5. a rocky vineyard does not need a prayer, but a pickax.
6. I walk lightly in the spring; mother earth is pregnant.
7. He who is present at a wrongdoing and does not lift a hand to prevent it is as guilty as the wrongdoers.
8. the Land is our mother.
9. What happens to the people, happens to the land. what happens to the land, happens to the people.
10. a hungry stomach makes a careless tracker.
11. I know that the frog does not drink up the pond in which he lives.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

12. my grandmother told me that a people without history is like the wind over the grass.
13. I live my life so that when i die, the world cries and I rejoice.
14. the Horse remembers the path it has traveled.
15. When you see a rattlesnake poised to strike, you strike first.
16. i listened carefully, for i knew wisdom was being shared.
17. all plants are our brothers and sisters.
18. She said that the land is not to be sold or divided.
19. I believe that a man's life is a circle from childhood to childhood.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

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Always capitalize:

1. The **first word** in every sentence.
2. The pronoun "**I**" no matter where it appears in a sentence.

Remember: Other words, like names of people and places (e.g., **Mother Earth**), are also capitalized, but for this test, just focus on the first word of a sentence and the word "**I**".

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Day 1 Monday: Silent Crushes

“Young Apache people sometimes feel shy around someone they like.

Write: What’s a kind way to show you like someone?”

Draw: A shy smile. 😊

-----cut across this dotted line-----

Capitalization Practice Worksheet: Proper Nouns – Place Names

Name: _____ **Date:** _____

Directions: Which of the following place names are properly capitalized? Circle the letter of the correct answer.

1. The Western Apache community is located near (a) fort apache or (b) Fort Apache.
2. Many families live in (a) whiteriver or (b) Whiteriver.
3. The tribal headquarters is in (a) san carlos or (b) San Carlos.
4. A popular gathering spot is (a) canyon day or (b) Canyon Day.
5. The scenic drive passes through (a) salt river canyon or (b) Salt River Canyon.
6. The annual festival is held in (a) cibecue or (b) Cibecue.
7. The school district serves (a) east fork or (b) East Fork.
8. The health center is near (a) seven mile wash or (b) Seven Mile Wash.
9. The historic site is called (a) battle of big dry wash or (b) Battle of Big Dry Wash.
10. The reservation includes (a) carrizo or (b) Carrizo.
11. The post office is located in (a) globemall or (b) Globe Mall.
12. The hiking trail leads to (a) mount turnbull or (b) Mount Turnbull.
13. The cultural center is in (a) peridot or (b) Peridot.
14. The rodeo takes place in (a) cedar creek or (b) Cedar Creek.
15. The river flows near (a) black river or (b) Black River.
16. The tribal park is named (a) oak flat or (b) Oak Flat.
17. The trading post is in (a) bylas or (b) Bylas.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

18. The highway runs through (a) pinal mountains or (b) Pinal Mountains.

19. The campground is near (a) cherry creek or (b) Cherry Creek.

20. The traditional village is called (a) turkey creek or (b) Turkey Creek.

Part B Instructions: Each sentence has one capitalization error. Rewrite the sentence correctly.

1. The post office is located in san carlos, Arizona.

2. We visited the hospital in Globe near the San carlos Apache Reservation.

3. The tribal office is at 123 n. apache boulevard.

4. She lives in Peridot, a community on the reservation.

5. The school serves students from Bylas and globemall.

6. Drive east on highway 70 to reach the salt river canyon.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

7. The cultural center is on tribal route 5, seven mile wash.

8. The annual fair is held in canyon day, Arizona.

9. The clinic serves residents of miami and the San Carlos area.

10. Turn left at oak flat trading post.

11. The fire station is on south carrizo avenue.

12. They attended a ceremony at black river community center.

13. The library is near pinal mountains road.

14. Mail the package to 456 east fork lane, Whiteriver.

15. The rodeo is held at cedar creek arena.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

16. The hiking trail starts at mt. turnbull trailhead.

17. The store is on north dzilke road.

18. The meeting is at turkey creek chapter house.

19. The bus stops at fort apache and Whiteriver.

20. The festival takes place in cibecue every summer.

-----**cut across this dotted line**-----

Day 2 Tuesday: Long Lost Family

“When Apache relatives return after years, they hug instead of talking. Write: How would you welcome someone you missed?”

Draw: A happy reunion. 

-----**cut across this dotted line**-----

Rule for Capitalizing Place Names:

"Capitalize the official names of cities, towns, rivers, mountains, landmarks, and specific geographic areas."

Key Examples for Western Apache Addresses:

Capitalize all proper nouns (specific names):

✓ Fort Apache (not fort apache)

✓ Salt River Canyon (not salt river canyon)

Capitalize each major word in multi-word names:

✓ Seven Mile Wash (not seven mile wash)

✓ Battle of Big Dry Wash (not battle of big dry wash)

Capitalize directional names if they're part of the official place name:

✓ East Fork (a community name, not just east fork)

✗ Drive east toward the fork (not a proper name)

Do not capitalize general terms unless part of the official name:

✓ Turkey Creek (official name)

✗ We camped near the creek (general term, not a name).

Why This Matters for Western Apache Addresses:

Many places in Arizona (like Whiteriver, San Carlos, Cibecue) are proper nouns tied to Apache history and culture. Capitalizing them correctly shows respect for their official names.

-----**cut across this dotted line**-----

Capitalization Practice Worksheet: Proper Nouns – Clan Names

Name: _____ Date: _____

Directions: Read each sentence below. Some clan names and other proper nouns are not capitalized. Circle the words that should be capitalized.

1. my friend is from the water clan.
2. The red rock clan and the sun clan are both respected.
3. her grandmother belongs to the cedar clan.
4. The people of the corn clan live near peridot.
5. he is a member of the t'iisibaan clan.
6. The san carlos apache nation has many clans.
7. my family is from the cactus clan.
8. The clan of the eagle lives near globe, arizona.
9. she is learning about the history of the red ant clan.
10. the chief of the clan was called nantan.
11. The mountain clan and the bear clan are both strong.
12. my cousin married into the dos clan.
13. The stories of the ash clan are very old.
14. he visited the reservation in arizona last summer.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

15. the clan mother of the turquoise clan spoke wisely.
16. The children of the red clay clan danced at the ceremony.
17. my grandfather told me about the coyote clan.
18. the powwow was attended by the fire clan and the lightning clan.
19. The history of the san carlos apache is important.
20. her uncle is a elder in the big water clan.

Capitalization Practice Worksheet: Titles

Name: _____ **Date:** _____

Directions: Each sentence below contains the title of a book, song, story, ceremony, or artwork. Some words in the titles are not capitalized. Circle every word that should be capitalized but is not.

1. We read the book the apache peoples: a history in class.
2. My grandmother sang the ancient song song of the mountain spirit.
3. Have you heard the story how the stars fell into the sky?
4. The film geronimo: an american legend is well-known.
5. She performed the traditional dance dance of the mountain gods.
6. He is reading fighting apache: the autobiography of jason betzinez.
7. The painting woman at the well was made by a famous Apache artist.
8. They studied the history victorio and the mimbrenño apache resistance.
9. The poem my father's song is by the author Simon Ortiz.
10. We listened to a recording of the apache violin (tsii'edo'a'tl).
11. The book from the land of the moon: religion of the apache is very detailed.
12. She wrote a research paper on the sunrise ceremony.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

13. He is in a play called the journey of changing woman.
14. The artwork holy earth is displayed at the museum.
15. They read the legend coyote steals the fire.
16. The documentary apache riders of the southwest aired last night.
17. My aunt makes beautiful burden baskets.
18. The song carry me, dawn is sung at gatherings.
19. We learned about the gahe (mountain spirit) dancers.
20. Her favorite book is where the lightning strikes: the lives of american indian sacred places.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

-----**cut across this dotted line**-----

Day 4 Thursday: Quiet Sadness

“Apache people mourn quietly.”

Write: What is one way silence helps when you’re sad?”

Draw: A candle or sunset. 

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Capitalization Rule for Titles

The Golden Rule: Capitalize the first word, the last word, and all-important words in titles.

What are "important words"?

Nouns (e.g., Earth, Song, Woman, Dawn)

Verbs (e.g., Carry, Steals)

Adjectives (e.g., Holy, American, Sacred)

Adverbs (e.g., Where)

Pronouns (e.g., My)

Do NOT capitalize the following unless they are the first or last word:

Articles: a, an, the

Short prepositions: of, into, from, at

Coordinating conjunctions: and, but, for

Remember: Always capitalize the names of specific cultural ceremonies, dances, and songs (e.g., Sunrise Ceremony, Dance of the Mountain Gods).

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

-----**cut across this dotted line**-----

Day 3 Wednesday: Silent Anger

“Sometimes staying silent when angry is wise. Write: When is it better NOT to yell?”

Draw: A person taking deep breaths. ❧

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Capitalization Rule

Always capitalize:

The names of specific people, places, and things (Proper Nouns).
This includes:

Clan Names: Water Clan, Red Rock Clan, T'iisibaan Clan.

Titles of people: Chief, Elder, Nantan (when used as a name/title).

Place Names: San Carlos Apache Nation, Arizona, Peridot, Globe.

Remember: If it's the specific name of something, it probably needs a capital letter!

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7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Capitalization Practice Worksheet: Acronyms

Name: _____ Date: _____

Directions: Match each acronym on the left with its correct full name on the right. Write the letter of the correct match in the blank.

- | | |
|----------------|---|
| 1. _____ SCAT | A. San Carlos Apache Natural Resources Program |
| 2. _____ SCNHP | B. San Carlos Apache Tribe Fish and Wildlife Department |
| 3. _____ SAHS | C. San Carlos Apache Tribal Community Resources |
| 4. _____ AIA | D. San Carlos Apache Tribal Department of Health |
| 5. _____ SCD | E. San Carlos Apache Tribal Economic Development |
| 6. _____ SCDOH | F. San Carlos Apache Tribal Youth Council |
| 7. _____ F&W | G. San Carlos Apache Tribe |
| 8. _____ APS | H. Apache Language Preservation Society |
| 9. _____ CR | I. San Carlos Apache Tribal Fire Department |
| 10. _____ HC | J. San Carlos Apache Tribal Housing Corporation |
| 11. _____ ED | K. Apache Indian Health Council |
| 12. _____ NRC | L. San Carlos Apache Tribal Parks and Recreation |
| 13. _____ AIHC | M. San Carlos Apache Natural Resources Committee |
| 14. _____ YC | N. San Carlos Apache Tribal Social Services Department |
| 15. _____ P&R | O. Apache Indian Agency |
| 16. _____ FD | P. San Carlos Apache High School |
| 17. _____ AEC | Q. Apache Energy Council |
| 18. _____ C&A | R. San Carlos Apache Tribal Culture and Arts |

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Answer Key

1. G SCAT = San Carlos Apache Tribe
2. A SCNHP = San Carlos Apache Natural Resources Program
3. P SAHS = San Carlos Apache High School
4. AIA = Apache Indian Agency
5. N SCD = San Carlos Apache Tribal Social Services Department
6. D SCDOH = San Carlos Apache Tribal Department of Health
7. B F&W = San Carlos Apache Tribe Fish and Wildlife
Department
8. H APS = Apache Language Preservation Society
9. C CR = San Carlos Apache Tribal Community Resources
10. J HC = San Carlos Apache Tribal Housing Corporation
11. E ED = San Carlos Apache Tribal Economic Development
12. M NRC = San Carlos Apache Natural Resources
Committee
13. K AIHC = Apache Indian Health Council
14. F YC = San Carlos Apache Tribal Youth Council
15. L P&R = San Carlos Apache Tribal Parks and Recreation
16. I FD = San Carlos Apache Tribal Fire Department
17. Q AEC = Apache Energy Council
18. R C&A = San Carlos Apache Tribal Culture and Arts

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

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Day 5 Friday: Healing Silence

“Apache healers work in quiet. Write: Why might silence help someone who’s sick?”

Draw: A healer with herbs. 🌿 Draw: A calming place (e.g., mountains). 🏔️

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Capitalization Rule for Acronyms

Always capitalize every letter in an acronym, even if the words they represent aren’t always capitalized (like “and” becoming “&” in an acronym).

Example:

SCAT = San Carlos Apache Tribe

P&R = Parks & Recreation

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Alternative Prompt Choices:

a) Helping Sad Friends

“Apache people sit quietly with sad friends to show support. Write: How can silence help someone who’s upset?”

Draw: You sitting with a sad friend. 💬

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b) Honoring Others

“Apache families sing to honor brave people. Write: Who would YOU sing for? Why?”

Draw: That person’s face. 🎵

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

NAME: _____

HOUR: _____

SIMPLE APACHE PROVERB-THEMED WRITING PROMPTS

DIRECTIONS: Complete the sentence starters. When you are done, write them out as paragraphs (without the numbers!) in your notebook. The drawing prompt is optional, but worth extra credits.

Monday: Wisdom sits in places.

What it means: A special place can teach you something.

Complete these sentences:

1. My special place is _____
2. It looks like _____
3. It sounds like _____
4. I feel when I am there _____
5. There I learned to _____

Drawing Prompt: Draw your special place. Add one thing that shows what you learned. □
Do this in your notebook.

Tuesday: The sun is the father, the earth is the mother.

What it means: We need the sun and the earth to live.

Complete these sentences:

1. The sun gives us _____
2. The earth gives us _____
3. Thank you sun for _____
4. Thank you earth for _____
5. I need the sun and earth to _____

Drawing Prompt: Draw a happy sun in the sky. Draw a happy earth with plants on the ground. □ Do this in your notebook.

Wednesday: Live so the world cries and you rejoice.

What it means: Be a good person so people will remember you.

Complete these sentences:

1. I can be kind by _____

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

2. I will help my family by _____
3. I will help a friend by _____
4. I will help my community by _____
5. This will make people feel _____

Drawing Prompt: Draw yourself doing one kind thing. Draw a shiny tear above your head.

Do this in your notebook.

Thursday: The bird sings because it has a song.

What it means: Do what makes you happy!

Complete these sentences:

1. My song is _____
2. I love to _____
3. It makes me feel _____
4. I am happy when I _____
5. My joy sounds like _____

Drawing Prompt: Draw yourself as a singing bird. Instead of notes, draw what you love to do. Do this in your notebook.

Friday: They are not dead who live in our hearts.

What it means: We remember people we love forever.

Complete these sentences:

1. I love and remember _____
2. I remember their _____
3. It made me feel _____
4. I miss when we _____
5. This memory makes me smile because _____

Drawing Prompt: Draw a big heart. Inside, draw your happy memory. Do this in your notebook.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Monday: Walk in beauty.

What it means: Live a good, balanced life.

Complete these sentences:

1. Beauty is _____
2. I see beauty in _____
3. I feel beauty when _____
4. I can make the world beautiful by _____
5. My family shows beauty by _____

Drawing Prompt: Draw a path (line) with beautiful things around it.

Tuesday: It is better to have less thunder in the mouth and more lightning in the hand.

What it means: Actions matter more than words.

Complete these sentences:

1. Instead of saying I will help, I can _____
2. My family shows love by _____
3. I can help without _____
4. My actions can show _____
5. Helping feels _____

Drawing Prompt: Draw a hand with a lightning bolt. Draw one way you help others.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling

Wednesday: The rain falls on the just and the unjust.

What it means: Life happens to everyone. Be fair and kind.

Complete these sentences:

1. Everyone deserves _____
2. I can be fair by _____
3. I will include others by _____
4. My family treats people with _____
5. Kindness means _____

Drawing Prompt: Draw rain falling on two different people.

Thursday: A man's life is a circle from childhood to childhood.

What it means: Respect your elders. They were once young like you.

Complete these sentences:

1. I can learn from _____
2. My elders teach me _____
3. I respect my family by _____
4. When I am older, I will _____
5. My grandparents show me _____

Drawing Prompt: Draw a circle. Put a young person and an older person inside.