

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nee Dash

02.04.02

Common Curriculum Goal:

2nd Language: Topics: CIM: Celebrations

2nd Language: Speaking: Benchmark 1: Speaking: Use familiar vocabulary in context.

2nd Language: Listening: BM2: Understand some words, phrases, expressions, and simple statements on a limited range of familiar topics in everyday situations.

Social Sciences: State/Local History: Understand and interpret events, issues and developments in the history of one's family, local community and culture.

Season/Location:

December – Prior to winter solstice/Nee Dash

Dance House

Partners/Guests/Community:

Siletz Culture Department, Community Storytellers, CTSI – Prevention staff

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Cedar Planks</i>	<i>Lhersh</i>
<i>Feather</i>	<i>Ch'ee-ta'</i>
<i>Fire</i>	<i>Xwvn'</i>
<i>Home</i>	<i>Mee-ne'</i>
<i>Prayers</i>	<i>Chutlh-yvmlh</i>
<i>Roof</i>	<i>Mun'-k'wvt</i>
<i>Door</i>	<i>Det</i>
<i>Smoke</i>	<i>Lhvt</i>

<i>The Dance</i>	<i>Nee Dash</i>
<i>Tobacco</i>	<i>Selh-yu'</i>

Grammar:

- *Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation.*

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>He is praying</i>	<i>Gee na'-'a</i>
<i>I am dancing</i>	<i>Nesh-dash</i>
<i>We are dancing</i>	<i>Nee-ghayt-dash</i>
<i>Hello</i>	<i>Ch'ee-la</i>
<i>Come inside</i>	<i>Xaa-wan'-t'i</i>
<i>Sit down</i>	<i>Daa-sin-da</i>
<i>Goodbye</i>	<i>Xvm'-chi'</i>

After completing the lesson, Students and/or Instructors will be able to:

1. *Understand and use proper etiquette in the Dance House*
2. *Identify Nee Dash related items using Dee Ni vocabulary*
3. *Recognize Nee Dash regalia*
4. *Understand the difference between sacred and non-sacred tobacco use*

Assessment:

- *Translation*
- *Conversation*
- *Conventions*
- *Ideas and Content*
- *Effort/Visual Form*
- *Collaboration*
- *Delivery*
- *History*
- *Percentage*

Activity/Project Description:

- *Nee Dash vocabulary is taught using poster illustrations, flash cards and audio recording(s).*
- *Teacher presents the appropriate partnering lesson, "The Origin Story".*
- *Member(s) of the Culture department and/or community can bring Siletz regalia into the classroom for the kids to see.*
- *Teachers/staff/community members lead a trip to the dance house. Other community members might be invited. A member of the Culture department shares the creation story. If appropriate, the kids can sing their song. If possible, a couple of tribal members could wear and demonstrate the dance. Dee Ni vocabulary can be used in all of these activities.*

- *CTSI-ATOD staff visits the class to present information on the dangers of tobacco abuse, and explain how tobacco is used in a sacred way.*
- *Before Dance House visit, proper etiquette and behavior is modeled and described.*

Materials/Supplies:

- *Picture flash cards with illustrations representing Nee Dash*
- *Audio recording of vocabulary words and Nee Dash song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing Nee Dash*
- **Optional* Examples of traditional Siletz regalia and the materials used to make the items*