

“Dee Ni Plot Diagram”

Fall > School > Reading > (0708.Fall.School.DeeNiPlotDiagram)

Season & Location:

Introduced in the fall, concurrent with the introduction of the regular English Reading Scoring Guide; then used throughout the school year. This scoring guide will be particularly useful in assessing Tribal myth, stories, skits, songs, poems, etc.

Partnerships/Community Connections:

Reading teaching staff, Library staff and facility; storytellers, poets, singers, and other performers; Title I Program

Standards* Focus:

EL.07.RE.19 Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.)

7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.)

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.)

**“Second Language” standards are addressed by default – consult state scoring guide.*

Additional Standards:

N/A

Cultural Knowledge:

Communication

Vocabulary:

Action	Xan'-xu
Rise (Upward)	Xaa
Fall (Downward)	Nant-k'wvr'sh
Top (“Climax”)	Srii-naa-dvn shan'
Story	Natlh-sri~'

Good Person/People	Shu'-n'li~'
Bad Person/People	Duu-waa-ghan-t'ee-ne
Mood (feeling)	Dee-dvt-nish
Storyteller	Natlh-sri~'-ne
Action (what happens)	Xan'-xu
End (the ending of a story)	Lee-'vn'-t'i
Setting (Where it happens)	San'

Phrases:

What (lesson) did you learn? (Evaluate)	Day-la 'vm-nintlh-ts'it?
Who was there? (Review)	Dayn xuu lan?
What happened? (Review)	Daa-'ee-lan' 'a'-ch'a?
What will happen next? (Prediction)	Daa-'ee-lan' 'a'-ch'a-te?
Where was it? (Setting: Place)	Dvt-lan' san' lan'?
When was it? (Setting: Time)	Dee-dvn-lan'?
What did it look like? (Visualize)	Day-la k'ay nelh-'i~ lan'?
Did you like it?	Nan-talh?
How much did you like it?	Daa-ee-la lhan nan-talh?
I liked it. (Evaluate)	Naa-ghii-talh
I really liked it.	Lhan naa-ghii-talh
I didn't like it.	Duu naa-ghii-talh
I really didn't like it.	Duu lhan naa-ghii-talh

Grammar & Language Concepts:

Concepts of word order; proper conversational interrogatives with responses; basic sentence structure; application of the oral tradition to modern written words.

Prior/Concurrent Lesson Plan Materials:

Interrogatives;
Positions;
Emotions;
Family/people

Lesson Objectives – After completion, students/instructors will be able to:

Use Dee Ni vocabulary to describe basic plot elements in a story, skit, or movie - Dee Ni or otherwise;
Use Dee Ni vocabulary and phrases to answer challenging questions about likes and dislikes related to a reading selection;
Use a scoring guide to self-evaluate;
Practice “Active Reading” using Dee Ni phrases and vocabulary;

Lesson Procedures:

Students learn basic concepts of “Active Reading” (also “Active Listening”); specifically:

Asking Questions
Making Predictions
Making Connections
Visualizing
Reviewing
Evaluating

Students read novels, poems, and skits; hear songs, speeches, and performances; view broadcast materials; they subsequently use the “QPCVRE” “Active Reading/Listening” technique previously described, integrating Dee Ni phrases and vocabulary;
Students learn how to create a “Reading Rat” plot diagram to use in actively analyzing their literary/performance material;
Students fill out the “Rat” as they go, using Dee Ni vocabulary and phrases;
Students add challenging words to their “word bank” – this bank being kept for English AND Dee Ni words that are interesting and challenging;
Students are tested on their knowledge of the Dee Ni vocabulary necessary to perform these tasks in the language using a variety of methods (quiz, puzzle, worksheets);
Students complete any other concurrent learning materials associated with the assigned reading – Dee Ni or otherwise.

Assessment:

The language instructor will determine the student’s ability to identify basic plot elements through their ability to properly fill in the Dee Ni plot diagram. A correct plot diagram should be prepared for each story, skit, video, song, performance, etc. used.
A quiz consisting of multiple choice, T/F, and fill the blank questions will be supplied;
Students should also complete a word search or crossword puzzle.

Materials & Supplies:

Plot chart diagram ("Reading Rat")
Literature, performances, storytellers, etc,
Flashcards, dictionary, and other standard Dee Ni learning resources
Lesson plans and assessment materials
Any supplemental materials specific to the selected literature, author, or performance.

