

# Dee Ni Language Lesson

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## Project/Activity Name and ID Number:

*Run-to-Rogue*

**01.HC.03a**

## Common Curriculum Goals:

*2<sup>nd</sup> Language: Topics: XCIM: Celebrations; CIM: Geography; BM1: Parts of the body; BM1: Songs and rhymes.*

*2<sup>nd</sup> Language: Speaking: BM2: Use memorized words, phrases, and expressions in everyday situations.*

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

*Social Sciences: Geography: Understand the spatial concepts of location, distance, direction, scale, movement, and region; Locate major physical and human (cultural) features of the Earth; Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems); Understand how people and the environment are interrelated.*

*Social Sciences: Historical Skills: Analyze cause and effect relationships, including multiple causalities*

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

*Social Science Analysis: Select a course of action to resolve an issue.*

## Season/Location:

*Fall (September) – One week prior to R2R; Thursday first day of R2R*

## Partners/Guests/Community:

*All community and tribal members are encouraged to participate, (Culture Department, staff, Elders, students and/or teachers)*

## Cultural Component(s):

Arts and  
Aesthetics

**Family**

**History**

Science

Belief -World View

Food

Medicine

Shelter

Clothing

**Fun**

Medium of  
Exchange

**Transportation**

Communication

Government

Tools and  
Technology

**Project/Activity Lesson Objective Components:**

**Vocabulary:**

English	Dee Ni
<i>Ancestors</i>	<i>K'wii-daa-naa--ye</i>
<i>Feet</i>	<i>Xwe'</i>
<i>My Feet</i>	<i>Sh-xwe'</i>
<i>Your Feet</i>	<i>Nn-xwe'</i>
<i>Legs</i>	<i>ts'ee-ne</i>
<i>My Legs</i>	<i>Sh-ts'ee-ne</i>
<i>Your Legs</i>	<i>Nn-ts'ee-ne</i>
<i>Road</i>	<i>Tee-ne</i>
<i>Running</i>	<i>Nalh-da</i>
<i>Walking</i>	<i>Naa-gha</i>
<i>Eagle Feather Staff</i>	<i>Chutlh-yvmh chvn</i>

**Grammar:**

- *Exposure to Dee Ni word order.*
- *Exposure to concept of 1<sup>st</sup>/2<sup>nd</sup> person verb conjugation.*

**Phrases (Writing, Speaking, Reading, Listening):**

English	Dee Ni
<i>Ouch!</i>	<i>'Aa-gee-ya</i>
<i>Ouch! My Feet!</i>	<i>Aa-gee-ya Sh-xwe'</i>
<i>I am running</i>	<i>Nashlh-da</i>
<i>I am strong</i>	<i>Nashlh-ni</i>
<i>I am tired</i>	<i>Shtin'-numlh-ya</i>
<i>I am walking</i>	<i>Nash-'a</i>
<i>You are running</i>	<i>Nanlh-da</i>
<i>You are strong</i>	<i>Naa-chintlh-ni</i>
<i>You are tired</i>	<i>Nn-tin'-numlh-ya</i>
<i>You are walking</i>	<i>Naa~-gha</i>

- *Collective phrases from prior lesson(s):*
  - *Interrogatives*

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

1. *Identify activities/objects associated with Run-to-Rogue; describe themselves as running/walking fast/slow/far; explain that they are tired/strong; locate and describe their own/someone else's legs/feet using Dee Ni vocabulary.*
2. *Understand the basics of Run-to-Rogue; it's a long walk our ancestors made, they were sad because they were leaving their home, we make this walk to honor our ancestors that brought us here today.*
3. *Trace the route of Run-to-Rogue on a map of western Oregon, and understand that it follows the route of the forced march.*

4. *Recognize the Eagle Feather Staff and what it represents, and the etiquette associated with it.*
5. *Identify photographs of Siletz ancestors, and use the word "Ancestors" properly.*
6. *Participate safely in Run-to-Rogue activities.*
7. *Sing a Dee Ni song while they walk or run.*

#### **Assessment:**

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

#### **Activity/Project Description:**

- *Students learn the four vocabulary words through a combination of flashcard and physical activities.*
- *Students listen to and learn the walking song.*
- *The teacher shows them a picture of the Eagle Feather Staff. This person gives a simple summary of the significance of R2R and explains basic "etiquette" i.e. don't drag it on the ground, keep it moving, think good thoughts when walking with it, and keep it moving forward towards the final destination.*
- *\*Optional\* A Elder, or Culture Dept. representative visits the class and shows them the Eagle Feather Staff. This person gives a simple summary of the significance of R2R and explains basic "etiquette" i.e. don't drag it on the ground, keep it moving, think good thoughts when walking with it, and keep it moving forward towards the final destination.*
- *Students receive registration information prior to the first day and a participant t-shirt on the first day of R2R prior to walking the first mile.*
- *On Thursday (the first day of R2R), students and staff gather on the Government Hill and walk the first mile through Siletz, as per tradition.*

#### **Materials/Supplies:**

- *Picture flash cards*
- *Audio recording of vocabulary and walking song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Room poster with corresponding vocabulary words and illustrations*
- *Run-to-Rogue map, permission slips, schedule, etc. for families wishing to participate*
- *Pictures of Siletz ancestors*
- *Eagle Feather Staff, or picture of it*
- *Western Oregon map*
- *T-shirts for students and teachers*
- *Walking Song*