

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nature

01.SC.03

Common Curriculum Goal:

2nd Language: Topics: CIM: Geography

2nd Language: Speaking: Benchmark 2: Use memorized words/phrases and expressions in everyday situations

2nd Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics
 Social Studies: Geography: View and draw simple maps and pictures to locate, describe and show movement among places

Math: Measurement

Season/Location:

Late April (associated with Earth Day)

Partners/Guests/Community:

Georgia Pacific, CTSI – Natural Resources Department, local Fire Department, Storyteller, Sitka Center for Art & Ecology, Volunteers to monitor stations

Cultural Component(s): (variable according to activities)

<u>Arts and Aesthetics</u>	Communication	Government	<u>Science</u>
<u>Belief -World View</u>	Family	History	Shelter
Clothing	Food	Medicine	Transportation
	<u>Fun</u>	Medium of Exchange	Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Earth</i>	<i>Nvn-nvst-'an</i>
<i>East</i>	<i>'In'</i>
<i>Fire</i>	<i>Xwvn</i>
<i>Forest</i>	<i>Ch'ee-taa-ghee-dvn</i>
<i>Lake</i>	<i>Chvslh-mvn</i>
<i>Meadow</i>	<i>Tuu-me'</i>
<i>Mountain</i>	<i>Nan-ts'vn</i>
<i>North</i>	<i>Dan'</i>

Ocean	Si~s-xa
River	Nii~-li~
Sky	Yaa-me'
South	Yan'
Sun	Xaa-shi
Valley	Tuu-me'
Water	Tvl-xvt
West	Taa-ni~'

- *Collective vocabulary from Scavenger Hunt*

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>I am going <u> </u> (place/direction).</i>	<i><u> </u> (place/direction) tee-see-ya</i>
<i>You are going <u> </u> (place/direction).</i>	<i><u> </u> (place/direction) tee-saa~-ya</i>
<i>He/she/it is going <u> </u> (place/direction).</i>	<i><u> </u> (place/direction) tes-ya</i>
<i>I am telling a story <u> </u>.</i>	<i>Natlh-sri' dvsh-nvn</i>
<i>You are telling a story <u> </u>.</i>	<i>Natlh-sri' 'antlh-t'in</i>
<i>He/she/it is telling a story <u> </u>.</i>	<i>Natlh-sri' 'aylh-nvn</i>
<i>What do you see?</i>	<i>Day-la ghii~- 'i~'</i>
<i>What do you all see?</i>	<i>Day-la ghu'- 'i~'</i>
<i>Where are you going?</i>	<i>Dvt-la tee-saa~-ya?</i>
<i>Where are you all going?</i>	<i>Dvt-la tee-sutlh-xat ?</i>

- *Circle time phrases as applies to behavior and stewardship*

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

- 1. Identify and label major land forms*
- 2. Identify the four directions on a map and in the environment*
- 3. Understand how a compass works using Dee Ni vocabulary*
- 4. Use Dee Ni phrases and vocabulary to describe direction of travel*
- 5. Connect concepts of student behavior at school with concepts of behavior in the rest of the world.*
- 6. Understand the importance of stewardship in the natural environment*

Assessment:

- Translation
- Conversation
- Conventions
- Ideas and Content
- Effort/Visual Form
- Collaboration

- Delivery
- History
- Percentage

Activity/Project Description:

- *Nature vocabulary is taught using illustrated flashcards, room poster, and audio recording.*
- *Students listen to "The Woman Who Lives in the Earth" and do the activity*
- *Students create a Dee Ni compass. Thrifty versions of a compass are purchased and attached to a piece of cardboard with the Dee Ni word for each direction printed on it.*
- *Students take a trip to Olalla Lake (or other natural environment) in conjunction with Georgia Pacific (or other local representative). Students follow a scavenger hunt type map of the trail. At each stop, a volunteer presents the students with an image & description of behavior in the environment, and questions about natural features near the stop. Volunteers check off correct answers and award points. Afterward, students might collaborate with Sitka Center (or other artistic organization) to create Earth Day posters inspired by what they learned.*
- **Optional* other activities*
 - *Planting and growing seeds/seedlings of native plants to be placed around the Tribal Community Center i.e. hazel, conifers from Forest Service or Natural Resources*
 - *Art project resulting in posters promoting the importance of a healthy environment in reference to Earth Day. (Georgia Pacific has an environmental department as well as other community and/or Tribal groups that promote a healthy environment.)*
 - *A visit to the Tribal or a local fishing area.*
 - *Tie-in to "Sand and Water Play" in creative curriculum. Kids can create rivers, mountains, ocean, etc.*
 - *Revisit Run-to-Rogue and Weather lesson(s).*

Materials/Supplies:

- *Picture flash cards with illustrations representing nature concepts*
- *Audio recording of nature vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing nature concepts*
- *Map/Scavenger Hunt route of Olalla Lake (or local park)*
- *Compass and cardboard*
- *Google earth map from Community lesson*
- *Stewardship scenarios (for scavenger hunt)*
- *"The Woman Who Lives in the Earth" story activity*
- *Art supplies*
- *Circle Time Lesson and others with nature based vocabulary (i.e. Creepy Crawls, Run-to-Rogue, Animals)*
- *Native plant seeds/seedlings*