

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Feathers – Fall

02.AS.01d

Common Curriculum Goal:

2nd Language: Topics: BM1: Body parts; BM2: Calendar/time; BM3: Clothing

2nd Language: Speaking: BM2: Use familiar vocabulary in context; BM3: Answer predictable questions with memorized responses.

2nd Language: Listening: BM2: Recognize vocabulary related to familiar topics.

Science: Life Science: K: Observe, sort, and classify organisms; 1st: Explain how some animals are alike/different, and how environment shapes these characteristics.

Arts: AR.03.CP.03

Season/Location:

Fall activity done in the classroom.

Partners/Guests/Community:

Culture Department for examples of regalia, Fisheries and Wildlife, the raptor place in Eugene, Oregon Zoo (condors).

Cultural Component(s):

Arts and Aesthetics

Communication

History

Science

Government

Shelter

Family

Belief -World View

History

Transportation

Food

Medicine

Tools and

Clothing

Fun

Technology

Medium of Exchange

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Beak</i>	<i>Mish</i>
<i>Bill</i>	<i>Mish</i>
<i>Down feather</i>	<i>Chvs-tr'e'</i>
<i>Feather</i>	<i>Chee-da'</i>

<i>Wing</i>	<i>K'waa-ne'</i>
<i>Wing tip feather</i>	<i>K'waa-ne' let'-'vn'</i>

➤ *Collective vocabulary from prior lesson(s):*

- *Regalia*
- *Animals*
- *Nee Dash*
- *Hunting*
- *Calendar*
- *Body Parts*

Grammar:

- *K – 2: Basic spoken sentence structure; noun and verb possessives/conjugation; spelling optional.*

Phrases (Writing, Speaking, Reading, Listening):

<i>They help the bird fly.</i>	<i>Ch'ee-yash mvlh naa-t'a</i> <i>Bird it with flies</i>
<i>They keep the bird warm.</i>	<i>Ch'ee-yash mvlh svlh ghee-lelh</i> <i>Bird it with warm becomes</i>
<i>Feathers are black, white, red, blue & yellow</i>	<i>Ch'ee-ta' lhshvn, lhkii, lhshrik, lhvt-lhshvn</i> <i>Feathers black white red blue</i> <i>lhts'uu yan-li~'</i> <i>yellow they are.</i>

➤ *Collective phrases from prior lesson(s):*

- *Interrogatives (Q&A)*

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

1. *Identify the three most easily recognized types of bird feathers, describe their function, and locate them on a bird.*
2. *Recognize Siletz regalia that uses feathers.*
3. *Understand that some feathers represent traditional wealth.*
4. *Understand the ceremonial significance of some feathers.*

Assessment:

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

Activity/Project Description:

- *Students study Siletz regalia that including examples of flight, contour, and down feathers. Modern items and archival photos will work for this.*
- *Students review/preview vocabulary from recommended lessons.*
- *Students handle examples and study the three types of feathers covered in this lesson.*
- *Ideally, students get to see live birds whose feathers are used in regalia.*
- *Students hear the story "Eagle Boy". (NAAS)*
- *Students add legs, claws, head, eye, and beak to the bird template.*
- *Feathers are attached to the birds as follows: Flight feathers on wings and rear; a layer of down on the body; layer of contour over down. A 3-dimensional version of this could be created.*
- *Pairs/groups create a poster on big paper that illustrates the birds' habitats, and the birds are added.*
- *Older kids can assist the pre-writers in labeling the types of feathers and creating simple descriptions of their function.*

Materials/Supplies:

- *Various colors of craft store feathers*
- *Google eyes, pipe cleaners, popsicle sticks*
- *Paper, glue, scissors, and bird shape template*
- *Types of Feathers sheet (attached)*
- *Examples/pictures of Siletz regalia that includes feathers*
- *Examples/pictures of birds whose feathers are used in regalia*
- *Story: "Eagle Boy" (NAAS)*
- *Lesson Materials:*
 - *Regalia*
 - *Animals*
 - *Nee Dash*
 - *Hunting*
 - *Calendar*
 - *Body Parts*
 - *Interrogatives*