Dee Ni Language Lesson

Project/Activity Name and ID Number:
Regalia - Winter
02.AS.02b

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.
AR.03.CP.01; AR.03.CP.03

Season/Location:
Fall – shortly before Solstice/Nee Dash

Partners/Guests/Community:
Regalia makers/owners; culture department (collection); community members wishing to create regalia; feather supplier.

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

Canvas/cloth	*Ste'*
Feather	*Ch'ee-dan'*
Needle	*Ts'vn*
Thread	*St'vs*
Woodpecker Headband	*Nin-k'vt-me'-sla*

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

- *Nee Dash*
- *Animals*
- *Colors*
- *Interrogatives (Q&A)*

Grammar:

- *Basic spoken sentence structure, noun and present-tense verb conjugation; spelling optional.*

Phrases (Writing, Speaking, Reading, Listening):

I am sewing	*Nashtlh-xat*
You are sewing	*Naa-ch'inlh-xat*
We are sewing	*Naa-ch'aa-ghitlh-xat*
He/she is sewing	*Natlh-xat*
I am making	*'Vshlh-sri*
You are making	*'Inlh-sri*
We are making	*'Aa-ghitlh-sri*
He/she is making	*Yvlh-sri*
Cut/cutting/cuts	*Ch'ay-t'as*

- *Collective phrases from Collective vocabulary from prior lesson(s)*
  - *Nee Dash*
  - *Animals*
  - *Colors*
  - *Interrogatives (Q&A)*

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

1. *Review their knowledge of the Dancehouse, Nee Dash and Nee Dash etiquette;*
2. *Identify common regalia items used in the Dance; specifically a nin-k'vt-mes-la'*
3. *Create a «prototype» piece of regalia*
4. *Use vocabulary and phrases from a variety of prior Dee Ni lessons to identify and describe objects and activities.*

Assessment:

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

Activity/Project Description:

- *Students review Nee Dash lesson – or- activity is done in conjunction.*
- *Students view/handle regalia items.*

- *Teacher gathers and prepares materials – pieces may need to be pre-cut from the pattern.*
- *Students watch a regalia – making demonstration (assembly of nin-k'vt-mes-la')*
- *Students assemble the item as instructed (Instructions attached)*
- *Community/tribal members could be invited to participate.)*

Materials/Supplies:

- *Materials associated with «Nee Dash» lesson*
- *Canvas or cloth*
- *Scissors and blunt needle*
- *Thread or sinew*
- *Leather/cloth glue*
- *Woodpecker (feather) headband pattern and instructions*
- *Small feathers (e-bay style, duck club)*
- *Prior lesson(s)*
    - *Nee Dash*
    - *Animals*
    - *Colors*
    - *Interrogatives (Q&A)*