

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Money - Winter*

**02.AS.02c**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM1: Numbers; XCIM: Celebrations, environment

2<sup>nd</sup> Language: Speaking: BM2

2<sup>nd</sup> Language: Listening: BM2

Science 1, 2: Life Science: Diversity: Define a habitat and describe how it meets and organism's basic needs.

Math: K.1.2, K.1.3; 1.1.3, 1.2.1; 2.2.1

**Season/Location:**

*Classroom, Hatfield MSC, Oregon Coast Aquarium*

**Partners/Guests/Community:**

*Culture Department, OCA, HMSC (SMILE), Siletz artists/regalia makers, older kids*

**Cultural Component(s):**

**Arts and Aesthetics**

Communication

**History**

Science

Government

Shelter

Family

**Belief -World View**

History

Transportation

Food

Medicine

**Tools and Technology**

Clothing

Fun

**Medium of Exchange**

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Sinew</i>	<i>Ts'vm k'he</i>
<i>Bead</i>	<i>Naa-gharsh-detlh-yu</i>
<i>Money</i>	<i>Ts'vt</i>
<i>Abalone</i>	<i>Lha'-k'wa'sr-t'i</i>
<i>Clam</i>	<i>Kuni</i>
<i>Mussel</i>	<i>K'wee-san</i>
<i>Shell</i>	<i>K'wa'sr</i>

➤ *Collective vocabulary from prior lessons:*

- *Counting*
- *Nee Dash*
- *Regalia*

- Ocean

**Grammar:**

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

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

*Questions and answers, plus:*

<i>I am stringing (beads)</i>	<i>'Vsh-'i~'sh</i>
<i>You are stringing (beads)</i>	<i>'li~-in~'sh</i>
<i>He/she is stringing (beads)</i>	<i>Yv-'i~'sh</i>

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

1. *Identify traditional Siletz shell money, and the materials and techniques used to make it.*
2. *String a dentalium necklace.*
3. *Understand the function of shell money in traditional Siletz culture.*
4. *Understand the role of money in ceremonies.*
5. *Identify the ocean habitat where dentalium shells come from.*
6. *Understand that shells all come from the same kind of animal.*

**Assessment:**

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

**Activity/Project Description:**

- *Students view examples of traditional Siletz shell money, and the shells used to make them.*
- *Students learn about ocean habitat and sea life as part of their regular science curriculum.*
- *Students should understand the function and use of shell money in traditional Siletz society – what could be purchased with it, which shells are most valuable, how money and status are related, etc.*
- *Shell money lesson can be combined with Nee Dash lesson in a way that helps them understand that the Dance is a display of wealth.*
- *Students string a dentalium necklace, using Dee Ni phrases and vocabulary to describe materials and process. Necklaces should be made in a way that that offers the opportunity to add more strings later.*

- *Strands of shells can be used as math manipulatives, and to illustrate math concepts.*

**Materials/Supplies:**

- *Pictures/examples of shell money necklaces, and regalia and artwork that incorporates shells.*
- *Example of clam, mussel, abalone, naaset, olivella, and dentalium shell.*
- *Sinew, beads, and dentalium shells.*
- *Lesson Materials:*
  - *Counting*
  - *Nee Dash*
  - *Regalia*
  - *Ocean*