

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Run-to-Rogue History

02.HC.03b

Common Curriculum Goal:

2nd Language: Topics: XCIM: Celebrations; CIM: Geography; BM1: Parts of the body; BM1: Songs and rhymes.

2nd Language: Speaking: BM2: Use memorized words, phrases, and expressions in everyday situations.

2nd 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) – The week following 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>Ancestor</i> | <i>K'wii-daa-naa~-ye</i> |
| <i>Bay</i> | <i>Tum-sray-me'</i> |
| <i>Bridge</i> | <i>K'wee tum-sray-me'</i> |
| <i>Eagle Feather Staff</i> | <i>Chuth-yvmlh chvn</i> |
| <i>East</i> | <i>'li~</i> |
| <i>Illinois River</i> | <i>Shis-daa-k'wvt-srtaa~ tr'ee-ghii~-li~</i> |
| <i>Land</i> | <i>Nn'ee</i> |
| <i>Mountain</i> | <i>Nan-ts'vn</i> |
| <i>Mountain Range</i> | <i>Nan-ts'ee-ne</i> |
| <i>North</i> | <i>Dan'</i> |
| <i>Ocean</i> | <i>Si~s-xa</i> |
| <i>Road</i> | <i>Tee-ne</i> |
| <i>Rogue River</i> | <i>Tuu-Tu'-ni tr'ee-ghii~-li~</i> |
| <i>River</i> | <i>Nii~-li~</i> |
| <i>Running</i> | <i>Nalh-da</i> |
| <i>Seashore</i> | <i>Naa-svt</i> |
| <i>Shore</i> | <i>Daa-let</i> |
| <i>Siletz River</i> | <i>Sii-let-ts'i tr'ee-ghii~-li~</i> |
| <i>South</i> | <i>Yan'</i> |
| <i>Valley</i> | <i>Tuu-me'</i> |
| <i>Village</i> | <i>Mvn'-taa-dvn</i> |
| <i>Village at Oak Flats</i> | |
| <i>Village at Mouth of Rogue</i> | <i>Yan'-shu'-chit-dvn (South bank)</i> <i>See-me' (North bank)</i> |
| <i>Walking</i> | <i>Naa-gha</i> |
| <i>West</i> | <i>Taa-nin'</i> |

Grammar:

- *Sentence structure using cards*
- *Spelling*

Phrases (Writing, Speaking, Reading, Listening):

N/A

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

1. *Trace the route of Run to Rogue on a map of western Oregon*
2. *Recite that Run to Rogue follows the route of the forced march*
3. *Use the word ancestors appropriately*
4. *Teacher explains that Siletz ancestors occupied all of Western Oregon, discusses why people lived where they did (along sea shores, rivers, in valleys, close to tide pools, etc.)*

5. *Place major features/events of Siletz history in chronological order*
6. *Recognize the Eagle Feather Staff and state what it symbolizes; understand the etiquette associated with it*
7. *Identify and label the four directions on a map using Dee Ni vocabulary*
8. *Identify and label villages and major land forms of Western Oregon*

Assessment:

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

Activity/Project Description:

- *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.*
- *Pictorial history and map is presented and the route is described*
- *Students view a short summary of Siletz history. Students retell Siletz history after viewing slideshow. Working in pairs or individually they retell the Siletz history relative to the slide they are each assigned to.*
- *Students use a small version of the classroom map and key to transcribe*
- *Students identify where major villages were, and why they were there.*
- *Students identify major land forms of western Oregon using a color key*
- *Students label major bays, rivers, and village sites on the classroom poster using a separate Dee Ni key.*

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*
- *Color coded map with rivers, bays, villages, mountains, valleys, seashore, language areas, reservation and reduction outlines, and route of Run-to-Rogue*
- *Siletz history video set*
- *Siletz ancestors images*
- *Pictorial history cards and room poster*
- *T-shirts for students and teachers*