

## Dee Ni Language Lesson

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

*Siletz Restoration Pow Wow*

**02.HC.04**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: Introductions, Leisure activities (BM3)

2<sup>nd</sup> Language: Speaking: Benchmark 1: Make and respond to simple greetings

2<sup>nd</sup> Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics

Social Sciences: State and local history: Understand and interpret events, issues, events, and developments in the history of one’s family, local community, and culture.

Health: Describe the benefits of a tobacco and drug-free environment (ATOD Prevention)

**Season/Location:**

*November – Associated with Siletz Restoration Pow Wow and SVS Mini-Pow Wow*

**Partners/Guests/Community:**

*Pow Wow officials, Culture department, community members, drummers/singers, CTSI-ATOD staff*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<b>English</b>	<b>Dee Ni</b>
<i>Celebration</i>	<i>Lhestlh-xat</i>
<i>Dance</i>	<i>Dash</i>
<i>Drum</i>	<i>’Vtlh-ghalh</i>
<i>Restoration</i>	<i>Lha’ cha’</i>
<i>Sing</i>	<i>Dee-yvn</i>

**Grammar:**

- Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation

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

English	Dee Ni
I am _____	Nvs-li~
I will dance with you	Nee-la nesh-dash-te. <i>You with I will dance</i>
No	Duu
We are _____	Nit-li~ _____
Will you dance with me?	Shee-la nii--dash-te? <i>Me with you will dance?</i>
Yes	'Ii
You are _____	Nii~-li~' _____

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

- Identify Pow Wow activity/item(s) using Dee Ni vocabulary.
- Identify Pow Wow officials and dance styles using Dee Ni vocabulary.
- Understand the historical significance of the Restoration celebration.
- Ask someone to dance, and respond appropriately if asked!

**Assessment:**

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

**Activity/Project Description:**

- Restoration vocabulary is taught using illustrated flashcards, room poster, and audio recording.
- Vocabulary is reinforced by participation in the Siletz mini Pow-Wow held at the Siletz Valley School for student participation.
- Pow Wow dance styles are taught using video tape and demonstrations by older students/adults.
- Students are led in a Dee Ni performance at the Siletz Restoration Pow Wow and/or Siletz Valley School Mini Pow Wow. This could be the counting song, a story using Dee Ni vocabulary the kids have learned, and/or a simple recitation of words led by a teacher.
- The students have a review of Siletz history lesson with focus on Restoration.
- A guest could help the students make a drumstick and drum if possible.

- *Students participate in the SVS Mini Pow-Wow where they are encouraged to use the lesson content taught.*
- *Students should create a banner identifying the class as 2<sup>nd</sup> grade, and include a friendly greeting.*

**Materials/Supplies:**

- *Picture flash cards with illustrations representing Siletz Restoration Pow Wow concepts*
- *Audio recording of Siletz Restoration Pow Wow vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing Siletz Restoration Pow Wow concepts*
- *Video: "Native American Dance Styles – Vol. 1"*
- *Siletz History Lesson and materials*