

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Blog to the Rogue*

**03.HC.03c**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Writing: CIM: Write simple original sentences from memorized and familiar material.

2<sup>nd</sup> Language: Various – depends on topics covered and complexity of information.

Educational Technology: Communication and Collaboration: A, B, D

Math: Various

Other subject areas may be addressed, depending on topic.

### Season/Location:

*During Run to the Rogue activity - classroom*

### Partners/Guests/Community:

*Non-participants in the relay in collaboration with participants.*

### Cultural Component(s):

Various – depends on topics covered in blogs.

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

### Project/Activity Lesson Objective Components:

#### ***Vocabulary:***

***All of the following are dependent on topics covered in the blog.***

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

- *Time*
- *Numbers*
- *Geography*

**Grammar:**

- 3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated).

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

Interrogatives, including specifically:

How?	Daa-'e?
How big?	Day 'a~lh-chu?
How far?	Day 'a~lh-ts'a?
How is it?	Daa-'ee-la?
How much?	Daa-wii-la?
How many?	Daa-wii-la?
What?	Day?
What for?	Day-wvn?
What is it?	Day-la?
What is the matter?	Day-'ee-srdu'?
What if?	Day-de'?
What kind?	Dan-t'e?
What reason?	Day wee-ni?
What happened?	Daa-'ee-la 'a'-ch'a?
What's happening?	Day-la 'a'-ch'a?
When?	Dee-dvn?
When is it?	Dee-dvn-la?
Where?	Dvt?
Where is it?	Dvt-la?
Which?	Day-yi?
Which is it?	Day-yii-la?
Which way?	T'xvm-t'a'?
Where is an individual(s)?	'Ee'-du?
Who?	Dayn?
Whom?	Dayn-la?
Why	Day-'ee-wvn?

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

1. Use technology to write and publish up-to-the-minute information about Run to the Rogue using a 'blog'.
2. Use digital media to take and post photos.
3. Track the progression and keep statistics on Run to the Rogue using a variety of technologies.
4. Answer interrogative questions in Dee Ni.
5. Understand interrogative tenses.

**Assessment:**

- Translation
- Effort/Visual Form

- *Percentage*
- *Conversation*
- **Collaboration**
- **Conventions**
- *Delivery*
- *Ideas and Content*
- *Percentage*

### **Activity/Project Description:**

- *Students are familiarized with the concept of a “blog”, and the features and function of “Twitter”.*
- *Students who are not participating in the actual Run to the Rogue relay are sent updates on progress and interesting events as they happen. This could be done via cell phone, text, and/or email.*
- *Students translate information into Dee Ni and publish it to a bilingual blog that is part of the student website. Photos, maps, and statistics on progress should be included.*
- *“Reporters” should be selected from the participants – these are the people who check in regularly with the “bloggers”.*
- *Blog should be updated several times during the day.*
- *Motivated students could keep the blog updated over the weekend as well – otherwise, it is updated the following Monday.*
- *Project should include a publicity component designed to spread the word about the blog and invite people to tune in.*
- *Students should also enter regular “Twitter” status updates, tracking progress of the runners.*

### **Materials/Supplies:**

- *Communication media (PDAs, cell phones, laptops, computers)*
- *Digital cameras*
- *Computer with Internet access*
- *Twitter account*
- *Blog page*
- *Print/digital/talking dictionary*
- *Lesson Materials*
  - *Time*
  - *Numbers*
  - *Geography*
  - *Interrogatives*
  - *Any other applicable lesson*