

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Siletz Restoration Pow Wow

03.HC.04

Common Curriculum Goal:

2nd Language: Topics: CIM: Celebrations

2nd Language: Speaking: BM3

2nd Language: Listening: BM2

2nd Language: Writing: BM3

Social Sciences: History: Understand events from local & community history

Social Sciences: Civics/Government: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

Social Sciences: 4th: Oregon History

Ed Tech: Creativity and Innovation: B

Ed Tech: Communication and Collaboration: A, B

Season/Location:

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

Partners/Guests/Community:

Pow Wow officials, Culture department, community members, drummers/singers, CTSI-ATOD staff, local illustrator/artist, Archivist (for photos)

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Celebration</i>	<i>Lhestlh-xat</i>
<i>Dance</i>	<i>Dash</i>
<i>Drum</i>	<i>'Vtlh-ghalh</i>

<i>Drumming</i>	<i>'vlh-ghalh</i>
<i>Drumstick</i>	<i>Mvlh-vtlh-ghalh</i>
<i>Master of Ceremonies (MC)</i>	<i>Na'-'a-ne'</i>
<i>Regalia</i>	<i>Ts'vt</i>
<i>Restoration</i>	<i>Lha' cha'</i>
<i>Sing</i>	<i>Dee-yvn</i>
<i>Whipman</i>	<i>Dis-ne</i>
<i>Whipwoman</i>	<i>Ts'aa~- -xe</i>
Dance Styles	
<i>Crow Hop</i>	
<i>Fancy</i>	
<i>Friendship</i>	
<i>Hoop</i>	
<i>Jingle</i>	
<i>Owl</i>	
<i>Team</i>	
<i>Traditional</i>	

- *Vocabulary as associated with prior lesson(s):*
 - *Student Government*

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

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

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

1. *Understand the historical significance of the Restoration celebration.*
2. *Describe the process of becoming a restored tribe; in general and specific to the Confederated Tribes of Siletz*
3. *Create a "steps in a process" presentation using digital media.*
4. *Publish a comic book*
5. *Identify Pow Wow activity/item(s) using Dee Ni vocabulary.*
6. *Identify Pow Wow officials and dance styles using Dee Ni vocabulary.*

7. *Describe Pow Wow etiquette*
8. *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 and/or the Annual Siletz Restoration Pow Wow.*
- *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.*
- *Students participate in the SVS Mini Pow-Wow where they are encouraged to use the lesson content taught.*
- *The students study the process of Tribal restoration. Students create a text describing this process; some words/phrases should be translated where possible. The book should include facts/information on other restored Oregon tribes, as well as unrecognized/seeking restoration tribes.*
- *Students use Comic Life (or another program) to create an illustrated comic book showing steps in the process of regaining Federal recognition of an Indian tribe (starting with Termination) and include specific events/information relative to Siletz. The work should be divided such that groups/students are focused on a specific step, and the events affecting the outcome for CTSI. The project is compiled and printed in the form of a comic book. The book is distributed at Restoration and used by other classes as an educational resource.*

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*

- *Resources outlining process of tribal restoration (print/on-line)*
- *Pow Wow music CD and/or drummers*
- *Video: "Native American Dance Styles – Vol. 1"*
- *Computer with Comic Life or other program (Alternated include pencil and paper, PPT, Photoshop, or other presentation software)*
- *Publishing materials and supplies*