

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Body Parts – Dancing Skeletons

03.HE.03

Common Curriculum Goal:

2nd Language: Topics: Benchmark 1: Parts of the body; songs and rhymes.

2nd Language: Speaking: BM 2: Use familiar vocabulary in context.

2nd Language: Listening: BM 3: Comprehend location; recognize vocabulary related to familiar topics.

Science: Life Science: Organisms: Describe the function of organs and classify them according to the system to which they belong.

Social Studies: History: Understand the importance of early European exploration and the influence it had on ways of life in the Western Hemisphere.

Oregon Health Education Standards: Promotion of Physical Health: Identify the components of fitness.

Season/Location:

October – associated with fall equinox, Halloween, Day of the Dead, Samhain, etc.

Partners/Guests/Community:

Talent show attendees, CTSI - Culture Department (ancestral remains part), safety authorities (bike safety, orthopedist).

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

Set 1 - Body Parts Review:

<i>Cheek(s)</i>	<i>Nii-pash</i>
<i>Ears</i>	<i>Mvsr-ghe'</i>
<i>Eyebrow</i>	<i>Ni~'ts'vn-t'a</i>
<i>Eyes</i>	<i>Naa-ghe'</i>
<i>Face</i>	<i>Nin'</i>
<i>Hair</i>	<i>Si'</i>

<i>Head</i>	<i>Si's</i>
<i>Mouth</i>	<i>Da'</i>
<i>Nose</i>	<i>Mish</i>
<i>Teeth</i>	<i>Ghu'</i>
<i>Tongue</i>	<i>Saa-lhu'</i>

<i>Arm</i>	<i>Kw'aa-ne</i>
<i>Body</i>	<i>Nvst'-e</i>
<i>Finger</i>	<i>La'-sak-'e</i>
<i>Foot</i>	<i>Xwe'</i>
<i>Hand</i>	<i>La'</i>
<i>Knee</i>	<i>K'wet</i>
<i>Leg</i>	<i>Ts'ee-ne</i>
<i>Shoulder</i>	<i>K'wan's-xee-le'</i>
<i>Toe</i>	<i>Xwe'-sak-'e</i>

<i>Ankle</i>	<i>Xwee-srvsr-wee-le</i>
<i>Back</i>	<i>Mi'-ne</i>
<i>Belly</i>	<i>Me'</i>
<i>Buttocks</i>	<i>T'a'</i>
<i>Chest</i>	<i>Sri'</i>
<i>Elbow</i>	<i>Ts'ii-le'</i>
<i>Hips</i>	<i>Dee-ts'a</i>
<i>Neck</i>	<i>K'wvs</i>

Set 2 – Bones:

<i>Collarbone</i>	<i>K'wan's-xee-le' ts'ee-ne</i>
<i>Hip bone</i>	<i>Dee-ts'a' ts'ee-ne'</i>
<i>Jawbone</i>	<i>Ch'ee-taa-k'e ts'ee-ne'</i>
<i>Kneecap</i>	<i>K'wet-si's</i>
<i>Rib</i>	<i>K'waa~-k'he'</i>
<i>Shoulderblade</i>	<i>Tetlh-ts'ee-ne'</i>
<i>Skull</i>	<i>Si's-ts'ee-ne'</i>
<i>Tailbone</i>	<i>Chii-lat ts'ee-ne</i>
<i>Vertebrae</i>	<i>Min-chee-ne'</i>
<i>Wrist/Ankle/Arm/Leg/Finger/Toe Bone</i>	<i>Ts'ee-ne</i>

Grammar:

- *Complex written and spoken sentence structure; noun and verb conjugation, including past, present, future aspects of time; spelling and punctuation*

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>Here is/are your _____.</i>	<i>Chan' nn_____</i>
<i>Touch your _____.</i>	<i>_____ nuu-dintlh-srvt</i>
<i>Where is your _____?</i>	<i>Nn_____ dvt-lan'?</i>

- *Translated «Dry Bones» song,*
- *Basic interrogatives and appropriate responses (WWWWWH).*

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

1. *Locate and identify their basic facial features and body parts through games, songs, and activities,*
2. *Identify the major bones of their bodies,*
3. *Recognize unsafe activities that could lead to broken bones,*
4. *Understand the importance of physical activity to maintaining a healthy body,*
5. *Understand the cultural impact of museums excavating and housing ancestral remains,*
6. *Compare and contrast a variety of cultures' burial practices,*
7. *Create a marionette and/or costume representing the human skeleton,*
8. *Recognize "Skeleton Man" as a character in Native legends,*
9. *Dance and sing along to a Dee Ni version of "Dry Bones".*

Assessment:

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

Activity/Project Description:

- *Body parts are reviewed using poster illustrations, flash cards and audio recording(s). (A festive review activity involves students sticking sticky notes with Dee Ni body part words all over each other.)*
- *Dee Ni bones vocabulary is studied using the same stuff as above in conjunction with regular science curriculum.*
- *Students play a variety of physical activity games led by the teacher and/or student(s) to learn and reinforce Dee Ni vocabulary.*
- *During games the teacher explains the importance of exercise as a component of overall fitness.*
- *Students learn about the importance of helmets and other protective gear in preventing broken bones and other injuries,*
- *Students create a skeleton marionette (There are many versions of this available on line, from very simple to complicated), and/or a "skeleton suit" (paper bones or painted bones on dark clothing).*
- *Students learn the Dee Ni version of the "Dry Bones" song. (The translation could be done by an older grade.)*

- *Students perform a brilliant choreographed multimedia extravaganza featuring the "Dry Bones" song. Students sing and dance. Performance can be done for younger grades, talent show, carnival, etc.*
- *Students read/hear "Skeleton Man" (Bruchac) and do activities provided by the author – or just read it for fun.*

Materials/Supplies:

- *Picture flash cards with illustrations representing body parts concepts*
- *Audio recording of body parts vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing body parts concepts*
- *Marionette/skeleton suit supplies – art stuff, dark clothing, as well as instructions for making said items.*
- *Game and song recordings/instructions from previous body parts activities.*
- *Regular science curriculum; representations of the human skeleton (model, pictures, etc.)*
- *Recording/lyrics of "Dry Bones" song.*
- *Information on anthropology and the desecration of Indian graves. This could be obtained from a representative of the Siletz Culture Dept, and/or taken from print resources. ("Battlefields and Burial Grounds" (Echo Hawk) is an excellent resource.)*