

## Dee Ni Language Lesson

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

*Shapes*

**03.MA.02**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: Benchmark 2: Shapes

2<sup>nd</sup> Language: Speaking: Benchmark 2: Use memorized words, phrases, expressions

2<sup>nd</sup> Language: Listening: Benchmark 3: Demonstrate comprehension of simple descriptions

Oregon Educational Tech Standards: Research and Information Fluency: Select and apply digital tools to gather, evaluate, validate, and use information

Math: 3.3

**Season/Location:**

*December - January*

**Partners/Guests/Community:**

*Culture Department, Museum staff*

**Cultural Component(s):** *(wide variety according to objects selected by students)*

**Arts and Aesthetics**

Belief -World View

**Clothing**

Communication

Family

Food

Fun

Government

History

Medicine

Medium of Exchange

**Science**

Shelter

Transportation

**Tools and Technology**

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<b>English</b>	<b>Dee Ni</b>
<i>Basket Cap</i>	<i>Xee-tr'at</i>
<i>Big</i>	<i>Chwaa</i>
<i>Flat</i>	<i>Telh</i>
<i>Plate</i>	<i>Gaa-se</i>
<i>Polygon</i>	<i>Lhan-let</i>
<i>Rectangle</i>	<i>Dvn-chi'-let</i>
<i>Round</i>	<i>T'vr'sh-wvlh</i>
<i>Short</i>	<i>T'a'-k'hi</i>
<i>Small</i>	<i>'In-stvm</i>
<i>Square</i>	<i>Dvn-chi'-let lhee-wi</i>

<i>Symmetrical</i>	<i>Wvn-t'e</i>
<i>Tall</i>	<i>Nes</i>
<i>Triangle</i>	<i>Taa-xee-let lhee-wi</i>
<i>Area</i>	<i>Dvn</i>
<i>Perimeter</i>	<i>Nii-shan</i>

- *Vocabulary associated with "shapes book: determined by 3<sup>d</sup> grade should include common named basket patterns*

**Grammar:**

- *Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation.*
- *Sentence structure; specifically – noun/pronoun and adjective word order, and suffixes – big and small*
- *Spelling*

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

<b>English</b>	<b>Dee Ni</b>
<i>It is (description)</i>	<i>(description)</i>
<i>It is a (shape)</i>	<i>(shape)</i>
<i>They are called (shape)</i>	<i>(shape) xee-yaa-win-shi'</i>
<i>What is this called?</i>	<i>Day-la waa yaa-win-shi'</i> <i>What is it that way it is called?</i>
<i>What shape is this?</i>	<i>Day-la?</i> <i>What is it ?</i>

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

- 1. Identify and write short descriptions of items using Dee Ni phrases and vocabulary*
- 2. Search for photos on the internet, cite sources*
- 3. Apply Dee Ni vocabulary and phrases to math/geometry concepts*

**Assessment:**

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

**Activity/Project Description:**

- *Students use books, online resources, cultural items, native plants and animals to identify representations of various shapes. This can involve a trip to the library, trip to the park, a hike around the hill and CTSI Culture Dept storage*

*facility. [Basket patterns and regalia present examples of shaped being taught. Archival photos of dancers definitely show tall and short.]*

- *Students use grid paper and circles paper to sketch patterns*
- *Students convert sketches into final form following grid paper. Math activities should be incorporated, including determining perimeter, area, symmetry, decomposing polygons etc. All of these can incorporate Dee Ni numbers. Less artistically inclined students can draw simple basket patterns; more artistically inclined may want to draw people, animals, shells, etc. All major named basket patterns should be represented.*
- *Pages are assembled into a notebook/booklet form for use by other grades*
- *Pages could be added throughout the year and during subsequent years during other lessons where appropriate. A correct bibliography should be included.*
- *Written descriptions are added as subtitles; "Show and Tell" type activity to share work.*

### **Materials/Supplies:**

- *Grid/graph paper*
- *Examples of cultural items (actual items photographs, drawings, oral descriptions, etc.)*
- *Notebook/Scrapbook/pages*
- *Hearst museum web site (as well as others that may be useful)*
- *Resources from other lessons as necessary*