

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Student Government*

**03.SS.05**

### Common Curriculum Goal:

*2<sup>nd</sup> Language: Topics: Exceeds CIM: Business and Management*

*2<sup>nd</sup> Language: Speaking: CIM: Express simple opinions; exchange information using date/time/etc.; give basic directions/commands; extend/accept invitations; make appointments/reservations*

*2<sup>nd</sup> Language: Listening: CIM: Identify main ideas and some significant details on familiar topics; recognize specific expressions used for certain circumstances.*

*2<sup>nd</sup> Language: Reading: CIM: Identify main ideas and some supporting details from simple text.*

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

*2<sup>nd</sup> Language: Speaking II: CIM: Present material in a clear and organized manner using simple sentences and some strings of sentences.*

*Social Studies: 3<sup>d</sup>, 4<sup>th</sup>, 5<sup>th</sup> Civics and Government: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.*

### Season/Location:

*Student Government instruction begins in Fall, immediately after return to school. Ideally, elections would take place in October, unless the kids are ready earlier.*

### Partners/Guests/Community:

*CTSI Tribal Council, if possible. Student government and committees should be empowered greet and host guests and visitors from Siletz and other communities, and should also be able to represent SVS at events outside of the school when possible.*

### Cultural Component(s):

Arts and  
Aesthetics

Family

**Government**

Science

Belief -World View

Food

**History**

Shelter

Clothing

Fun

Medicine

Transportation

Communication

Medium of  
Exchange

Tools and  
Technology

## Project/Activity Lesson Objective Components:

### **Vocabulary:**

*Government Terminology~ \*A lot of the student government vocabulary will be very difficult to translate; many of them will just need to be written in the form of a descriptive Dee Ni statement. If it cannot be done, they can be "Dee-Ni-ized" (like days of the week). Bud is familiar with parliamentary procedure; a list of commonly used phrases used in the course of running a meeting would be helpful (come to order, meeting adjourned, etc.).*

<i>Agenda</i>	
<i>Amend(ment)</i>	
<i>Article/section (organization)</i>	
<i>Certification/certify</i>	
<i>Committee</i>	
<i>Conflict of interest</i>	
<i>Constitution</i>	
<i>Council Chair</i>	
<i>Council person</i>	
<i>Delegate</i>	
<i>Initiative</i>	
<i>Law</i>	
<i>Meeting</i>	
<i>Minutes (written)</i>	
<i>Ordinance</i>	
<i>Petition</i>	
<i>Quorum</i>	
<i>Recall</i>	
<i>Referendum</i>	
<i>Representative</i>	
<i>Resolution</i>	
<i>Rules (ordinances)</i>	
<i>Secretary</i>	
<i>Treasurer</i>	
<i>Vice Chair</i>	

### *Committees*

<i>Events</i>	
<i>Finance</i>	
<i>Media (publicity)</i>	
<i>School Improvement</i>	
<i>Welcome</i>	

- *Vocabulary associated with «Mediator» lesson,*
- *Date/Time vocabulary (for minutes),*

- *Vocabulary necessary to translate words for use in the course of conducting student government and committee business\**; *these terms will need to be defined in English first.*

**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):**


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

- *Participate in a student government modeled after that described in the CTSI Constitution,*
- *Understand and use as guidance the SVS Constitution and «ordinances» (student handbook),*
- *Compare/Contrast features of SVS Constitution with features of the US Constitution,*
- *Use Dee Ni language to conduct government and committee meetings,*

**Assessment:**

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

**Activity/Project Description:**

- *\*Obviously, there is a lot to do here. The first priority is to get kids to understand the SVS constitution and its role in empowering kids to influence school functions and operations, as well as understanding the Student Handbook and recognizing it as a set of «ordinances» (rules). Second priority is to establish a student government through the election process. Third is to form committees. Fourth is to infuse Dee Ni language into government operations.*
- *Students get an overview of Siletz Tribal Government as part of regular classroom instruction on government and citizenship. This could include a visit to council chambers for introductions; to see the beginning of a council meeting; see a «mock» meeting; or any of these. A member of council who is good with kids (hint hint) should serve as an occasional advisor through setup of student government.*

- *Students should be able to do a basic compare/contrast between tribal government and US government. (Use regular US/State history curriculum)*
- *Students review and revise the middle school constitution as they see necessary. (This will be primarily a matter of wording). Government terminology will need to be simplified and defined – certain terms may not be necessary to run student government, and those ones can be skipped for now.*
- *As part of the constitution review, students study the student handbook; then work with partners/in small groups to create a initiative/referendum. This could be serious (longer breaks, lockers), or not so serious (Gatorade in the drinking fountains, Food Fight Day). After the government is formed, students can choose to send ideas on to voters or council.*
- *Students analyze the qualities of a good leader. Basically, kids will explain what makes a «Good Person», as described in previous «Circle Time» activities.*
- *Students wishing to seek office declare their candidacy and campaign under the guidance of staff and council. Elections are held, and positions are filled as described in the SVS Constitution.*
- *Student committees are formed as outlined in the SVS Constitution: Committees: Media, Finance, Welcome, School Improvement, and Events*
- *Constitution words and concepts are translated into Dee Ni where possible; Dee Ni language is subsequently used in the conduct of government business. (It would be ideal to work toward a bilingual constitution – but that would be a long range project, and not necessary to start the student government process.)*
- *Student Government is run as outlined in the SVS Constitution, under guidance of teachers/staff/council representative.*
- *Students are tested on their knowledge of the SVS and US Constitution, and parliamentary procedure.*
- *Campaign procedures can be tied to «Advertising Appeals» lesson on effective persuasion.*

### **Materials/Supplies:**

- *Standard government curriculum*
- *Copy of CTSI Constitution*
- *Copy of SVS Student Handbook*
- *Copy of SVS Middle School constitution*
- *CTSI Council representative*
- *Dee Ni Dictionary*
- *Assessment materials*
- *Art supplies (for students wishing to campaign).*
- *US/State History curriculum focusing on constitution*