

## Dee Ni Language Lesson

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

Feathers - Fall

**04.AS.01d**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM2: Calendar/Time; XCIM: Celebrations; BM3: Seasons and weather.

2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions; BM3: Provide information about ... activities.

2<sup>nd</sup> Language: Listening: CIM: Recognize certain expressions used for certain circumstances; BM3: Understand simple descriptions.

Arts: AR.05.CP.01

Educational Technology: A, B, D

**Season/Location:**

*Fall – classroom, culture center workshop (when available)*

**Partners/Guests/Community:**

*Fish and Wildlife, National Eagle Repository, Culture Department (regalia), Cascades Raptor Center (Eugene), Oregon Zoo (condors).*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Beak</i>	<i>Mish</i>
<i>Bill</i>	<i>Mish</i>
<i>Down feather</i>	<i>Chvs-tr'e'</i>
<i>Feather</i>	<i>Chee-da'</i>
<i>Wing</i>	<i>K'waa-ne'</i>
<i>Wing tip feather</i>	<i>K'waa-ne' let'-'vn'</i>

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

- *Regalia*
- *Animals*
- *Nee Dash*
- *Hunting*
- *Seasons*
- *Weather*
- *Calendar*
- *Feelings*
- *Shapes*
- *Colors*

**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):**

<i>He is wearing _____.</i>	<i>Nay-tr'vsh</i>
<i>She is wearing _____.</i>	<i>Daa-yelh-cha'</i>
<i>I am wearing _____ . (Male)</i>	<i>Na'sh-tr'vsh</i>
<i>I am wearing _____ . (Female)</i>	<i>Nashtlh-cha'</i>
<i>You are wearing _____ . (Male)</i>	<i>Nan-tr'vsh</i>
<i>You are wearing _____ . (Female)</i>	<i>Nantlh-cha'</i>
<i>They are wearing _____ . (Male)</i>	<i>Xee-nay-tr'vsh</i>
<i>They are wearing _____ . (Female)</i>	<i>Xee-daa-yelh-cha'</i>
<i>I am skinning.</i>	<i>Mii-nvshthl-'a</i>
<i>You are skinning.</i>	<i>Mii-nintlh-'a</i>
<i>He/she is skinning.</i>	<i>Mii-naytlh-'a</i>
<i>We are skinning.</i>	<i>Mii-nitlh-'a</i>
<i>I was skinning.</i>	<i>Mii-nvshthl-'a ghii-li~'</i>
<i>You were skinning.</i>	<i>Mii-nintlh-'a naa-sin-li~'</i>
<i>He/she was skinning.</i>	<i>Mii-naytlh-'a ghii~-li~'</i>
<i>We were skinning.</i>	<i>Mii-nitlh-'a naa-saa-ghit'-li~'</i>
<i>I will skin.</i>	<i>Mii-nvshthl-'aa-te</i>
<i>You will skin.</i>	<i>Mii-nintlh-'aa-te</i>
<i>He/she will skin.</i>	<i>Mii-naytlh-'aa-te</i>
<i>We will skin.</i>	<i>mii-nitlh-'aa-te</i>
<i>I am tying feathers.</i>	<i>Ch'ee-dan' 'vsh-li'</i>
<i>You are tying feathers.</i>	<i>Ch'ee-dan' 'in-li'</i>
<i>He/she is tying feathers.</i>	<i>Ch'ee-dan' yee-li'</i>
<i>We are tying feathers.</i>	<i>Ch'ee-dan' xee-yee-li'</i>
<i>I tied feathers.</i>	<i>Ch'ee-dan' sii-li'</i>
<i>You tied feathers.</i>	<i>Ch'ee-dan' sin-li'</i>
<i>He/she tied feathers.</i>	<i>Ch'ee-dan' yvs-li'</i>
<i>We tied feathers.</i>	<i>Ch'ee-dan' saa-ghit'-li'</i>

<i>I will tie feathers.</i>	<i>Ch'ee-dan' 'vsh-li'-te</i>
<i>You will tie feathers.</i>	<i>Ch'ee-dan' 'in-li'-te</i>
<i>He/she will tie feathers.</i>	<i>Ch'ee-dan' yee-li'-te</i>
<i>They will tie feathers.</i>	<i>Ch'ee-dan' xee-yee-li'-te</i>

- *Collective phrases from prior lesson(s):*
  - *Interrogatives*

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

1. *Skin and tan bird scalps, and/or make feather sticks, and or make madishes.*
2. *Identify birds commonly used in Siletz regalia.*
3. *Understand the ceremonial significance of some feathers.*
4. *Recognize the most common types of feathers.*
5. *Recognize types of regalia.*
6. *Recognize Siletz family ancestors.*
7. *Organize historic photos in the form of a slideshow/poster/book/web page.*
8. *Hear a traditional story about eagles.*
9. *Describe the process of making an article of Feather Dance regalia in words and writing.*
10. *Understand the process and rules of acquiring eagle parts from the National Eagle Repository.*

**Assessment:**

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

**Activity/Project Description:**

- *Students study examples of, and modern and archival photos of Siletz regalia, focusing on the feathers.*
- *Students review/preview K-2 lesson content, "Types of Feathers".*
- *Students study and identify bird species commonly used in regalia. This should include information on the inclusion of a wider variety of feathers in modern times, and the reason for this.*
- *Traditional (and modern!) methods of acquiring feathers should be described.*
- *If possible, students will have an opportunity to see live birds, especially birds of prey.*
- *Students learn about the spiritual significance of some birds and feathers.*
- *Students hear the story "Gluscabi and the Wind Eagle" (and do the associated activity, if available).*

- *Students choose a feather project: duck scalp, feather sticks, or madishes.*
- *Process is demonstrated, and the students are guided through the project.*
- *Feather projects can be saved and used in a more comprehensive project later on – “Regalia”, done in winter.*
- *Students create a slideshow/booklet/web page showing and identifying Siletz family ancestors and their regalia in Dee Ni.*
- *Students should include a Dee Ni written description of the materials required and process involved in doing their project. (Scrapbook, journal, etc.) Students should also do a “self assessment”.*
- *Optional: Students learn how to order an eagle from the National Eagle Repository, and learn the rules of possessing eagle feathers and parts.*

### **Materials/Supplies:**

- *Examples/photos of Siletz regalia incorporating feathers*
- *Archival photos of Siletz family ancestors*
- *Miscellaneous feathers (down, contour, and flight)*
- *1/8 inch dowels (feather sticks), or 5/8 inch dowels (madishes).*
- *Sinew*
- *For bird scalping:*
  - *Duck heads (Yes, these really are available.)*
  - *Corkboard or cardboard*
  - *Razor knives/knife blades*
  - *Board or table and nails*
  - *Rubber gloves*
  - *Table salt*
  - *Push pins*
- *Optional: National Eagle Repository forms.*
- *Story: “Gluscabi and the Wind Eagle” (KOE)*
- *Lesson Materials:*
  - *Regalia*
  - *Animals*
  - *Nee Dash*
  - *Hunting*
  - *Seasons*
  - *Weather*
  - *Calendar*
  - *Feelings*
  - *Shapes*
  - *Colors*
  - *Interrogatives*