

## Dee Ni Language Lesson

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

*Run-to-Rogue – Stamp Book*

**04.HC.03a**

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: CIM: Community; Exceeds CIM: Health*

*2<sup>nd</sup> Language: Speaking: Exceeds CIM: Describe with some supporting details*

*2<sup>nd</sup> Language: Listening: CIM: Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.*

*2<sup>nd</sup> Language: Exceeds CIM: Extract main ideas and supporting details.*

*Social Sciences: (4<sup>th</sup> & 5<sup>th</sup>) History: Identify significant people & cultures in the history of Oregon and how they influenced the course of local/state history*

**Season/Location:**

*Fall (September) – One week prior to R2R; Thursday first day of R2R*

**Partners/Guests/Community:**

*All community and tribal members are encouraged to participate, (Culture Department, staff, Elders, students and/or teachers)*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

| <b>English</b>   | <b>Dee Ni</b>            |
|------------------|--------------------------|
| <i>Ancestors</i> | <i>K'wii-daa-naa~-ye</i> |
| <i>Land</i>      | <i>N'ee</i>              |
| <i>Ocean</i>     | <i>Si~s-xa</i>           |
| <i>River</i>     | <i>Nii~-li~</i>          |
| <i>Road</i>      | <i>Tee-ne</i>            |
| <i>Running</i>   | <i>Nalh-da</i>           |
| <i>Village</i>   | <i>Mvn'-taa-dvn</i>      |

|                            |                          |
|----------------------------|--------------------------|
| <i>Walking</i>             | <i>Naa-gha</i>           |
| <i>Eagle Feather Staff</i> | <i>Chutlh-yvmlh chvn</i> |

**Grammar:**

- *Complete Syntax, plus spelling*
- *Exposure to noun/verb conjugation.*

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

| <b>English</b>         | <b>Dee Ni</b>               |
|------------------------|-----------------------------|
| <i>Ouch!</i>           | <i>'Aa-gee-ya</i>           |
| <i>I am running</i>    | <i>Nashlh-da</i>            |
| <i>I am strong</i>     | <i>Nashlh-ni</i>            |
| <i>I am tired</i>      | <i>Shtin'-numlh-ya</i>      |
| <i>I am walking</i>    | <i>Nash-'a</i>              |
| <i>My ancestors</i>    | <i>Sh-k'wii-daa-naa~-ye</i> |
| <i>My feet</i>         | <i>Sh-xwe'</i>              |
| <i>My legs</i>         | <i>Sh-ts'ee-ne</i>          |
| <i>You are running</i> | <i>Nanlh-da</i>             |
| <i>You are strong</i>  | <i>Naa-chintlh-ni</i>       |
| <i>You are tired</i>   | <i>Nn-tin'-numlh-ya</i>     |
| <i>You are walking</i> | <i>Naa~-gha</i>             |
| <i>Your ancestors</i>  | <i>Nn-k'wii-daa-naa~-ye</i> |
| <i>Your feet</i>       | <i>Nn-xwe'</i>              |
| <i>Your legs</i>       | <i>Nn-ts'ee-ne</i>          |

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

1. *Understand the basics of Run-to-Rogue; it's a long walk our ancestors made, they were sad because they were leaving their home, we make this walk to honor our ancestors that brought us here today.*
2. *Identify activities/objects associated with Run-to-Rogue using Dee Ni vocabulary.*
3. *Locate and identify "points of interest" along Run to the Rogue and explain their significance.*
4. *Translate English information into Dee Ni*
5. *Create a bilingual booklet describing points of interest, including photos & illustrations.*
6. *Create a digital media version of the above (optional but highly encouraged)*
7. *Participate safely in Run-to-Rogue activities.*
8. *Sing a Dee Ni song while they walk or run.*

**Assessment:**

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

- **History**
- *Percentage*

**Activity/Project Description:**

- *Students participate in Annual Run to the Rogue.*
- *Students study "Points of Interest" as the relay progresses. Consulting the bookley, dictionary, and other speakers, they create a translation of the "Points of Interest" text.*
- *Students use digital media, sketches, etc, to create artwork and photographs relevant to the "Points of Interest"*
- *Upon return from the event, translations and artwork are compiled and used to create a booklet. Pages are stamped with ink when participants can answer a question. (In Dee Ni or English, depending on whether or not they are studying the language). There are a number of ways to make stamps if the kids want to do that part, too.*
- *Prizes can be awarded at Oak Flat for folks that got every stamp, most stamps, etc.*
- *All participants at all grade levels must be briefed on safety.*
- *This document could be adapted as a digit slideshow, PPT, and/or website with embedded video.*
- *Books will be used in the following year(s), and can be updated/expanded*

**Materials/Supplies:**

- *Picture flash cards*
- *Audio recording of vocabulary and walking song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Room poster with corresponding vocabulary words and illustrations*
- *Run-to-Rogue map, permission slips, schedule, etc. for families wishing to participate*
- *T-shirts for students and teachers*
- *Walking Song*
- *Digital disposable camera (with video capability – optional)*
- *Art supplies*
- *Laminator*
- *binding supplies*
- *stamp*