

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Restoration Pow Wow*

**04.HC.04**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: CIM: Geography

2<sup>nd</sup> Language: Speaking: BM2: Use familiar vocabulary in context.

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

Social Studies: Geography: Understand and use geographic skills and concepts to interpret contemporary and historical issues; History: Relate significant events and eras to past and present issues and developments.

Math: 5.3.9

### Season/Location:

*Associated with Restoration and Restoration Pow wow.*

### Partners/Guests/Community:

*Other grades (2nd, 3rd, 5th), Pow Wow Committee, Culture Department, Visitors to Restoration Pow Wow, Museum and individuals with artifacts representing period or event.*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

#### ***Vocabulary:***

*Vocabulary draws on material from previous lessons (comprehensive, but focus on history lessons, "feelings"), plus student-generated vocabulary necessary to communicate in assigned speaking roles.*

#### ***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):**

*Phrases draw on material from previous lessons (comprehensive), plus student-generated phrases necessary to communicate in assigned speaking roles.*

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

1. *Create a simple Dee Ni monologue.*
2. *Understand the motives and feelings of various people involved in the history of Siletz people, and communicate these things in Dee Ni.*
3. *Summarize Siletz history in English by translating spoken Dee Ni (as an advanced activity).*

**Assessment:**

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

**Activity/Project Description:**

- *Siletz history is studied as part of Oregon History Curriculum. (A simplified Siletz history at grade level should be developed by historian/culture department. This could also be done by high school students.)*
- *Students work in pairs, or in small groups if appropriate.*
- *Pairs/Groups are assigned a "major event" (see below), and assume the roles of parties involved. (Headman and gold miner, for instance.) Each student will present the viewpoint of their assigned person on the event. The viewpoint will focus on motivation and feelings.*
- *"Major Events" in Siletz history should be taken from previous lessons that focus on history (Run to the Rogue, Restoration History). The progression of events should focus on the following people and events:*
  - *Pre-contact*
  - *Explorers/trappers*
  - *Settlers*
  - *Epidemics*
  - *Miners*
  - *Soldiers and battles*
  - *Table Rock reservation*
  - *Relocation*
  - *Reservation times*
  - *Termination*
  - *Lobbying*

- *Restoration*
- *Modern times*
- *Students create a simple Dee Ni monologue describing feelings and motivation. This monologue will be from the perspective of the people in the assigned/chosen scenario. This monologue will include an English translation.*
- *Pairs/groups create a three dimensional display with dates and images. Artifacts should be used if possible.*
- *Displays are set up in order along a "timeline", and manned by the pairs/groups who worked on them. Guests/classmates interact with the students manning the display as they recite their monologues.*
- *English translations could be handled in a number of possible ways. Each display could have a translator on hand; printed materials could be provided; and/or a "tour guide" could lead groups along the timeline.*
- *More advanced speakers could summarize Dee Ni versions in writing.*
- *Students should dress for their part as much as possible.*
- *This timeline could be set up in the hallway, classroom, tribal/community gathering, etc.*

### **Materials/Supplies:**

- *"Indians in Oregon Today" 4th Grade Social Studies supplement. (Timeline part – available from ODE.)*
- *Robert's Siletz History*
- *«Role» cards (for determining roles)*
- *Costumes, regalia, clothing, etc., where possible.*
- *Digital and print Dee Ni dictionary.*
- *Large (refrigerator sized) boxes, art supplies, paper, etc.*
- *Lesson Materials:*
  - *Run to the Rogue (earlier grades)*
  - *Restoration Pow Wow History activities (earlier grades)*