

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nee-dash

04.HC.05

Common Curriculum Goal:

2nd Language: Topics: XCIM: Celebrations.

2nd Language: Speaking: CIM: Give simple descriptions.

2nd Language: Listening: BM3: Demonstrate comp. of simple descriptions;
CIM: Recognize specific expressions used for certain circumstances.

2nd Language: Reading: BM3: Dem. ability to extract info from simple texts.

2nd Language: Writing: CIM: Write simple original sentences from memorized and familiar material.

Social Sciences: 3-5: History: Related significant eras in US History to past and present issues and developments.

Art: AR.05.CP.01; AR.03.CP.01; AR.03.CP.03

Season/Location:

October – December; May

School and HUU-cha--me'-yvslh-a~

Partners/Guests/Community:

Siletz Culture Department, Visitors from the community and other tribes, (How about other coastal tribes trying to revive the dance?)

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Cedar Planks</i>	<i>Lhersh</i>
<i>Door</i>	<i>Det</i>
<i>Feather</i>	<i>Ch'ee-ta'</i>

<i>Fire</i>	<i>Xwvn'</i>
<i>Home</i>	<i>Mee-ne'</i>
<i>Prayers</i>	<i>Chutlh-yvmlh</i>
<i>Roof</i>	<i>Mvn'-k'wvt</i>
<i>Smoke</i>	<i>Lhvt</i>
<i>The Dance</i>	<i>Nee Dash</i>
<i>Tobacco</i>	<i>Selh-yu'</i>

<i>Abalone hat</i>	<i>Lha'-k'wash-ti'-mii-ne</i>
<i>Amen</i>	<i>Hee-ee</i>
<i>Apron</i>	<i>San</i>
<i>Arrow</i>	<i>'Aa-xan's</i>
<i>Basket cap</i>	<i>Xee-tr'at</i>
<i>Beads</i>	<i>Naa-gharsh-detlh-yu</i>
<i>Bow</i>	<i>Tvt-k'vsh</i>
<i>Breech cloth</i>	<i>Lhts'vs-yan-st'vm</i>
<i>Dance knife</i>	<i>Chan-ti~</i>
<i>Dancemaker</i>	<i>Xvsh-xay-yu'</i>
<i>Dance staff</i>	<i>Dash-chvn</i>
<i>Deer horn hat</i>	<i>Dee-ch'ee-si's</i>
<i>Eagle feathers</i>	<i>Ch'ee-dan'</i>
<i>Feather hat</i>	<i>Ch'ee-dan'-ch'ee-si's</i>
<i>Hair wraps</i>	<i>Mvlh-yaa-'ishlh-ghelh</i>
<i>Headband</i>	<i>Nin'-k'vt-me'-sla</i>
<i>Maddish(es)</i>	
<i>Paint</i>	<i>Ghvt-ts'ilh</i>
<i>Quiver</i>	<i>Da'-xvm-ni</i>
<i>Sash</i>	<i>Naa-t'ee-sla</i>
<i>Shell dress</i>	<i>Naa-set ch'aa-'i'</i>
<i>Woodpecker roll</i>	<i>Tetlh-xe</i>

- *Collective vocabulary from prior lesson(s): Animals, Senses*
- *Vocabulary (as deemed appropriate) associated with prayers and songs.*

Grammar:

- *Complex written and spoken sentence structure; noun and verb conjugation, including past, present, and future aspects of time; teacher-generated spelling words; punctuation.*

Phrases (Writing, Speaking, Reading, Listening):

<i>Come inside</i>	<i>Xaa-wan'-t'i</i>
<i>Goodbye</i>	<i>Hvm'-chi'</i>
<i>Hello</i>	<i>Ch'ee-la</i>
<i>He is praying</i>	<i>Gee na'-'a</i>
<i>I am dancing</i>	<i>Nesh-dash</i>
<i>Sit down</i>	<i>Daa-sin-da</i>

<i>We are dancing</i>	<i>Nee-ghayt-dash</i>
-----------------------	-----------------------

<i>Dances out front (M).</i>	<i>Shaa ch'ee naa-svt naa~-gha</i>
<i>Dances out front (F).</i>	<i>Shaa ti~-lvt</i>
<i>Danced out front (M).</i>	<i>Ch'ee-naa-svt-naa-ghas-dash</i>
<i>Danced out front (F).</i>	<i>Tes-lvt</i>
<i>Dancing out front (M).</i>	<i>Shaa ch'ee naa-svt naa~-gha</i>
<i>Dancing out front (F).</i>	<i>Shaa ti~-lvt</i>
<i>I am dancing with _____.</i>	<i>Nesh-dash mvlh _____.</i>
<i>I danced all night.</i>	<i>Xwii-t'et nee-ghii-dash</i>
<i>I danced with _____.</i>	<i>Nee-ghii-dash mvlh _____.</i>
<i>I will dance all night.</i>	<i>Xwii-t'et nesh-dash-te</i>
<i>I will dance with _____.</i>	<i>Nesh-dash-te _____.</i>

- *Any phrases deemed necessary and appropriate to understand prayers and songs.*
- *A dance song?*

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

- *Understand and use proper etiquette in the Dance House.*
- *Identify Nee Dash regalia items, and the materials used to make them.*
- *(If appropriate) Describe the Siletz creation story, and identify the major entities and beings using Dee Ni vocabulary.*
- *Recognize the purpose of the Dance – thanks and wealth display.*
- *Describe roles of dancers, and the significance of various songs and types of dancing.*
- *Identify and describe other Siletz dances (are there any?) and dances done by neighboring tribes and bands.*
- *Understand the role of medicine in the ceremony.*
- *Compose simple Dee Ni sentences, and compose a dance song if desired.*
- *Create a work of art incorporating symbols of Siletz culture.*
- *Describe construction and history of the Siletz dance house.*

Assessment:

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

Activity/Project Description:

* Bud, at your discretion, information on the meaning and purpose of the prayers, various dances during the dance, and origins and rules of songs could be shared. I am not sure about this part. This lesson also requires some information on the ceremonies of other Southwest Oregon/Northwest California tribes and bands that I know pretty much nothing about.

- *Nee Dash vocabulary is taught using poster illustrations, flash cards and audio recording(s).*
- *"The Origin Story" lesson could be done again here.*
- *Nee Dash lesson should be reviewed in conjunction with winter and other seasonal activities when possible and appropriate.*
- *Much of the regalia vocabulary could be introduced and taught in conjunction with "Nature" lessons on animals.*
- *Students see and handle regalia and materials.*
- *Students look at historic photos of dances and dancers and identify ancestors where possible.*
- **(See above) Students learn the meaning and significance of the various prayers, songs, and dance styles. Rules and etiquette should also be addressed – men's/women's fire, face paint, other ceremonies held in the dancehouse, who may/may not dance, etc. Also, ideally, the proper use and purpose of medicines during the ceremony should be discussed.*
- *Other dances by other tribes and bands should be described, and pictures shown where possible and appropriate. (Brush, jump, etc.) In this context, students should understand that Nee Dash is also a display of traditional wealth.*
- *A short history of our dancehouse should be shared.*
- *Students visit the dancehouse and use Dee Ni vocabulary in context. A dance demonstration would be good – actual attendance at the dance would be ideal.*
- *After their visit, students write a series of at least 4 Dee Ni sentences describing how the experience affected their senses; answering the question, "What did you see, hear, feel, smell, (taste?)" These sentences are used to compose a song by students interested in setting their "poem" to music.*
- *Students might do a Venn diagram compare/contrast exercise using creation stories and ceremonies from other cultures.*
- *Students can take a trip to the LC Historical Society Museum and see regalia, documents, and photos, and/or a trip to the culture center to see our collection.*
- *At some point, students should learn that the dances were banned by the government and that dancers were arrested and punished. (This will be addressed in the "Modern Times Dee Ni" lesson, if I ever get to it.*
- *Optional: After writing their list of sensory experiences, students work in pairs or small groups to create a concert/movie style poster incorporating images/words/phrases inspired by and learned during their experience. This could be done in conjunction with lessons on imagery and symbolism. (This is intended to promote pride in Siletz tradition, NOT "advertise" the dance.) These*

posters could be entered in drawing contests (t-shirt designs for the tribe comes to mind).

Materials/Supplies:

- *Picture flash cards with illustrations representing Nee Dash*
- *Audio recording of vocabulary words and Nee Dash song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing Nee Dash*
- *Examples of traditional Siletz regalia and the materials used to make the items*
- *Example dance song*(see above)*
- *Art supplies, big paper/foam board*
- *Historic photographs showing dancing and dancers*
- *"Money" slideshow and activity*
- *Dee Ni dictionary*