

## Dee Ni Language Lesson

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

*Regalia - Winter*

**05.AS.02b**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: XCIM: Celebrations.

2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions.

2<sup>nd</sup> Language: Listening: BM3: Demonstrate comp. of simple descriptions;

2<sup>nd</sup> Language: Listening: CIM: Recognize specific expressions used for certain circumstances.

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

**Season/Location:**

*Late fall – shortly before Nee Dash*

**Partners/Guests/Community:**

*Regalia makers/owners; culture department (collection); community members wishing to create regalia; Lincoln County Hist Society (collections); feather supplier.*

**Cultural Component(s):**

Arts and Aesthetics

Communication

History  
Government

Science  
Shelter

Belief -World View

Family

Medicine

Transportation

Clothing

Food

Medium of Exchange

Tools and Technology

Fun

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Feather</i>	<i>Ch'ee-dan'</i>
<i>Feather headband</i>	<i>Nin'-k'vt-me'-sla</i>
<i>Feather Stick</i>	<i>Chvn</i>
<i>Sinew (thread?)</i>	<i>St'vs</i>
<i>Stick</i>	<i>Chvn</i>

➤ ***Vocabulary as is associated with prior lesson(s):***

- *Nee Dash*
- *Animals*
- *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):**

- Past, Present, Future tenses of the following:

Cut/cutting/cuts	Ch'ay-t'as
Tie/Tying/Ties	Yee-li'

- **Phrases associated with prior lesson(s):**

- Nee Dash
- Interrogatives

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

1. Review their knowledge of the Dancehouse, Nee Dash and Nee Dash etiquette;
2. Identify regalia items used in the Dance.
3. Create feather sticks to add to a previously-completed project, and/or do the previous project.
4. If appropriate, use the regalia in context
5. Use vocabulary and phrases from a variety of prior Dee Ni lessons to identify and describe objects and activities.

**Assessment:**

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

**Activity/Project Description:**

- Students review Nee Dash lesson – or- activity is done in conjunction.
- Students view/handle regalia items.
- Students watch a regalia – making demonstration (assembly of feather sticks) and see final assembled project (sticks and feather band).
- Students assemble the item as instructed (Instructions attached)
- Many students will need to revisit the “K-2 Regalia” lesson and create the nin'-k'vt'-mes-la.
- English instructions for feather sticks are translated into Dee Ni for future use.
- Community/tribal members could be invited to participate.

**Materials/Supplies:**

- *Applicable materials from previous Dee Ni lessons; specifically "Nee Dash" lesson and "K-2 Regalia" lesson.*
- *Materials and supplies described in "K-2 Regalia" lesson, if needed.*
- *For feather sticks:*
- *1/8" dowels*
- *Goose or ebay feathers*
- *Sinew*
- *Feather stick instructions in English (translated to Dee Ni when available)*