

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Restoration Pow Wow - History Display*

**05.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:

*November – associated with Restoration Pow wow.*

### Partners/Guests/Community:

*Tribal historian, Restoration Pow wow attendees, Siletz Library, the print shop.*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

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

- *Collective vocabulary from prior lesson(s):*
  - *Counting*
  - *Student-generated vocabulary required for images on maps.*

#### ***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):**

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

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

1. *Describe the progression of tribal land loss and reduction from original homelands to termination.*
2. *Locate homelands, reservations, allotments, and restored lands on a map of Oregon.*
3. *Create illustrated bilingual maps representing the above, including charts and graphs.*

**Assessment:**

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

**Activity/Project Description:**

- *Students review history of Siletz people from pre-contact times through modern times. This could be done by creating and sharing learning materials for younger grades.*
- *Students study maps and locate original homelands, important landmarks, and reservations relative to the rest of the territory.*
- *Students study the circumstances surrounding the creation of original reservations, as well as subsequent reductions.*
- *Students create a series of large maps on foam board/cardboard, each illustrating a step in the pre-contact/relocation/reservation/termination/restoration process. Each map should include a brief description of the circumstances surrounding the event. These descriptions should be in both Dee Ni and English.*
- *Students create a corresponding series of charts and graphs illustrating the change in area and population (and other significant statistics) over time.*
- *Maps are decorated with student-created artwork that includes Dee Ni vocabulary (birds, plants, objects, people, etc.).*
- *A tri-fold pamphlet version should be made and offered to visitors to the display at Pow wow.*
- *Students could host a historian visitor who can deal with kids.*
- *Students should create a comprehension quiz of their design. This could be included as an activity for visitors to do at Restoration.*

**Materials/Supplies:**

- *Linguistics/Western Oregon homelands map*
- *Map of Western/all of Oregon*
- *Maps showing progression of treaty making and reductions, including allotment and restored lands.*
- *Foam board and big paper*
- *Art supplies – pens, paper, glue, etc.*
- *Historic photos*
- *Trifolds for pamphlets and access to printing*
- *Assessment materials*
- *Lesson Materials:*
  - *Restoration*