

## Dee Ni Language Lesson

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

*Family*

**05.HC.06**

**Common Curriculum Goal:**

*2nd language: Topics – Benchmark 2 – Family/Pets*

*2<sup>nd</sup> Language: Speaking Benchmark 2: Make and respond to greetings/introductions*

*2<sup>nd</sup> Language: Listening: BM3*

*PE.03.EE.02*

**Season/Location:**

*Midwinter, moving into spring*

**Partners/Guests/Community:**

*This game could be played with actual family members; CTSI Culture Department might provide family trees*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Ancestors</i>	<i>Nuu-k'wii-daa-naa~-ye</i>
<i>Aunt (Paternal)</i>	<i>Maa-de'</i>
<i>Aunt (Maternal)</i>	<i>Maa~-xe'</i>
<i>Brother</i>	<i>Chee-le'</i>
<i>Daughter</i>	<i>Sii-'e</i>
<i>Elder</i>	<i>Ch'ay-yii-ne</i>
<i>Elder man</i>	<i>Ch'ay-yii-ne dis-ne</i>
<i>Elder woman</i>	<i>Ch'ay-yii-ne ts'aa~-xe</i>
<i>Family</i>	<i>Da'-ye'</i>
<i>Father</i>	<i>Ta'</i>
<i>Friend</i>	<i>Laa-sri</i>
<i>Grandfather</i>	<i>'Aa-me'</i>

Grandmother	Sru'
Great Grandmother	Sru'
Great Grandfather	'Aa-me'
Husband	Ch'ee-see-ne'
Mother	K'waa-ga
Nephew	Maa-she
Niece	Mash-tr'e
People	Dee-ni
Pet	Lin-ch'e
Son	Daa~-ghee-yilh
Sister	Dee-sre'
Wife	Tr'aa-ne'

**Grammar:**

- Reinforcement of noun possessives
- Spell My, Your, His/Hers/Its, Family, Friend
- Basic sentence structure, including postpositions. Adjectives could be added for more complex sentences ("There is my mean Uncle")

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

English	Dee Ni
Help me.	Shghaa-trum-ni
His/Her/Its name is (_____).	_____ waa 'vm-yuu-shi _____ that way he/she/it is called
There is my _____.	Hat shish _____ There's my _____
These are my family ( <u>family name</u> )	Dii shish-daa-ye' ( <u>family name</u> ) These my family ( <u>family name</u> )
These are your family ( <u>family name</u> )	Dii nn-daa-ye' ( <u>family name</u> ) These your family ( <u>family name</u> )
These are his/hers/its ( <u>family name</u> )	Dii hii-daa-ye' ( <u>family name</u> ) These his, hers, its family( <u>family name</u> )
This is my _____.	Dii sh _____
This is your _____.	Dii nn _____
This is his/hers/its _____.	Dii hii _____
Throw it over here!	
What is his/her/its name _____.	Day-la waa 'vm-yuu-shi? What is it that way he/she/it is called?
Where is your ( <u>family member</u> ).	Dvt nn _____ Where's your( <u>family member</u> )?

- Collective phrases from prior lesson(s): Greetings and Goodbyes

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

1. *Use Dee Ni introductions/greetings appropriately*
2. *Identify several members of a family using Dee Ni vocabulary*
3. *Construct simple subject verb Dee Ni sentences*
4. *Introduce friends/relatives using Dee Ni sentences*
5. *Recognize ways of showing respect to Elders*
6. *Understand my, your, his/hers/its noun conjugation*
7. *Spell "my/your/his/hers/its family", "my/your/his/hers/its friend"*
8. *Understand concepts related to traditional marriage and family arrangements*
9. *Identify Siletz ancestors found in historic photographs*

**Assessment:**

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

**Activity/Project Description:**

- *Vocabulary is introduced using illustrated flashcards, room poster, and audio recording.*
- *"The Woodpecker Brothers" [HK.01.01ga] would be an appropriate partnering lesson.*
- *Students use Dee Ni practical alphabet sounds to translate their English name into Dee Ni. This name will be used throughout the activity. This is from 2<sup>nd</sup> grade "What's My Name" lesson. Students should make a name tag.*
- *Students use sidewalk chalk (outside), or blue tape (inside) to create the "tree" \*See attachment one and two\*. The squares should be big enough to stand in, and should be far enough apart that an object can be tossed between "players" and an observer can see the "tree" pattern. Squares can be numbered, or color coded.*
- *Students create flashcard, or use flashcards provided by the lesson as playing cards.*
- *Students are assigned a position on the "Tree"*
- *A dealer is selected. This person chooses a starting "Family Member". The cards are shuffled. The dealer starts through the deck and asks the starting family member, "Where is your (\_\_\_\_)?" The player introduces themselves, then locates the proper relative and says "There is my (\_\_\_\_)". If they don't have one, cards are drawn until they do. They throw the object to that relative, and play continues from there, If they don't know, they say so and ask for help. Students may wish to dress up and accessorize as family members.*

- *Students should start out simple, with mother, father, son, daughter, sister, brother and move up to the more complicated chart #2.*
- *If the teacher is feeling particularly daring, they can use a ball with a string attached to illustrate the actual connection between relatives. If they are feeling really wacky, they can use a continuous roll of toilet paper, which will ultimately result in a giant web.*
- *Students should be taught the concept of traditional marriage; marrying "outside the village" bride price, prearranged marriages, multiple wives*
- *Students can play Dee Ni Chutes and Ladders as a reinforcement of kindness/respect lessons.*

### **Materials/Supplies:**

- *Picture flash cards with illustrations representing family tree concepts*
- *Audio recording of family vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing family tree concepts*
- *Story, "The Woodpecker Brothers"*
- *Box of costume clothes, hats, wigs, thrift store stuff*
- *Sidewalk chalk and/or blue tape*
- *Toilet paper roll, or yarn*
- *Family Playing Cards*
- *Siletz Ancestry information*
- *Ancestry information as is specific to students that may not have Siletz ancestry*
- *Siletz traditional marriage protocols and practices*