

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Community

HS.SS.06

Common Curriculum Goal:

N/A

Season/Location:

February

Partners/Guests/Community:

Tribal/Local Police, Tribal A&D&T Prevention department

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Friend</i>	<i>Laa-sri</i>
<i>House</i>	<i>Mvn'</i>
<i>Street</i>	<i>Tee-ne</i>
<i>Teacher</i>	<i>Me'-xwvtlh-yan'-ne</i>
<i>Town</i>	<i>Mvn-taa-dvn</i>

Grammar:

N/A

Phrases (Writing, Speaking, Reading, Listening):

N/A

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

1. *Identify people and place common to a neighborhood using Dee Ni vocabulary.*
2. *Identify safe and unsafe people and situation in their neighborhood.*

Activity/Project Description:

- *Neighborhood vocabulary is taught using illustrated flashcards, room poster, and audio recording.*
- *Vocabulary is reinforced by going on a walk where the students can call out the terms introduced as they are found and pointed out by the teacher.*
- *Students create a Dee Ni greeting card (Valentine) to give to a teacher, friend and/or family member. Cards might include an illustration related to previously learned Dee Ni words (shapes, colors, animals, etc.).*
- *Transportation safety lessons are reinforced through a visit by tribal/local police. Safety authorities could lead the neighborhood walk.*
- *"Safe Touch" lessons could be coordinated with neighborhood language lessons.*

Materials/Supplies:

- *Picture flash cards with illustrations*
- *Audio recording*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations with vocabulary*
- *Art supplies*