

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Regalia - Winter

Kg.AS.02b

Common Curriculum Goal:

2nd Language: Topics: CIM: Celebrations

2nd Language: Speaking: Benchmark 1: Speaking: Use familiar vocabulary in context.

2nd Language: Listening: BM2: Understand some words, phrases, expressions, and simple statements on a limited range of familiar topics in everyday situations.

Social Sciences: State/Local History: Understand and interpret events, issues and developments in the history of one's family, local community and culture.

AR.03.CP.01; AR.03.CP.03

Season/Location:

Fall – shortly before Solstice/Nee Dash

Partners/Guests/Community:

Regalia makers/owners; culture department (collection); community members wishing to create regalia; feather supplier.

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Canvas/cloth</i>	<i>Ste'</i>
<i>Feather</i>	<i>Ch'ee-dan'</i>
<i>Needle</i>	<i>Ts'vn</i>
<i>Thread</i>	<i>St'vs</i>
<i>Woodpecker Headband</i>	<i>Nin-k'vt-me'-sla</i>

➤ *Collective vocabulary from prior lesson(s):*

- *Nee Dash*
- *Animals*
- *Colors*
- *Interrogatives (Q&A)*

Grammar:

- *Basic spoken sentence structure, noun and present-tense verb conjugation; spelling optional.*

Phrases (Writing, Speaking, Reading, Listening):

<i>I am sewing</i>	<i>Nashtlh-xat</i>
<i>You are sewing</i>	<i>Naa-ch'inlh-xat</i>
<i>We are sewing</i>	<i>Naa-ch'aa-ghitlh-xat</i>
<i>He/she is sewing</i>	<i>Natlh-xat</i>
<i>I am making</i>	<i>'Vshlh-sri</i>
<i>You are making</i>	<i>'Inlh-sri</i>
<i>We are making</i>	<i>'Aa-ghitlh-sri</i>
<i>He/she is making</i>	<i>Yvlh-sri</i>
<i>Cut/cutting/cuts</i>	<i>Ch'ay-t'as</i>

- *Collective phrases from Collective vocabulary from prior lesson(s)*
 - *Nee Dash*
 - *Animals*
 - *Colors*
 - *Interrogatives (Q&A)*

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 common regalia items used in the Dance; specifically a nin-k'vt-mes-la'*
3. *Create a «prototype» piece of regalia*
4. *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.*

- *Teacher gathers and prepares materials – pieces may need to be pre-cut from the pattern.*
- *Students watch a regalia – making demonstration (assembly of nin-k'vt-mes-la')*
- *Students assemble the item as instructed (Instructions attached)*
- *Community/tribal members could be invited to participate.)*

Materials/Supplies:

- *Materials associated with «Nee Dash» lesson*
- *Canvas or cloth*
- *Scissors and blunt needle*
- *Thread or sinew*
- *Leather/cloth glue*
- *Woodpecker (feather) headband pattern and instructions*
- *Small feathers (e-bay style, duck club)*
- *Prior lesson(s)*
 - *Nee Dash*
 - *Animals*
 - *Colors*
 - *Interrogatives (Q&A)*