

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nee Dash

KG.HC.05

Common Curriculum Goal:

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

2nd Language: Topics: XCIM: Celebrations; BM3: Home

2nd Language: Listening: BM2: Demonstrate understanding of some words, phrases, expressions, statements, etc.

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

Season/Location:

December – Prior to winter solstice/Nee Dash

Dance House

Partners/Guests/Community:

Siletz Culture Department, Community Storytellers, CTSI – Prevention staff

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

| English | Dee Ni |
|---------------------|---------------------|
| <i>Cedar Planks</i> | <i>Lhersh</i> |
| <i>Feather</i> | <i>Ch'ee-ta'</i> |
| <i>Fire</i> | <i>Xwvn'</i> |
| <i>Home</i> | <i>Mee-ne'</i> |
| <i>Prayers</i> | <i>Chutlh-yvmlh</i> |
| <i>Roof</i> | <i>Mvn'-k'wvt</i> |
| <i>Door</i> | <i>Det</i> |
| <i>Smoke</i> | <i>Lhvt</i> |
| <i>The Dance</i> | <i>Nee Dash</i> |

| | |
|---------|----------|
| Tobacco | Selh-yu' |
|---------|----------|

Grammar:

- Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation.

Phrases (Writing, Speaking, Reading, Listening):

| English | Dee Ni |
|----------------|----------------|
| He is praying | Gee na'-'a |
| I am dancing | Nesh-dash |
| We are dancing | Nee-ghayt-dash |
| Hello | Ch'ee-la |
| Come inside | Xaa-wan'-t'i |
| Sit down | Daa-sin-da |
| Goodbye | Hvm'-chi' |

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

1. Understand and use proper etiquette in the Dance House
2. Identify Nee Dash related items using Dee Ni vocabulary
3. Recognize Nee Dash regalia
4. Understand the difference between sacred and non-sacred tobacco use

Assessment:

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

Activity/Project Description:

- Nee Dash vocabulary is taught using poster illustrations, flash cards and audio recording(s).
- Teacher presents the appropriate partnering lesson, "The Origin Story".
- Member(s) of the Culture department and/or community can bring Siletz regalia into the classroom for the kids to see.
- Teachers/staff/community members lead a trip to the dance house. Other community members might be invited. A member of the Culture department shares the creation story. If appropriate, the kids can sing their song. If possible, a couple of tribal members could wear and demonstrate the dance. Dee Ni vocabulary can be used in all of these activities.
- CTSI-ATOD staff visits the class to present information on the dangers of tobacco abuse, and explain how tobacco is used in a sacred way.

- *Before Dance House visit, proper etiquette and behavior is modeled and described.*

Materials/Supplies:

- *Picture flash cards with illustrations representing Nee Dash*
- *Audio recording of vocabulary words and Nee Dash song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing Nee Dash*
- **Optional* Examples of traditional Siletz regalia and the materials used to make the items*