

## **“Sun Ceremony”**

Winter > Ceremony > Science (06.winter.ceremony.sunceremony)

### **Season & Location:**

Solstices – primarily winter, but this lesson could also be done as a part of summer activities, in conjunction with summer Nee Dash, Culture Camp, or other gathering.

### **Partnerships/Community Connections:**

SMILE program; specifically, partnership with Pine Mountain Observatory outside of Bend, Siletz Culture Committee/Culture Department staff, Any other tribal group that is practicing traditional solstice ceremonies and wishes to participate,

### **Standards\* Focus:**

Science:

6.1E.2 Describe the properties of objects in the solar system. Describe and compare the position of the sun within the solar system, galaxy, and universe.

6.4D.3 Describe examples of how engineers have created inventions that address human needs and aspirations.

*\*“Second Language” standards are addressed by default – consult state scoring guide.*

### **Additional Standards:**

Social Studies:

6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.

### **Cultural Knowledge:**

Medicine  
Tools and Technology  
Belief/World View  
Science

### **Vocabulary and Phrases:**

Dee Ni language components are drawn from other activities; specifically “Nee Dash”, “Run to the Rogue”, “Space and Sky”, and “Nature”.

Ceremony	Lhestlh-xat
Birthday	Maa~-xustlh-ghalh
Funeral	Yun-nuii-nii~-lhti~'
Wedding	Xan'-di~' lhestlh-xat
Beginning (as in "start of")	Shu' naa-see

**Siletz Ceremonies Vocabulary:**

Solstice	Nee Dash
Flower Dance	Chantlh-day wvn srdee-yvn
Marriage/Union	Xan'-di~' lhestlh-xat

**Prior/Concurrent Lesson Plan Materials:**

"Nature" (04.SC.03), (05.SC.03);

"Nee Dash" (01.HC.05)

Also, include 6<sup>th</sup> grade science curriculum that addresses

**Lesson Objectives – After completion, students/instructors will be able to:**

- Explain how people throughout history have been persecuted for their beliefs and practices
- Recognize that the occurrence of solstices and equinoxes is the product of the planet Earth's orbit around the sun, and that this orbit and the tilt of the Earth on axis is the source of seasons,
- Recognize that solstices and equinoxes are times of celebration in most of the world's cultures,
- See that people have ceremonies for a wide variety of reasons, drawn from events in the natural world as well as "rites of passage" (birthdays, deaths, weddings, etc.)
- Understand how changes in scientific understanding have affected the way humans interact with their environment;
- Understand and respect that there is etiquette associated with various cultural practices
- Express in writing thoughts about the role of ceremony in their personal lives,

**Lesson Procedures:**

Students study the science of planetary movements and the heliocentric theory that describes our solar system. Students concurrently study the phenomenon of solstices and equinoxes as related to the rotation and orbit of the Earth, and the subsequent effect on changing seasons. Students consult various print and on line resources to collect information on various cultures' celebrations of the changing seasons; specifically solstice and equinox ceremonies. Students use any appropriate method (for instance, a Venn diagram) to compare and contrast these ceremonies from around the world.

Students learn about Nee Dash, and the historic and modern role of this ceremony in the lives of Siletz people;

Students consult various resources (mostly print, but including people from the Siletz Culture Department) in order to gather information on how and why Siletz people were persecuted and punished for expressing their beliefs. (Students should also come to understand that this persecution and punishment for cultural practices is not unique to Siletz people.)

Students study how inventions like the telescope, compass, rockets, etc. have altered the perception of how seasonal and planetary phenomenon occur;

Students learn (and respect) the etiquette associated with the ceremonies they study.

Students describe (orally and/or in writing) the role that ceremony plays in their lives\*; what ceremony/ceremonies they participate in, what it means to them as an individual, what it means to their family, and what it means to their culture.

\*It's important to recognize that "Ceremony" is not limited to specifically religious practices. Birthdays, weddings, graduation, funerals, etc. are also ceremonies. Students should understand completely that they are not expected to talk about their religious practices if they don't feel comfortable doing that.

Students use as much Dee Ni vocabulary as is possible to describe the ceremony, and share that information with their classmates. This can be in the form of an oral report, a written report, an art project, PowerPoint, etc.

Students will submit three quiz questions based on the information in their report; these questions will be used to create a simple test...

### **Assessment:**

Rubric strands:

Writing, Ideas and Content, Effort, Delivery, Translation, and Conversation. Written component will be scored using the State Writing Scoring Guide.

### **Materials & Supplies:**

Science curriculum – planets, the solar system, space, etc.

Internet access for reports,

Anything necessary to support the student presentations, such as software, art supplies, etc.