

## “Dee Ni Day”

Winter > Home > SS (06.Winter.Home.SS)

### Season & Location:

Winter

### Partnerships/Community Connections:

Culture staff (knowledgeable in traditional Siletz village system and households);  
Expert(s) in home safety – namely, Siletz fire department, police, tribe’s housing staff, paramedics, electrician, etc.

### Standards Focus:

#### GEOGRAPHY:

Understand and use geographic skills and concepts to interpret contemporary and historical issues. (This is kind of a stretch, but the lesson does involve maps and mapping skills.)

#### COMMON CURRICULUM GOAL:

Use maps and other geographic tools and technologies to acquire, process, and report information from a *special perspective*.

#### CONTENT STANDARD:

Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

### Additional Standards:

2<sup>nd</sup> Language (Writing)

Mathematics: (diagramming)

Arts:

Health: accident prevention

Technology:

### Cultural Knowledge:

Shelter, Tools and Technology, Family, Arts and Aesthetics, Medicine

### Vocabulary:

House	Mvn'
Kitchen	Me'-ch'ee-tr'vlh-tes
Bathroom	Sran'-mee-ne'
Basement	Mvn' yee-'vn'
Roof	Mvn' k'wvt

Door	Det
Window	Me'-nar'sh-netlh-'i~'
Television	Tii-bi
Oven	Tr'vlh-t'es-me'-san'
Chair	K'wvt daa-tr'vs-da
Light	Ch'aa-ghee-lvt
Table	K'wvt-naa-dvtlh-nvsh
Tub/Shower	Me'-nar'sh-dvt-t'u
Toilet	Sran'-mee-ne

### **Grammar & Language Concepts:**

Descriptive nature of the Dee Ni language (as demonstrated by the construction of new words, such as “television” and “refrigerator”); Complex written and spoken sentence structure; Punctuation and spelling.

### **Prior/Concurrent Lesson Plan Materials:**

“Community” (05.05.01)

### **Lesson Objectives – After lesson completion, students will:**

- Understand traditional Siletz home structure, including physical construction and social arrangements;
- Recognize village structure, arrangement, and location - including reason for each of these;
- Use Dee Ni vocabulary to describe village features;
- Compare traditional home and village structure to modern home and town structure;
- Understand that traditional political structure was not “tribe” based, but “village” based, and explain what that means;
- Be able to diagram the layout of their home, and/or the layout of a home from a favorite fictional family (one from television), identifying structural elements, rooms and household items using Dee Ni vocabulary;
- Be able to use Dee Ni vocabulary to identify structural features and furniture contents of their homes, as well as those of traditional Siletz homes;
- Recognize factors that affect household safety, and ways to improve it;
- Understand household habits and routines, and describe these behaviors using Dee Ni vocabulary;
- Write a short essay in the form of a series of simple sentences describing home life;
- Understand Dee Ni vocabulary well enough to play a board game;
- Students might optionally create a three-dimensional representation of their home and town.

### **Lesson Procedures:**

Students study traditional Siletz ancestral forms of housing, including village structure, living arrangements among the sexes/youth/adults/elderly, etc.;

Guest(s) visit classroom and/or class visits experts on home safety (described in "Guests...")

Students look at "Fantasy Floor Plans" website and study proper "blueprint" techniques;

Students create a "blueprint" of their home, OR a blueprint of a favorite fictional TV/comic book family's home, including various rooms, furnishings, and utilities;

Students label home features using Dee Ni vocabulary;

Students write a series of simple sentences (5 – 10, approx.) to describe a typical daily home routine;

Students translate these sentences into proper Dee Ni using dictionary resources and knowledge of sentence structure and proper punctuation;

Students share this "essay" in the form of a slideshow, illustrated book, speech, PowerPoint presentation, or other method of their choosing;

Students play "Home" board game to reinforce familiarity with Dee Ni "home" related vocabulary;

### **Assessment:**

### **Materials & Supplies:**

Website: <http://www.fantasyfloorplans.com/>

Drawing supplies: Paper (big or small), crayons, pens, pencils, paints, etc.

Optional modeling materials: Balsa wood, glue, cardboard, clay, dollhouse furniture, etc.

Resources describing traditional Siletz village, home, social, and political structure.

Computer software – presentation (PowerPoint, Quicktime, etc.)

Dee Ni dictionary (print and on-line)