

“Dee Ni Peer Court – K’wee-shvt naa-gha”

Fall > Skool > SS > (07_08.f.school.SS.studentcourt)

Season & Location:

Lesson is introduced and reinforced during fall quarter, then subsequently throughout the year, either routinely or as needed. Exercises should be taught and practiced in the classroom; ultimately, students should

Partnerships/Community Connections:

State/County/Local police departments, Tribal Court, Local municipal court, government figures, a judge, Expert on traditional forms of conflict resolution (Bud? Robert?)...

Standards* Focus:

8.14. Explain rights and responsibilities of citizens.

8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.

8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

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

Additional Standards:

Cultural Knowledge:

Government
Belief/World View
Medium of Exchange

Vocabulary:

Go-between (“Judge”)	K’wee-shvt-naa-gha
Pay (a fine for wages)	’Ush-xvn’
Pay (a fine for insult)	Ch’ee-’in’sh
Money (shells) used as payment of a fine (?)	Naa-ghar’sh-delh-yu
Death payment shell	Naa-xwvtlh-’vn’m xwaa~k’he
Debt (give back)	Way-nin-’ash
Argue (make your case)	Na’-’a

Right (correct)	Shu'
Wrong (incorrect)	Duu
Wrong (to cause harm)	Duu-waa
Court	K'wee-shvt-naa-ghaa-dvn
Fight (conflict)	Lhee-dvtlh-ne
Crime	Duu-waa
Punish (In this case, to "fine")	Ch'ee-'in'sh

Phrases:

I have been wronged (harmed)	Mesh-dra'-k'vsh
You have been wronged (harmed)	Min-dra'-k'vsh
He/she/it has been wronged (harmed)	Ye'-dra'-k'vsh
I am fine paying	Ch'vsh-'in'sh
You are fine paying	Ch'in-'in'sh
They are fine paying	Xwii-ch'ee-'in'sh
Who was involved/present?	Dayn xuu?
What happened?	Daa-'ee-lan' 'a'-ch'a?
Where was it?	Dvt-lan'?
When did it happen?	Dee-dvn-lan'?

Also – student-created phrases necessary to answer the basic interrogatives presented at the beginning of the “Judge Judy” part of the lesson (see below), as well as those necessary to write a simple evaluation of “court” proceedings.

Grammar & Language Concepts:

I, You, He/She/It verb conjugation (present tense);
 Use of Interrogatives;
 Simple sentence structure (non compound);

Prior/Concurrent Lesson Plan Materials:

“Student Government” lesson(s);
“Code of Conduct” lesson(s);
Money;
Counting/numbers;
Interrogatives

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

Recall and reinforce their knowledge of the Student Code of Conduct as described in the Student Handbook;
Explain the differences and similarities between student RIGHTS and student RESPONSIBILITIES;
Recognize different methods of conflict resolution found in world cultures, with special emphasis placed on the Western court/jury/judge model, and the traditional Siletz method using a “go-between”;
Understand the conflict resolution system traditionally used in the Siletz culture and recognize the roles played by the various people involved;
Use Siletz Dee Ni vocabulary and phrases to describe the above-mentioned system;
Use Dee Ni vocabulary and phrases to establish events related to an imaginary (or actual) conflict, then use them to describe how to achieve resolution;
Understand the consequences of rotten behavior in traditional Siletz society as it compares to rotten behavior in modern society;
Recognize the type of conflict resolution used in various “reality” courtroom television shows;
Recognize the role of money and fines in traditional and mainstream systems of conflict resolution;
Participate in conflict resolution proceedings;
Recognize things that can lead to conflict;
Recognize the character elements necessary to be a good “judge”;
Use Dee Ni vocabulary and phrases to describe an understanding of “court” proceedings, and

Lesson Procedures:

Students begin by reviewing the student code of conduct, found in the student handbook;
Students review Dee Ni vocabulary, phrases, and concepts learned in prior lessons that use the Student Handbook – specifically, the “Three B’s” (Be safe, Be responsible, Be _____?);
Compare and contrast the RIGHTS of citizens with the RESPONSIBILITIES of citizens (Using a Venn diagram, lists, charts, or whatever strategy the classroom teacher chooses;
Students research and share basic information on other methods of conflict resolution found throughout the world and through history;
Students focus on the traditional conflict resolution method historically used by Siletz people;
Students focus on the structure and function of the US court system (particularly the 8th graders!);
Students study and learn the system of fines and punishments found in traditional Siletz society, as well as that found in the larger society;
Students watch several episodes of “The People’s Court”, or other television courtroom drama. Students take notes during these viewings, and later use the notes to write simple Dee Ni phrases describing the sequence of events and outcomes of several cases;

Students establish a classroom (grade level or whole middle school) traditional “go between” court system with trusted and neutral students selected to be said problem solver;
Students generate fictional (or describe actual) conflicts, translate descriptions to Dee Ni, and record them as ‘scenarios’ to be used as inspiration for a mock court. (This court could optionally happen in an official location, like council chambers or an actual courtroom, if deemed appropriate.);
Students use Dee Ni vocabulary and phrases to write a brief description of their experience;
Student court should be considered a long-term addition to the classroom. Court should be held when conflict arises, and the outcome supported by students and staff.

Assessment:

Students will be assessed using a variety of methods. First, the Dee Ni Writing Scoring Guide will be used to evaluate the student’s written Q and A project; also, a multiple choice and fill-in-the-blank quiz will be given on concepts related to the “rights versus responsibilities” angle, content of the student “Code of Conduct”, AND the vocabulary and phrases used in the course of completing the lesson. A word puzzle will be included to assess learned vocabulary. The Dee Ni Project Scoring Guide should be used to do an objective assessment of student progress and effort.

Materials & Supplies:

Flashcards, dictionary, talking dictionary, and other standard learning materials;
Taped episodes of courtroom drama shows, such as “Judge Judy” or “People’s Court”;
Assessment materials: Dee Ni Writing Scoring Guide, Project Scoring Guide, Quiz, and Word Puzzles