

“Love of Language”

Spring > Relationships > SS (MS.spr.relationships.LoveLanguage)

Season & Location:

Project should be done in the springtime, after a year of language study. This project could be scored using the Social Sciences Scoring Guide and used in a middle school student’s portfolio. This is a research project that will take a student to all of the expected places a learner finds resources on world and tribal languages, and world cultures: libraries, museums, websites, etc.

Partnerships/Community Connections:

College/University linguistics departments, other language experts, other Oregon/Northwest tribes working to preserve and restore their heritage languages, other language preservation entities from around the world, as well – the Maori, Hawaiians, etc.

Students and instructors doing this project could conceivably benefit from consulting the Smithsonian for contact and background information on any of the groups attending the Folklife Festival, who have proven interest in sharing their stories with interested people.

Research and study could lead to long-term relationships among the students and members of the culture being studied – forming these relationships seems particularly practical among the state and regional tribes.

Standards* Focus:

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

8.8. Evaluate information from a variety of sources and perspectives.

8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources

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

Additional Standards:

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.

7.25. Analyze evidence from multiple sources including those with conflicting information.

Cultural Knowledge:

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

Vocabulary and Phrases:

Vocabulary and Phrases will be used as deemed appropriate by the student presenters; these will be accurately reproduced using prior lesson plans, dictionaries, and experts.

Grammar & Language Concepts:

Students will include information on this topic as an element of their comparative report.

Prior/Concurrent Lesson Plan Materials:

“Feelings”
“Greetings”
Other lesson plan materials, as needed

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

Accurately describe traditional (pre-contact) Siletz culture using the “Cultural Universals” as a guiding outline,

Compare and contrast traditional Siletz culture with modern Siletz culture across the “Universals”, AND

Compare and contrast Siletz culture with one of the students’ choosing from a list of regional and world peoples engaging in a similar effort to preserve traditional language, culture, history, and values,

Describe another culture thoroughly and accurately, using the Cultural Universals as a framework for study and understanding,

Make (and hopefully maintain) meaningful contact with individuals from a culture that is experiencing some of the same challenges and victories as Siletz in terms of preserving and promoting their traditional language and culture,

Learn and share some fundamental information and examples of a language that is being

targeted for preservation by their chosen culture,
Successfully conduct an oral presentation that encompasses the content of their written report, integrating technology, interviews, video, and/or other techniques to enhance the product.

Lesson Procedures:

Students begin by locating regional and world cultures that are facing challenges similar to those facing Siletz people in terms of preserving and promoting their traditions, language, values, and history. (A list of research resources will help guide this exploration.

The instructor may choose to limit the scope of the assignment to a particular region of the world, depending on what's being studied as part of the regular Social Studies curriculum. (For instance, 8th grade studies US History as the main Social Sciences focus – the instructor may choose to limit research to regional cultures.)

On that note - Students should not feel limited to studying and reporting on Native American cultures. There are a wide variety of immigrant cultures struggling to maintain and promote traditional life ways in the Pacific Northwest; for instance, Russians, Hispanics, Indians (from India), Chinese, etc.

Students study – and ideally make contact with individuals from their chosen culture in the process of gathering required research information.

Students' presentations should include information addressing each of Cultural Universals, describing the cultures' food ways, clothing, shelter, form of government, etc. This will also be used as the guiding theme in the process of creating the compare/contrast of modern and pre-contact Siletz culture portion of the report.

Each report should include a language component - students should be able to share with their classmates a few basic bits of the language used by the culture of study; basic greetings are a good place to start.

Students prepare a written report (including bibliography) that does the following:

- a. Shares factual information on traditional Siletz culture. (Students may choose to focus on a particular band or tribe of the Confederacy.)
- b. Share factual information on modern Siletz culture, and in the process, compares and contrasts these two.
- c. Shares factual information on the culture of their choosing, addressing each of the Cultural Universals
- d. Compares and contrasts modern and traditional Siletz culture with the students' chosen culture
- e. Shares opinions and feelings about what it means for a people to preserve language and culture, and what it means for an individual to be part of such an effort.

[An important component of this assignment is analysis of affect – how the students feel about the culture they have chosen to study, how they feel about their own culture, how they feel about Dee Ni language learning, and how they feel about the assignment in general. (Students will need guidance in assessing and writing about their feelings – this seems to be a particularly difficult area of analysis for them.)]

Students optionally prepare an oral presentation based on their findings.

Students could also format their report as a Web page, video interview, news report, or any of a wide variety of techniques described in the state's "Public Speaking" guide.

Students conduct peer and self assessments, as assigned.

Assessment:

Written portion will be scored using the Dee Ni Writing Scoring Guide; any part that involves language and language learning will be scored using the Dee Ni Project Scoring Rubric. Oral presentations will be assessed by the instructor using the Speaking Scoring Guide – students can assess themselves using the Self-Assessment tools, and peer assessment can be done this way as well.

The final product can be considered for inclusion in the students' portfolio as a writing sample, and scored using the state Writing Scoring Guide.

Materials & Supplies:

Students need access to research materials – the Internet and other on line resources, Students may access “experts” who have contacts within the culture that they wish to study, Students may need materials and supplies specific to their project should they need visual aids for their oral presentation.

Students should be provided a list of resources and contact information that will help guide their research and make it easier for them to get started successfully.