

## **“Been There, Done That”**

Summer > Travel > Multiple (MS.su.travel.beentheredonethat)

### **Season & Location:**

Summer – likely outside the classroom, since it’s summer. This activity could actually be done at the very start of the school year, or during orientation, since that’s technically still during summer. In any case, the activity is associated with summer travel.

The activity could be done at home, on the road, or at Culture Camp as well, assuming proper resources are provided. (See “materials and supplies”)

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

Travel agency,

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

#### **Language Arts:**

##### **Reading:**

*Anchor Standard 10:*

Read and comprehend complex literary and informational texts independently and proficiently.  
7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### **Writing:**

*Anchor Standard 2:*

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings)

*Anchor Standard 7:*

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

*Anchor Standard 8:* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the

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

### **Additional Standards:**

#### **Art:**

AR.08.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

#### **Cultural Knowledge:**

Food  
Clothing  
Shelter  
Fun  
Communication  
Transportation  
Medium of Exchange

### **Vocabulary & Phrases:**

Vocabulary and phrases for this exercise will be drawn from lessons that have been completed through the course of the years' study, as well as lessons learned in previous years. Any additional language necessary to complete the lesson will be researched by the student using any and all sources available to them: language experts, dictionary, website, prior lesson materials, etc.

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

Complex student-generated oral Dee Ni; complete sentences, proper phrases with transitions, proper word order, proper inflection, emphasis; use of glottalization, nasalization, and other Dee Ni language techniques, proper response to questions, Recognition of cultural philosophy and belief as reflected in structure and use of Dee Ni language.

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

Clothing (MS – new)  
Run to the Rogue - Travel and map sections (03.01.07a-b)  
Weather (03.R.05)  
Calendar (03.01.04)  
What Time Is It (03.01.05)  
Transportation (03.R.04)

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

Locate interesting and unusual places regionally and around the world,  
Use multiple sources to locate information on travel destinations,  
Use written Dee Ni Language to share information, express opinions, and share insight about a recommended fictional or actual tourist destination,  
Use a variety of media to create a piece of advertising in the form of a travel brochure,  
Use a variety of assessment techniques to evaluate their own and their peers' work

### **Lesson Procedures:**

Students will be creating a travel brochure for a destination or event of their choosing.

Students begin by viewing examples of various types of resources produced for tourists and other travelers - travel brochures, maps, video tours, webcasts, podcasts, etc.  
Students choose a destination or combination event/destination that they have either visited in person, wish to visit some day, or that otherwise holds interest for them. Students could also use a fictional event/destination; one from movies, television, video games, etc.

There are publications and websites dedicated to worldwide festivals and unusual destinations – these could also be used as inspiration. The following should spark some interest:

The “Mike the Headless Chicken” Festival  
The Corn Palace  
Oregon Vortex  
Toaster Museum  
International Road Kill Festival  
Death Valley’s “The Rocks That Move”

Students use existing travel resources as a template for the creation of their own travel brochure. Pamphlets will need to include (at least) the following:

- Appropriate images, illustrations, and maps. (Maps should have Dee Ni keys)
- Information about what a visitor should expect when they arrive: weather, expenses, language, dining, attractions, lodging, and getting around (These should be done in simple Dee Ni, with English translations)
- A list of items that a visitor should bring (Again, Dee Ni with English translation),
- A short “phrasebook” with a list of 5 or more sentences a visitor should know for their visit.

In addition, students might create a daily itinerary, with dates and times in Dee Ni.

This project could be altered slightly to be a study of regional tribal events by limiting students to creating brochures for those things, instead of worldwide/national events. There are plenty of gatherings and events that could be used, many of which are regularly visited by Siletz kids. The brochures – if they are complete and accurate enough – could be used in promotional materials, or at Restoration, or other Pow wows.

### **Assessment:**

It’s summer. Assessment should probably be for the purpose of monitoring student progress and assessing the effectiveness of the lessons, as opposed to providing feedback to students and family. With that in mind, the “Dee Ni Project Rubric” can be used to score the final product, with special emphasis on effort and collaboration.

The lesson will also include a maps/landforms worksheet that could be used as a quiz; also, any assessment materials from the “Prior/Concurrent Lesson Plan Materials” list can be consulted and used as wished.

### **Materials & Supplies:**

Examples of travel resources – maps, brochures, pamphlets, booklets, travel books, and other printed resources,

Digital travel resources – web sites, videos, slideshows, etc.

Art supplies; specifically, paper and drawing materials, glue, scissors, scrap magazines, old photographs, etc.

Digital camera and/or video camera,

Computer with Internet,

Lesson plan materials, including Maps quiz and resources described in list of “prior” lesson plans;

