

“Ceremony of the Rat Marvin”

Winter > Topic > Subject Area (0708.season.theme.title)

Season & Location:

Winter, location depending on the “ceremony” being described. Students may choose to re-enact their ceremony in the location where it is most likely to take place when it’s actually conducted – as long as that’s appropriate.

Partnerships/Community Connections:

Siletz Culture Department representative, for a thorough description of the Feather Dance ceremony, as well as other ceremonies

Standards* Focus:

Historical Thinking

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

7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.

7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions

**“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
Tools and Technology
Belief/World View
Medium of Exchange
Family
Arts and Aesthetics
Science

Vocabulary:

Vocabulary for this exercise is identical to that found in the “Rat Marvin Tale” exercise.

Phrases:

Phrases for this exercise are identical to those found in the “Rat Marvin Tale” exercise.

Prior/Concurrent Lesson Plan Materials:

“Nee Dash” lessons

“Run to the Rogue” (“Ceremony” aspects)

“Pow Wow” lessons (again, portions dealing with the ceremonial aspects)

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

Identify what a ceremony is, and what characteristics make one up,

Describe a variety of ceremonies – both serious and comical – found around the world and locally,

Understand that ceremony can be simple or complex, public or private, long or short, or anything in between,

Lesson Procedures:

Students engage in appropriate grade level cultural studies in the Social Sciences subject area, focusing on the idea of comparing various wintertime ceremonies across cultures. Students should form a definition of applicable terminology before they begin; answering the question, “What is a *ceremony*?”

Once this is established, students/class will generate a list of ceremonies found around the world, then use whatever method the instructor chooses to compare and contrast them. Analysis will include relevant information about food, clothing/regalia/costume, music, dance, prayer/speech, ritual objects, location, rules and etiquette, history, purpose/goals, etc. **A thorough description of the Nee Dash ceremony that includes information from these areas must be included.**

Students will subsequently expand upon this theme, and identify other ceremonies that people conduct that are of a less “sacred” nature. Identifying these ceremonies should be done in a class discussion, but can begin with individually- generated or small group lists.

Once this second list is generated, students listen to “The Tale of the Rat Marvin”. As a class, in small groups, or individually, students complete a “Dee Ni Story Plot Map” for the story. These plot maps are reviewed afterwards for detail and accuracy.

Assessment:

Writing – ceremony story (fact or fictional) can be scored using the Dee Ni Writing Scoring Guide, and/or the State Writing Scoring Guide.

Plot map will be assessed for accuracy, and scored accordingly.

Story details will be assessed with an oral AND written quiz, as well as a multiple choice/matching quiz.

Participation and effort will be assessed using the Dee Ni Project Scoring Guide,

Materials & Supplies:

“Tale of the Rat Marvin” recording (or someone to tell it in person)

Writing materials, including the Dee Ni Plot Map template,

Lesson plan materials, including dictionary – print and digital,

Big Paper for demonstrating plot map development for the class,