

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Seasons: Winter

01.SC.01b

Common Curriculum Goal:

Social Sciences: Geography (Grade Level Map): Practice being careful observers of natural surroundings. Note regular changes/patters: length of day/night, seasons, features of local topography, geology, biology.

2nd Language: Topics: Oregon Standards Benchmarks 3: Food, Seasons & Weather (Individual fall seasonal project options have their own curriculum goals)

Season/Location:

December - Immediately before winter break.

Winter Solstice – Winter Nee Dash

Partners/Guests/Community:

Dependent on which cultural activities are selected by the teacher.

Cultural Component(s): *Also dependent on the culture activities selected by the teacher.*

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

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Add</i>	<i>Chwaa sli~ (Bigger became)</i>
<i>Cold</i>	<i>Xvm-sge's</i>
<i>Daylight</i>	<i>Yvtlh-xay</i>
<i>Fire</i>	<i>Xwvn</i>
<i>Ice</i>	<i>Xwint'-dvn</i>
<i>Feather Dance</i>	<i>Nee-dash</i>
<i>Nighttime</i>	<i>T'et-dvn</i>
<i>Regalia</i>	<i>Ts'vt</i>

<i>Shiver</i>	<i>Dee-lhvt</i>
<i>Snow</i>	<i>Tee-lhi</i>
<i>Snowman</i>	<i>Tee-lhi dis-ne</i>
<i>Subtract</i>	<i>'In-stvm slii~</i> <i>(Smaller became)</i>
<i>Weaving</i>	<i>Ch'ee-t'u</i>
<i>Winter</i>	<i>Xii</i>
Months	
<i>December</i>	<i>Nee-san-naa-xee-ch'aa-ta</i> <i>num-nii-man's</i>
<i>January</i>	<i>Lha' num-nii-man's</i>
<i>February</i>	<i>Naa-xe num-nii-man's</i>
Weekdays	
<i>Sunday</i>	<i>San-t'i</i>
<i>Monday</i>	<i>Mvn-t'i</i>
<i>Tuesday</i>	<i>Tus-t'i</i>
<i>Wednesday</i>	<i>Wens-t'i</i>
<i>Thursday</i>	<i>Thvs-t'i</i>
<i>Friday</i>	<i>Fay-t'i</i>
<i>Saturday</i>	<i>Saa-tv-t'i</i>

Grammar:

- Exposure to concepts of Dee Ni sentence composition and noun and verb conjugation.
- Exposure to subject-verb-object sentence structure

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>I am giving a gift to _____</i>	_____ 'vn' day wa'sh-'vsh <i>_____ to something I am giving</i>
<i>I am making a gift for _____</i>	_____ maa day 'vshlh-sri <i>_____ for something I am making</i>
<i>It is winter</i>	<i>Xii-dvn</i> <i>Winter-time</i>
<i>Night is longest (Solstice)</i>	<i>T'et-dvn nes</i> <i>Night-time long</i>
<i>Spring is coming</i>	<i>Dan'-nast-li~' waa-te</i> <i>Spring coming will be</i>
<i>Thank You</i>	<i>Shu 'aa-shi nin-la</i> <i>(Good for me you did)</i>

After completing the lesson, Students and/or Instructors will be able to:

1. Identify and place winter solstice on the Dee Ni calendar
2. Understand that day length changes from season to season, that fall begins at equinox, that fall is when days get shorter, and winter solstice is the shortest day of the year.

3. *Describe and participate in traditional seasonal activities, and use associated vocabulary and phrases.*
4. *Understand that Winter is a time for doing traditional indoor activities such as making baskets, and preparing regalia.*
5. *Add and/or subtract minutes from a day/night, and use a pie chart to make the representation.*

Assessment:

- **Translation**
- **Conversation**
- *Conventions*
- *Ideas and Content*
- *Effort/Visual Form*
- **Collaboration**
- **Delivery**
- *History*
- *Percentage*

Activity/Project Description:

- *Teacher presents vocabulary words associated with the four seasons to the class using audio recordings and flash cards. The lessons will be presented during the appropriate month.*
- *Students watch/hear one or more Native American legend(s) with a winter theme.*
- *Calendar is observed and maintained with numbers representation in Dee Ni vocabulary.*
- *Minutes are taken away from/added to day/night on classroom pie chart.*
- *Teacher selects a gift craft project and consults dictionary/language speaker for associated vocabulary. (Several of the seasonal traditional activities produce items that could be gifted. Gifts are presented to students' family, Elders, community members, teachers, etc.*
- *Students create a flashcard with an illustration of the gift they are making, and a card representing the intended recipient. Cards are then used to arrange sentences and illustrate sentence structure.*

Materials/Supplies:

- *Picture flash cards with illustrations representing seasons concepts*
- *Audio recording of seasons vocabulary and Native American story*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing seasons concepts*
- *"The Maiden Sacrificed to Winter" color book*
- *Winter activities lesson plans set*
- *Day and Night pie chart (possibly on a dry erase for use during all seasons)*
- *Day length calendar*