

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Run-to-Rogue History*

**05.HC.03b**

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: exceeds CIM: Health; CIM: Community; various*

*2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions*

*2<sup>nd</sup> Language: Listening: Understand location, simple descriptions*

*2<sup>nd</sup> Language: Writing: Write from memory some high-frequency words, phrases, and simple sentences*

*Health: Promotion of physical activity: Unintentional injury prevention*

*Social Sciences: Geography: Understand the spatial concepts of location, distance, direction, scale, movement, and region; . . .*

*State & Local History: Understand and interpret events, issues, and developments in the history of ones' family, local community, and culture*

*Arts: AR.05.CP.01*

**Season/Location:**

*Fall (September) – The week following R2R*

**Partners/Guests/Community:**

*Other grades (4-5), other Run-to-Rogue participants*

**Cultural Component(s): (any depending on object collected)**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Ancestor</i>	<i>K'wii-daa-naa~-ye</i>
<i>Bay</i>	<i>Tum-sray-me'</i>
<i>Bridge</i>	<i>K'wee tum-sray-me'</i>

<i>Eagle Feather Staff</i>	<i>Chutlh-yvmlh chvn</i>
<i>East</i>	<i>'li~</i>
<i>Illinois River</i>	<i>Shish-daa-k'wvt-srtaa~ tr'ee-ghii~-li~</i>
<i>Land</i>	<i>Nn'ee</i>
<i>Mountain</i>	<i>Nan-ts'vn</i>
<i>Mountain Range</i>	<i>Nan-ts'ee-ne</i>
<i>North</i>	<i>Dan'</i>
<i>Ocean</i>	<i>Si~s-xa</i>
<i>Road</i>	<i>Tee-ne</i>
<i>Rogue River</i>	<i>Tuu-Tu'-ni tr'ee-ghii~-li~</i>
<i>River</i>	<i>Nii~-li~</i>
<i>Running</i>	<i>Nalh-da</i>
<i>Seashore</i>	<i>Naa-svt</i>
<i>Shore</i>	<i>Daa-let</i>
<i>Siletz River</i>	<i>Sii-let-ts'i tr'ee-ghii~-li~</i>
<i>South</i>	<i>Yan'</i>
<i>Valley</i>	<i>Tuu-me'</i>
<i>Village</i>	<i>Mvn'-taa-dvn</i>
<i>Village at Oak Flats</i>	
<i>Village at Mouth of Rogue</i>	<i>Yan'-shu'-chit-dvn (South bank)</i> <i>See-me' (North bank)</i>
<i>Walking</i>	<i>Naa-gha</i>
<i>West</i>	<i>Taa-nin'</i>
<b><i>New Vocab</i></b>	
<i>Bank</i>	<i>Daa-let</i>
<i>Downstream</i>	<i>Yaa-ghii~-li~'</i>
<i>Upstream</i>	<i>ghee-nii~-li~'</i>
<i>Water</i>	<i>Tvl-xvt</i>
<i>Waterfall</i>	<i>Naa-taa-tr'ee-ghii~-li~-dvn</i>

- **Collective vocabulary from prior lesson(s):**
  - *Shapes*
  - *Colors*
  - *Mystery Box*
- **Collective vocabulary from Dee Ni Dictionary:**
  - *For identification of collected objects*
  - *As associated with cultural universals*

**Grammar:**

- *Sentence structure using cards*
- *Spelling*

**Phrases (Writing, Speaking, Reading, Listening):**

<i>I found these (large objects)</i>	<i>Dii xaa~-ghi-tan'</i>
<i>I found this (large objects)</i>	<i>Dii xaa~-ghi-tan'</i>
<i>This hangs</i>	<i>Dii nalh-mish</i>

<i>This looks that way (_____)</i>	<i>Dii waa k'ay 'utlh-'i~</i>
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**After completing the lesson, Students and/or Instructors will be able to:**

1. *Trace the route of Run to Rogue on a map of western Oregon*
2. *Recite that Run to Rogue follows the route of the forced march*
3. *Use the word ancestors appropriately*
4. *Teacher explains that Siletz ancestors occupied all of Western Oregon, discusses why people lived where they did (along sea shores, rivers, in valleys, close to tide pools, etc.)*
5. *Place major features/events of Siletz history in chronological order*
6. *Recognize the Eagle Feather Staff and state what it symbolizes; understand the etiquette associated with it*
7. *Identify and label the four directions on a map using Dee Ni vocabulary*
8. *Identify and label villages and major land forms of Western Oregon*
9. *Identify a variety of objects using Dee Ni vocabulary*
10. *Describe objects using Dee Ni vocabulary*
11. *Reflect on symbols and symbolic representations*
12. *Create a mobile*

**Assessment:**

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

**Activity/Project Description:**

- *The teacher shows them a picture of the Eagle Feather Staff. This person gives a simple summary of the significance of R2R and explains basic "etiquette" i.e. don't drag it on the ground, keep it moving, think good thoughts when walking with it, and keep it moving forward towards the final destination.*
- *Pictorial history and map is presented and the route is described*
- *Students view a short summary of Siletz history. Working in pair or individually they retell the Siletz history relative to the slide they are each assigned to.*
- *Students use a small version of the classroom map and key to transcribe*
- *Students identify where major villages were, and why they were there*
- *Students identify major land forms of western Oregon using a color key*
- *Students label major bays, rivers, and village sites on the classroom poster using a separate Dee Ni key.*
- *During Run-to-Rogue participation students collect 4-6 **small** objects to bring back to the classroom.*
- *After the run, students attach their objects to a coat hanger to create a mobile.*

- *Mobiles are hung from the ceiling in the classroom.*
- *When mobiles are hung students participate in a Q&A about their selected items. Students should be able to identify which cultural universal it represents.*
- *Students should write a list of descriptive words (3-5) for each object*
- *Students should be able to identify WHERE their objects came from using "position words" General to specific (South of Newport, on the road). These locations can be recorded in the stamp book and on the maps.*
- *Students could use collected objects to play the "Mystery Box" game – practicing "senses" vocabulary and phrases.*
- *Mobiles could be displayed at Restoration Pow Wow.*

### **Materials/Supplies:**

- *Picture flash cards*
- *Audio recording of vocabulary and walking song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Room poster with corresponding vocabulary words and illustrations*
- *Run-to-Rogue map*
- *Color coded map with rivers, bays, villages, mountains, valleys, seashore, language areas, reservation and reduction outlines, and route of Run-to-Rogue*
- *Siletz history video set*
- *Siletz ancestors images*
- *Pictorial history cards and room poster*
- *Run-to-Rogue stamp book*
- *Coat hanger (plastic works best), string, glue, misc. art supplies*
- *Collected objects*
- *Dee Ni Dictionary*