



ENGLISH LANGUAGE ARTS

# Language Change and Survival

## ESSENTIAL UNDERSTANDINGS

- Language
- Identity
- History
- Lifeways

## LEARNING OUTCOMES

Students will be able to:

- Understand some basic linguistic differences between English and Dee-ni' by comparing the two languages.
- Identify, describe, and give examples of loan words, expanded meanings, and new words in both English and Dee-ni', with support.
- Identify and describe the differences between nouns and verbs and how these differences affect expression in English and Dee-ni'.
- Discuss some of the cultural and political implications of language changes.

## ESSENTIAL QUESTIONS

- How might language help us express ourselves?
- In what ways are languages similar to each other?
- In what ways are they different?
- How are new words created in a language?

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## Overview

This lesson introduces students to Dee-ni' vocabulary and describes the difference between a noun-based language, such as English, and a verb-based language, such as Dee-ni' Wee-ya' (the people's words), a Dene (Athabaskan) language spoken by Indigenous people from the southwest Oregon/northern California coast. Students will gain a deeper understanding of Indigenous language survival by examining how Dee-ni' people who were removed to the Siletz Reservation use loan words, expand meanings of existing words, and create new words to be able to talk about new concepts and technologies and keep their language alive. Students will explore how and why languages change and will link these changes to the cultural identity and history of different speech communities.

Throughout the 19th and 20th centuries, Indigenous languages were actively suppressed by the U.S. government and Indian boarding schools as part of the attempt to colonize and assimilate Native American people. Despite these actions, many Indigenous languages have survived and continue to be spoken, including Dee-ni' Wee-ya', one of the languages spoken by members of the Confederated Tribes of Siletz Indians. An integral part of this survival is the ability to adapt to new



## LOGISTICS

- Where does the activity take place?  
*Classroom, with room to rearrange chairs for the activities*
- How are the students organized?  
 Whole class    Teams: 2 – 4  
 Pairs    Individually

## TIME REQUIRED

90 minutes

objects, technologies, and ideas. Dee-ni' Wee-ya' has done this in many ways. Examining these adaptations can help students learn about the evolutionary process of language change and gain an understanding of how Indigenous languages in general, and Dee-ni' Wee-ya' in particular, interact with the world in ways that are very different than English speakers may expect.

## Background for teachers

- The presentation script and PowerPoint presentation were designed to be easy to follow. Nonetheless, it is strongly recommended that teachers read through the script while viewing the slides and practice pronouncing Dee-ni' words prior to implementing the lesson.
- Difference between nouns and verbs <http://www.differencebetween.net/language/difference-between-nouns-and-verbs/>

## STANDARDS

### Oregon English language arts standards *College and Career Readiness Anchor Standards for Language*

#### *Knowledge of Language*

**3.** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### *Vocabulary Acquisition and Use*

**4.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### *Grade 5 Language Standards*

**5.L.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**5.L.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**5.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**5.L.4a** - Use context as a clue to the meaning of a word or phrase.

**5.L.5c** - Use the relationship between particular words to better understand each of the words.

**5.L.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press. [This lesson draws on chapter 16: Cultural Revival.]
- Visit and review Siletz Language Project at [www.siletzlanguage.org](http://www.siletzlanguage.org)

## Considerations for teachers

### Assessment

Learning will be measured through evaluation of group discussions, pair work, and individual work in writing and pronouncing new vocabulary.

### Practices

- For pair work: The teacher can pair students using transitions students are used to, or simply ask students to pair up informally with a person close to them
- Otherwise, transitions are indicated on the slides
  - Slide 14: The person whose **first initial is closest to the letter Z** faces the board (The Speaker). The other person will have their back to the board (The Listener).
  - Slide 24: The person whose **birthday is closest to January 1** is Partner A.

### Learning targets

- I can describe the difference between a noun-based language, such as English, and a verb-based language, such as Dee-ni'

### MATERIALS

#### What will be needed for students to engage in this activity?

- Space for pairs of students to arrange chairs (or stand) so that one person can see the board while the other cannot
- PowerPoint presentation ("Language Change and Survival") and corresponding script
- Audiovisual technology to display PowerPoint slides and verbal recordings
- Scrap paper

### KEY VOCABULARY

*English loan words*

**candy:** ken-di

**pop:** pap

**coffee:** gaa-be

**cat:** buu-sri

**pigs/hogs:** haa-k'vs

**TV (television):** tii-bii

**sock (stocking):** sdaa-k'vn

*Loan words from other Indigenous languages*

**bread:** saa-bee-li (chinuk wawa)

**pigs:** guu-shu' (chinuk wawa)

*(Continued on next page)*

- I can explain a little bit about how and why languages evolve
- I can pronounce some English loan words in Dee-ni'
- I can pronounce a few expanded and/or new words in Dee-ni' if they're written down for me
- I can define the terms "loan words," "expanded meanings," and "new words" and give examples of these terms in English and Dee-ni', if they're written down for me

## Options/extensions

**Charades:** Using the slips of paper students gave you as they left the previous class, play charades as a group. To do so, display slide 31. Hand a word on a slip of paper to a volunteer who will use their body language (versus verbal language) to act out the word. See if the students in the audience can read aloud the corresponding word in Dee-ni'. You can have an individual say the word, or you can partner students to do a think-pair-share and then ask one student (or set of partners) for their answer.

**Word chain (vocabulary game):** Give the class a word; nouns are used in the following examples, but it can be any part of speech. It can be something simple, such as "homework," or something more complex, such as something students are studying (for example, "Declaration of Independence," or "geography").

See how many volunteers can provide another word or expression that means the same thing. You are the judge/referee who allows or disqualifies a word or expression.

## KEY VOCABULARY

*(Continued)*

*Expanded meanings*

**potato:** gus (camas)

**clock:** ch'aa-ghvtlh-sri (moon)

**boat:** xee-nvs (canoe)

**gun:** tvt-k'vsh (bow)

*New words*

**phone:** me'-naa-tr'a'-a (into it one talks)

**fork:** mvlh-ch'ee-tr'a~ (with it one eats)

**coffee pot:** gaa-be me'-vltlh-sri (one makes coffee inside it)

**school:** me'-aa-wvtlh-ts'it (one learns inside it)

**chair:** k'wvt-daa-tr'vs-da (one sits in it)

**toothbrush:** ghu'-mvlh-naa-tr'vlh-t'e (one cleans their teeth with it)

**train:** 'ee-k'wvt-nalh-da (it runs over the ground)

**vase:** ch'aa-bay-yu-min'-sla (multiple flowers are located inside it)

*Academic definitions*

**Noun:** a word used to identify a person, place, or thing. For example: a teacher, an eraser, a painting.

**Verb:** a word used to indicate an action. For example: to teach, to erase, to paint.

**Noun-based language:** a language, such as English, that relies on nouns (people, places, or things) to convey meaning.

**Verb-based language:** languages, such as Dee-ni' and other Indigenous languages, that rely on verbs (actions) to convey meaning.

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In the spirit of good-natured competition, divide the class into two “teams.” Have both teams line up shoulder to shoulder on opposite sides of the room, facing each other. Give the first team a word and have them do the activity, starting with the first person in line. Keep score of how many alternative words/expressions they come up with. Next, give the second team a different word to do the same. Keep score on the board and see which team gets the highest number.

For example, you say “backpack.” The first student in line says “knapsack.” The next student says “bookbag.” The next student says, “A bag for carrying schoolbooks,” and so on down the line until they run out of ideas. No repeats! (You might establish in advance if a student can “pass” if they can’t think of anything and how many “passes” should be allowed per word.)

Go through as many words as you want. Have a different person in the line go first (after you), continuing with the person next to them, and so on.

**Slight variation:** To add a layer of challenge, whisper the word (or show it written) to the first person in line and have the team complete the activity. When they’re done, see if the other team can guess the word you whispered to the first person.

**Language expressions:** This can be done as a class activity, a library activity, or a homework assignment. (Students will need internet access.) Give each student an expression we use in English that comes from another language. Have them look up what it means and share with the class. You might have them write the expression, its

## KEY VOCABULARY

*(Continued)*

**Cognate:** a word that is spelled and defined similarly in two different languages. For example: vase, patio, iceberg.

**Linguistic:** of or relating to language.

**Context:** the circumstances in which a word is used.

**Context clues:** hints found in language that one can use to understand the meaning of unfamiliar words or words with multiple meanings.

## ADAPTATIONS FOR DISTANCE LEARNING



- Using direct instruction, teachers can go through slides 1–20 as directed through the script.
- Display slide 21 (“Catch Phrase”)
  - Introduce an activity to practice the difference between noun- and verb-based languages: One student will describe a word to the group without using the word. The rest of the students will try to guess the word. (See slides 25 and 28 for a list of school-related terms; however, do not let students see the slides.)
    - Choose one word from the list and send it to a volunteer through the chat. The students will describe it and the rest of the class will try to guess the word. Do this several times. If time allows, give each student a chance to describe a word.

*(Continued on next page)*

meaning, and an example of it in a sentence on a piece of cardstock or sturdy paper and hang them in the classroom, if appropriate.

*Some examples:* “crème de la crème,” “carte blanche,” “vis-à-vis,” “à la carte,” “ad hoc,” “et cetera,” “per diem.”

## ADAPTATIONS FOR DISTANCE LEARNING

*(Continued)*



- Debrief the activity.
- Slides 31 and 32 (“New Words in Dee-ni”)—Do the same as original lesson.
- Slide 33 and 34 (“Partner Activity”)—Do as a group instead of pairs.
- Slide 35 (“Exit Ticket”)—Change slightly: Before students leave the online classroom, have them choose one word from the list and send it to you in the chat. Once you receive it, ask them to pronounce the word aloud and tell you what it means. (You can then dismiss them if you want.)

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## Activity 1

# Loan Words

Time: 10 minutes

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### Slide 1. Title slide—"Language Change and Survival"

**Say:**

*This lesson is called "Living Language: Language Change and Survival." Today, we're going to compare English and Dee-ni' Wee-ya'. We'll see how these languages evolved over time by loaning, borrowing, expanding, and creating new words.*

### Slide 2. Loan words in English from European languages

**Say:**

*What does it mean to loan something to someone? (If you have something that someone else needs, you can "loan" it to them. It allows that person access to something or the ability to do something they may not otherwise be able to do.)*

*Let's take a look at some different loan words. These are words that we "borrow" in English. (Click and read through the slide's animated items as you read the text on the slide.)*

*(Click.) Here are some examples of loan words you might know.*

*(Click again and students will see an image of ballet dancers.)*

*Does anyone recognize this image? Yes, "ballet."*

*(Click and the word "ballet" appears below the image.)*

*Does anyone know which language loans us the word "ballet"?*

*(Give students a moment to answer.)*

*Ballet is a loan word from French. As you know, it is a form of dance.*

*(Click again and students will see an image of a party.)*

*These people are at a party. Does anyone know another word for party?*

## Activity 1 *(Continued)*

(Give students a moment to answer, then click and the word “fiesta” appears below the image.) *What language loans us the word “fiesta”? (Spanish)*

(Click again and students will see an image of a child on a playground.)  
*This child is in the first year of elementary school. Any idea what that word is?*

(Give students a moment to answer, then click and the word “kindergarten” appears below the image.) *Any ideas about which language loans us the word “kindergarten”? (German) “Kindergarten” is a loan word from German. It literally means “child garden.”*

*Can you think of other words from French, Spanish, German, or another language that we use in English?* (Examples of additional loan words from French: café (coffeehouse); cul-de-sac (literally means “bottom of the bag”); bureau (office, for example Bureau of Land Management). Examples from Spanish: patio, siesta, Montana. Examples from German: iceberg, sauerkraut (which means “sour cabbage”).

*What do you think it means to “loan” a word to a different language?  
Why might a language need to “borrow” words from another language?*

*The primary reason for the borrowing and lending of words is the blending or mixing of different cultures and populations of people. (We will go deeper into this later in the lesson.)*

*Other reasons include introducing something new to a culture, such as a “latte” (from Italian) or a “croissant” (from French). Sometimes we borrow a word because we don’t have a word in our own language to accurately (and succinctly) describe something.*

*Is anyone familiar with the expression “déjà vu”? (Allow time for students to answer.) This is an expression used to describe the feeling that you’ve seen something or been somewhere before, although you’re not sure where. Do you know which language we borrow it from? (French.)*





## Activity 1 (Continued)

Or sometimes you'll see the letters "RSVP" on an invitation. Does anyone know what that means, what it's used for? (Allow time for students to answer.) The host of a party or event might use this abbreviation when they want you to let them know if you will be at the party or not. RSVP is also French. It stands for "Répondez, S'il Vous Plaît" ("ray-pon-day, see voo play").

Listen to that phrase again: "Répondez, s'il vous plait" ("ray-pon-day, see voo play"). What do you notice about it? (Allow time for students to answer.) Maybe it sounds more interesting—or even more elegant—in French than simply saying, "Respond, please" in English.

Today, we're going to be studying languages and learning some vocabulary in *Dee-ni'*. Listen closely as you learn some new words. You will find that *Dee-ni'* is a beautiful language.

### Slide 3. Loan words in English from Indigenous languages

#### Say:

*Indigenous languages also loan some of their words to English.*

(Click once and a hammock appears.)

*Does anyone know the word for this image? Yes, it's called a hammock.*

(Click again and the word "hammock" appears above it.)

*Hammock comes from the word, "hamaca." Its original definition was a "stretch of cloth."*

(Click and the word hamaca and an explanation appear below the image.)

*This word comes from the Taíno language, which is now a "sleeping" language, but was once spoken by the Indigenous people of the Caribbean islands.*

Do the same for two more images:

(Click and a barbecue appears.)

*Does anyone know the word for this image? Yes, it's a barbecue.*

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## Activity 1 (Continued)

(Click again and the word “barbecue” appears above it.)

*Barbecue comes from the word, “barbacòa.” Its original definition referred to “grilling on a raised wooden grate.”*

(Click and the word *barbacòa* and an explanation appear below the image.)

*This word also comes from the Taíno language.*

(Click and a kayak appears.)

*Does anyone know the word for this image? Yes, it’s called a kayak.*

(Click again and the word “kayak” appears above it.)

*Kayak comes from the word, “qujaq.” It is a narrow boat built to handle rough ocean waters and windy conditions.*

(Click and the word *qujaq* and an explanation appear below the image.)

*This word comes from the Inuktitut [In-NOOKtuh-tut] language of the Inuit people of the Arctic regions of Greenland, Canada, and Alaska.*

*How do these words help us express ourselves in English? (For example, they help us identify objects.)*

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## Activity 2

# Think-Pair-Share

Time: 12 minutes

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### Slide 4. Think-Pair-Share: Match English words to their corresponding word in Dee-ni'

**Say:**

*English loans some of its words to the Dee-ni' language. Looking at these Dee-ni' words, can you match them to one of the images below?*

**Think-Pair-Share:** Arrange students in pairs to discuss which word they think matches the image and why. This can be done informally with the closest person to them. (Answers are shown on slide 6.)

**Debrief the activity:** *Would anyone like to explain how they matched the words with the images? What similarities between the two languages did you notice? There are no right or wrong answers at this point.*

### Slide 5. Think-Pair-Share (continued)

**Say:**

*Now let's look at some words in Dee-ni' Wee-ya'. These words may be a little more challenging for you to recognize, but they're all loan words from English into Dee-ni' Wee-ya'. Can you and your partner figure out which image goes with each Dee-ni' Wee-ya' word? (Answers are on slide 6.)*

### Slide 6. Answers to Think-Pair-Share activity

**Say:**

*Here are the Dee-ni' words with the corresponding image. (Give students a chance to read the slide for a moment.)*

## Activity 2 (Continued)

### Answer key:

1. B (**ken-di**/candy)
2. D (**pap**/pop)
3. A (**tii-bii**/tv)
4. C (**sdaa-k'vn**/socks or stockings)
5. F (**buu-sri**/ cat)
6. G (**haa-k'vs**/pig or hog)
7. E (**gaa-be**/coffee)

Now, you're going to hear the Dee-ni' words out loud. Repeat each word after you hear it and look at the way it's spelled. (Click to hear audio.)

Does it sound like the English word? (Yes, sometimes.) Is it spelled in a similar way? (No, not really.)

### Slide 7. Loan words from Chinuk Wawa to Dee-ni'

#### Say:

English isn't the only source of loan words in Dee-ni'. Chinuk Wawa, a widely used trade language in the Pacific Northwest, has also loaned some words to Dee-ni' and vice versa.

Chinuk Wawa was initially a trade language among different Tribes in the Pacific Northwest that allowed people speaking different languages to communicate with each other and with European-Americans when colonization began. When people from multiple Tribes (each with its own language) were removed to the reservation at Siletz, Chinuk Wawa became an important tool of communication, and many children grew up learning it. Both Chinuk Wawa and Dee-ni' words began to be loaned freely between the Tribes of Siletz.

Here are a couple of examples: (Click to hear audio.)



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**Activity 2** (Continued)**Slide 8. English in Indigenous languages****Say:**

*Languages loan words to each other so that people can identify new objects, express new ideas, and communicate with one another despite speaking different languages. In the case of Indigenous languages, the contact with English-speaking people was accompanied by pressures of colonization that devalued Indigenous ways of knowing and speaking and actively sought to suppress Native beliefs and languages. Teachers at boarding schools and Indian agents on the reservation punished Siletz people for speaking their language and continuing their traditions. Throughout all these challenges, Siletz elders and ancestors kept speaking their languages. To do so, they had to adapt the languages so they could express new ideas and words that were introduced due to colonization. One way that speakers did this was to borrow words from English.*



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### Activity 3

## Expanded Meanings, New Words, and the Evolution of Language

*Time: 10 minutes*

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### Slide 9. Expanded meanings

**Say:**

*Another thing Indigenous speakers did was “expand” the meaning of existing words in the language to cover new technologies or ideas.*

*What does the word “expanded” mean, in general? (Something that stretches, becomes wider, larger, bigger.) So, when something becomes bigger, it can cover more space, right? What do you think it might mean if a word has an expanded meaning? (Expanding or broadening a word means it can have more than one meaning or apply to more than one term.)*

### Slide 10. Words with expanded meanings in English

**Say:**

*We’re going to start with an activity on words with expanded meanings in English. I’d like you to close your eyes for a moment ... and think ... what comes to mind when you hear the word “mouse”?*

*(Double click so the word mouse appears in a circle on the screen.)*

*When you have an image in your mind, open your eyes.*

*(Click once and a mouse [animal] appears.)*

*Ok, raise your hand if you pictured this type of mouse—an animal that you might find outside or maybe have as a pet.*

*Let’s consider some other meanings of the word mouse.*

*(Click again and a computer mouse appears.)*

*Raise your hand if you pictured a mouse like this—one that you might find near a computer.*

### Activity 3 (Continued)

*So, we know that the word “mouse” has come to have multiple meanings. Before computers, the word mouse mostly referred to an animal, but once computers were invented, people expanded the meaning of the word to include a computer mouse. Maybe because in the old days, computer mice had cords that looked like tails.*

#### Slide 11. Expanded meanings in English continued

**Say:**

*Again, close your eyes for a moment. What do you picture in your mind when you hear the word “cloud”? (Double click so the word cloud appears in a circle.) When you have an image in your mind, open your eyes.*

*(Click once and a weather cloud appears.)*

*Ok, raise your hand if you pictured this type of cloud—a cloud in the sky.*

*We know another meaning of the word “cloud.” (Click and a computer cloud appears.) It can also refer to space to store data using the internet.*

#### Slide 12. Expanded meanings in English debrief

**Say:**

*Mouse and cloud: These are two examples of words with expanded meanings in English. Do you think “expanded” is a good term to use for these words? (Allow time for answers.)*

*So, if there are a few different meanings for things like, say, “mouse,” how do we know which “mouse” people are referring to when we are in a conversation? (Wait for students to respond.) We know by the context of the conversation, meaning the setting or environment in which the conversation is taking place.*

*For example, if someone’s talking about their pet “mouse,” we can assume they’re referring to the animal. (You can point to the animal on the screen.) If someone complains that their “mouse” isn’t working, we can figure out they’re talking about a computer mouse. (Point to the other image on the screen.)*



### Activity 3 (Continued)

#### Slide 13. Words with expanded meanings in Dee-ni'

**Say:**

*The Dee-ni' language adapted to the arrival of European-American settlers by expanding the meaning of words to include new objects and ideas. Looking at these words and images, what do you notice about the expanded meanings of the words listed? (Read aloud the words on the list. Students might say something like, the word for clock is the same as the word for moon.)*

*Why do you think the word "ch'aa-ghvtlh-sri~" might have been expanded to mean both clock and moon? What do these things have in common? (For example, they both have to do with how we keep track of time.)*

#### Slide 14. Words with expanded meanings in Dee-ni' pronounced

**Say:**

*Read the words on the slide and repeat them after you hear them. (Click on the audio.)*

#### Slide 15. Expanded meanings and new words in English

**Say:**

*As languages evolve, they expand upon words that already exist and they create new words and new meanings. As you can see on this slide, there are two different types of baskets.*

*The word originated as something that can be used for carrying things, such as laundry in this case. (Point to the laundry basket on the screen.) We know there are other types of baskets as well. (Point to the basketball hoop.) This meaning of the word "basket" began with the invention of basketball. Notice that "basketball" is a slightly different word from just basket. This is considered a new word.*





### Activity 3 (Continued)

#### Slide 16. Expanded words → New words

**Say:**

*There are some words that came into our vocabulary more recently. For example, the word “Bluetooth.” (Double-click and the word “Bluetooth” appears in a circle.) If you were born a long time ago, say, in the year 1900, if you heard the word “Bluetooth,” you would probably picture a blue tooth, in the literal sense—a tooth that is blue.*

*In today’s world, we know that Bluetooth means what? (Allow students time to answer. Then click and a Bluetooth image appears.) Yes, it’s a wireless gadget that is used to exchange data across different devices. A name was needed for this new gadget, so a new word was created.*

#### Slide 17. More new words

**Say:**

*Here are some examples of other words that are fairly new to our vocabulary: FaceTime, selfie, social distancing. You are probably very familiar with these words. Which one is the most recent one you’ve learned? (Probably “social distancing,” due to the pandemic.)*

#### Slide 18. The evolution of language

**Say:**

*As we talked about before, sometimes languages evolve due to the blending of different cultures and populations. Sometimes we need a word or expression that doesn’t exist in our own language, so we “borrow” it from another language.*

*Looking at the words in this word cloud, what are some reasons new meanings and words are created?*

- New activities/sports
- Inventions/advances in technology → new ways of socializing and communicating



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### Activity 3 *(Continued)*

- Global experience, such as the COVID-19 pandemic → new ways of living

(If you need to break up the lesson to fit your schedule, this would be a good place to pause and resume next time you meet. Otherwise, proceed with slide 19.)

## Activity 4

# Descriptive Language

Time: 5 minutes

### Slide 19. Identifying classroom objects

**Say:**

*We're going to learn some more words in Dee-ni'. But before we start, let's talk about how words generally work in **English**. If you look around the classroom, what items do you see? (Students might name things like clock, books, window, desk.) Does anyone know what part of speech these words are?*

*Nouns. What is a noun? (Person, place, or thing). Notice that all the items you identified were talked about as things, or nouns.*

### Slide 20. Describing classroom objects

**Say:**

*But, if you wanted to describe an object in the classroom, without using the word for that object, what would that sound like?*

You can offer an example or two, such as: "It's something you use to access the internet." Students guess what it refers to (computer). Or: "It's something you use to enter or exit the classroom" (door). And so on.

*Does anyone want to try describing an object in the room without using the word? (Allow students to volunteer three or four times as examples. See if the rest of the class can guess the object they're describing.)*

*What are some differences that you notice about the word versus the description? They mean the same thing, right? (Students might say that the descriptions are longer, may apply to more than one word, require more thought, involve actions/verbs, and so on.) We want to steer them toward understanding the difference between noun-based words, as in English, versus verb-based words, as in Dee-ni'.*



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## Activity 5

# Catch Phrase

*Time: 25 minutes*

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### Slide 21. Introduction to the activity: Catch Phrase

**Say:**

*To practice these differences, we're going to do an activity called Catch Phrase. Are you familiar with this game? (If a student knows it, ask them to describe it for the class.)*

*If not: Catch Phrase is a game in which players are given a word that they have to describe to their partner without using the actual word. Their partner tries to guess the word based on the description.*

Follow **slides 22–28** to facilitate the Catch Phrase activity.

### Slide 22. Activity: The classroom version of Catch Phrase: directions

Read or have student(s) read aloud the directions on the screen.

Students will work in pairs, with one person facing the PowerPoint and seeing the list of words, and the other with their back to the board so they can't see the list. (There is a visual of this arrangement on the slide.)

### Slide 23. Catch Phrase directions for the speaker

Once students are settled into their appropriate position, have a "speaker" in the class read the directions on the screen.

*Remind students: Speakers, if you need to use your hands to help your partner guess the words, almost like charades, that's fine. Just be sure that you are also speaking/using verbal language to give your description. Do your best to keep the conversation between you and your partner. You may need to speak somewhat quietly.*

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## Activity 5 *(Continued)*

### Slide 24. Directions for the speaker

### Slide 25. Catch Phrase preparation to implement

Take a look around to make sure students are seated properly to engage in the activity. *OK, are you ready to go?*

### Slide 26. First list of words

Students will go through the list of words. (If students can hear other pairs of students giving answers, you might consider having every other pair start the last word on the list and work their way to the top.)

### Slide 27. Switch roles

*Now it's time to switch roles: listeners become speakers and speakers become listeners.* Read the directions aloud. Look for students with their hands raised together, indicating they're ready to begin this round.

### Slide 28. Directions for the (new) speaker

When students are settled into their positions, have a "speaker" in the class read the directions on the screen, just to be sure they're clear.

**(Note:** The activity is designed with two slides of 16 words each. Feel free to adjust the activity based on how much time you have. If students don't get to all the words on the slide, that's OK. The important thing is that they get to play both roles [speaker and listener]. Even if they do 10 words or so, and then switch roles and do another 10 words or so, that should be enough exposure to the activity to continue with the lesson.)

### Slide 29. Second list of words

Students will go through the list of words.

## Activity 5 (Continued)

### Slide 30. Debrief

#### Say:

*What does this activity have to do with the Dee-ni' language? After all, we were doing the activity in English. Any ideas?*

See if students can make any connections—in particular, the connection between the noun-based word on the board and the verb-based description they gave for each word.

Debrief the activity by discussing any or all the following ideas about speaking and listening:

#### Speaker:

- *When you were a **speaker** describing the object, what did you notice about your speech?*
- *Was it more challenging to describe the word than to just say the word you saw on the board?*
- *Do you feel like your mind worked differently when you had to describe something versus just saying the word? (How so?)*

#### Listener:

- *When you were a **listener**, what did you notice about how your partner was speaking?*
- *Was it hard to guess the word?*
- *Did you have trouble with certain words? (Which ones?)*
- *Were some words easier than others? (Which ones?)*
- *Why do you think some words are easier to describe and guess, while other words are more challenging?*



## Activity 6

### New Words in Dee-ni'

Time: 25 minutes

#### Say:

*As we talked about earlier, English tends to be a noun-based language. (Click and the word “pencil” appears.) For example, the word “pencil” is a noun or a thing, just like the words listed on the board in the activity you just completed. The word “pencil” doesn’t describe what a pencil is or how it’s used.*

(Click and an arrow appears on the screen.)

***Dee-ni'**, on the other hand, is a verb-based language, so it’s more like the descriptions you gave. In a verb-based language, instead of just saying “pencil,” you might say what?*

(Click and “One writes with it” appears.)

*Another item to consider is a “backpack.” (Click and “backpack” appears on the screen.) In English, we have one word, a noun, for a backpack. (Click and an arrow appears on the screen.) If you were using a verb-based language, how would you describe what a backpack is? (Click and “One carries books and school supplies in it” appears on the screen.) You might describe it as something that you use to carry books and school supplies.*

*Pencil and backpack: These are what part of speech? Yes, nouns/things. (Click and that heading “Noun-based Words/Things” appears above the first column.)*

*On the right side, you see the words “writes” and “carries” in bold. These words are all what? Yes, verbs/actions. (Click and the heading “Verb-Based Words/Actions” appears above the second column.)*

#### Slide 31. New words in Dee-ni'

#### Say:

*Listen and repeat the words you hear. (Click for audio.)*



## Activity 6 (Continued)

**Note to instructors:** The letter “v” in Dee-ni’ denotes a schwa sound (symbolized as “ə” and in English and pronounced as a “u” as in the word “up”). “Lh” is a sound that doesn’t exist in English but that students can make by placing their tongue behind their teeth and blowing out. “Mvlh” (a combination) is a great word to practice both sounds together.

**Optional:** *Does anyone have a “favorite” word on the list? Maybe you like the way it sounds? How it’s written? What it means?*

### Slide 32. Partner activity with new words

**Say:**

In pairs (both people facing the board)

*With a partner, you’re going to take turns. One person reads the description in English, and the other person will read the corresponding word in Dee-ni’. It’s more interesting if you don’t go in the same order as the list. Do your best to pronounce these words as they are written on the slide. Let’s also remember to be respectful as we practice because this language is very important to the Tribe and its people.*

(You might provide an example just to make sure it’s clear. Read “*It runs over the ground.*” See if a student can find and say “*ee-k’wvt-nalh-da.*” Confirm: Yes, *this is the Dee-ni’ word for “train”—it runs over the ground.*)

### Slide 33. Exit ticket (at the end of class)

Leave the list of Dee-ni’ words visible on the board. As students exit the classroom, ask them to pronounce one word from the list and tell you what it means.

**Say:**

*As you leave the classroom, please tell me one new word in Dee-ni’ that you learned today and what it means. The list is there on the board for you to use. Write the word in Dee-ni’ on a piece of scrap paper and read it to me on your way out. (Collect the slips of paper.)*

