

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Fishing - Fall

03.AS.01a

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Traditional foods and methods

2nd Language: Speaking: Exceeds CIM: give instructions

2nd Language: Writing: Exceeds CIM: Write messages . . . simple descriptions and narrations

Science: Life Science: Heredity: Observe/label/describe the life cycle of an organism

Science: Life Science: Diversity/Interdependence: Describe the relationships between organism & environment

Health: Explain how healthful eating habits can lead to wellness

Art: AR.05.CP.01

Ed Tech: Effectively communicate & publish to multiple audiences using a variety of media formats

Season/Location:

Fall; associated with Fall Equinox, Back-to-School, dependent on weather/fish runs (could be tied into Run to Rogue: cooking for the crowd/Port Orford potluck)

Partners/Guests/Community:

Lincoln County Extension Service, Salmon Nation (Liz Woody), Natural Resources, Culture Department, Tony Johnson, Hatchery – Experts on Salmon/Salmon habitat, Storyteller, ODFW

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Food

Medicine

Transportation

Clothing

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Fishing by line</i>	<i>Ch'uu-lu</i>
<i>Gill net</i>	<i>Mesh-xa</i>
<i>Fishing by dip net</i>	<i>Ch'aa-xash</i>

<i>Eel Hook</i>	<i>Dvsh-xa~ ch'aa-ghu'</i>
<i>Salmon spear</i>	<i>Chee-t'a'-a</i>

➤ **Collective vocabulary from prior lesson(s):**

- *Let's Eat*
- *Ocean & River*
- *Run to Rogue*
- *Interrogatives (Q&A)*

Grammar:

- *Complex written and spoken sentence structure; noun and verb conjugation including past-present-future aspects of time; teacher generated spelling words, punctuation.*

Phrases (Writing, Speaking, Reading, Listening):

<i>He/she/it is catching (_____)</i>	<i>Yvlh-chut</i>
<i>He/she/it is cooking</i>	<i>Yvlh-t'es</i>
<i>He/she/it is fishing (by line)</i>	<i>Ch'uu-lu</i>
<i>He/she/it is swimming</i>	<i>Na'-t'u</i>
<i>I am catching (_____)</i>	<i>'Vshth-chut</i>
<i>I am cooking</i>	<i>'Vshth-t'es</i>
<i>I am fishing (by line)</i>	<i>Ch'ush-lu</i>
<i>I am swimming</i>	<i>Na'sh-t'u</i>
<i>We are catching (_____)</i>	<i>'Aa-ghith-chut</i>
<i>We are cooking</i>	<i>Ch'aa-ghith-tes</i>
<i>We are fishing (by line)</i>	<i>Ch'aa-wit-lu</i>
<i>We are swimming</i>	<i>Na'-dit-t'u</i>
<i>You are catching (_____)</i>	<i>'li~lh-chut</i>
<i>You are cooking</i>	<i>Chinh-t'es</i>
<i>You are fishing (by line)</i>	<i>Ch'um-lu</i>
<i>You are swimming</i>	<i>Nan-t'u</i>

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

1. *Identify a variety of river fish, and traditional ways of preparing them*
2. *Identify traditional ways of catching river fish, tools and practices*
3. *Understand the importance of fish in terms of food and spirituality*
4. *Identify ways to keep rivers healthy*
5. *Create Dee Ni text recipe instructions with illustrations and photos using digital media*
6. *Host/Participate in a feast of traditional river foods*

Assessment:

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

Activity/Project Description:

- *Students study salmon habitat, etc. as a part of Science curriculum.*
- *Students attend dip net/spear fishing demo at tribal fishing site – when fish are in the river, kids can go fishing – (dip and/or rod & reel). Going as a group would be ideal. Adults can guide, and many kids already know how to fish.*
- *Students can participate in ODFW “Free Fishing Weekend” (other free fishing events occur)*
- *The catch is prepared in a variety of traditional and modern ways. Modern and traditional ways are outlined in a variety of books. All depends on what is caught – may require the assistance of ODFW/Casino.*
- *Students collaborate to create a river foods cookbook. Recipes should be translated and offered in Dee Ni with English translations. Each recipe page should be accompanied by a photo/image, and a River Foods Fact. Facts should be aligned with cultural universals.*
- *Students watch “Echo of Water Against Rocks” and do the associated activity; ideally done on-line with help of OPB website.*
- *“Salmon Nation” Website research and activities are a great resource on the importance of Salmon as a cultural and spiritual creature.*
- *Students could attend a First Salmon Ceremony*
- *Students listen to story: “Salmon Boy”, and do associated activity*
- *Students should learn about invasive species*
- *Students can participate in the building of traditional dip nets, spears, fish traps, eel traps.*

Materials/Supplies:

- *Examples/photos of river fish & traditional equipment*
- *Camera*
- *Art Supplies to create cook book, or recipe cards*
- *OPB’s website on Celilo Falls*
- *Prior Lesson(s)*
 - *Let’s Eat*
 - *Ocean & River*
 - *Run to Rogue*
 - *Interrogatives (Q&A)*