

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nuts – Fall

03.AS.01c

Common Curriculum Goal:

2nd Language: Topics: BM3: Food

2nd Language: Speaking: BM3: Use memorized phrases, sentences, and questions to express ideas or obtain information on a limited range of topics in everyday situations.

2nd Language: Listening: BM3: Understand main ideas from simple, short conversations, narrations, etc.

2nd Language: Writing: BM3: Write from memory some high-frequency words, phrases, and simple sentences.

Science: Life Science: Organisms: Classify and analyze organisms according to their characteristics and recognize these characteristics can be adaptations.

Season/Location:

Fall – associated with Run to the Rogue, a gathering trip to OSU and/or Finley National Wildlife Refuge.

Partners/Guests/Community:

Finley staff, US Forestry, Fish and wildlife, Natural Resources, Culture Department, community members interested in chaperoning/participation, Lincoln County Hist Society (regalia examples).

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Acorn</i>	<i>San-chvn</i>
<i>Acorn Soup</i>	<i>San-chvn-tuu-'i</i>
<i>Bull Pine (Digger)</i>	<i>Nanlh-chu</i>
<i>Hazel Nut</i>	<i>Drvtlh-xee-li see-'e'</i>

<i>Hazel Tree</i>	<i>Drvtlh-xee-li</i>
<i>Nut</i>	<i>See-'e'</i>
<i>Oak tree</i>	<i>San-chvn chee-ne</i>
<i>Pine cone</i>	<i>Chaa-lar'nsh</i>
<i>Pine nut</i>	<i>Nantlh-chu see-'e</i>
<i>Pine nut bead</i>	<i>Nantlh-chu see-'e mvlh-xee-ne</i>
<i>Pine tree</i>	<i>Nantlh-chu</i>
<i>Seed</i>	<i>See-'e'</i>

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

- *Money*
- *Regalia*
- *Nature*
- *Let's Eat*
- *Basketry lessons*
- *Counting*
- *Spring*
- *Interrogatives*

Grammar:

- *3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated).*

Phrases (Writing, Speaking, Reading, Listening):

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

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

1. *Use vocabulary and phrases from a variety of prior Dee Ni lessons to describe and identify objects and activities.*
2. *Identify nuts and seeds used traditionally in food and decoration, and the trees they come from using Dee Ni vocabulary.*
3. *Describe contemporary and traditional uses of hazelnuts, acorns, and pine nuts.*
4. *Prepare acorn soup, roasted seeds/nuts, and other foods using both traditional and modern methods.*
5. *Create pine nut beads using traditional and modern tools and techniques, and recognize their role as traditional wealth and decoration.*

6. *Identify habitat and tree type of hazel, a variety of oaks, and digger pine.*
7. *Recognize the value of traditional foods – particularly seeds and nuts – in healthy eating and lifestyle, and identify the place of these foods on the “food pyramid”.*

Assessment:

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

Activity/Project Description:

- ***Teacher should check for nut allergies before doing any of this!***
- *Students review content of relevant prior Dee Ni lessons (phrases, vocabulary, and content).*
- *Students view photos and/or examples of hazel, oak, and digger pine plants.*
- *Students view examples of hazel nuts, acorns, and pine nuts (in cone, ideally).*
- *Students see/handle examples of pine nuts used in regalia, money, and decoration.*
- *Students learn about plant life cycles, habitat, and adaptations of seed/nut trees as part of regular science curriculum.*
- *Students take a field trip to gather nuts at Finley NWR and/or OSU campus; and/or digger pine cones in northern California as an extension of Run to the Rogue activities. (Students could meet other tribal kids at Klamath River Early College of the Redwoods on this trip).*
- *Nuts are prepared for eating/decoration (dried, roasted, ground, leached, etc.)*
- *Pine nuts are made into beads. Kids love to eat the nutmeat – or it can be saved and added to other foods. Traditional methods (rocks and sticks) should be demonstrated; modern methods employed later. Nuts can be cooked and darkened – I’m not exactly sure how this is done.*
- *Nuts are incorporated into foods served in traditional foods activities and/or eaten as prepared traditionally.*
- *Students write and share bilingual recipes. These can be incorporated into a variety of projects – a recipe book, calendar, cards, etc.*
- *Students should recognize the value of nuts and seeds as part of a healthy diet, and be able to place them on the “food pyramid”.*
- *Students help younger kids create a pine nut necklace from the beads they create, and also make their own. Beads can also be incorporated into other art/regalia projects.*
- *Students should create a visual record of the harvest and preparation of seeds and nuts for food and decoration. This will be used for instruction in lower grades.*

- *Optional: Students sprout and grow hazel, oak, and digger pine trees. These can be planted on school grounds, around the town, on tribal land, or anywhere habitat restoration is going on. They could also be sold/raffled/gifted at the carnival, pow-wow, or other gatherings.*

Materials/Supplies:

- *Assessment materials – rubric, games, puzzles, worksheets, quizzes.*
- *Applicable materials from previous Dee Ni lessons.*
- *Photos/examples of trees, nuts, cones, and seeds.*
- *Photos/examples of pine nuts used in traditional regalia and as money.*
- *Tools (traditional and modern) necessary to prepare nuts for eating and decoration – mortar and pestle, rock tumbler, bench grinder, files, awls/drills, cooking utensils.*
- *Acorns, pine cones, and/or hazel nuts.*
- *Modern food recipes that include nuts.*
- *Art supplies necessary to create recipe materials.*
- *Cameras, video camera, computer, software, art supplies necessary to create a visual record of activities.*
- *Access to a kitchen.*
- *Prior Lesson(s)*
 - *Money*
 - *Regalia*
 - *Nature*
 - *Let's Eat*
 - *Basketry lessons*
 - *Counting*
 - *Spring*
 - *Interrogatives*