

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Money - Winter

03.AS.02c

Common Curriculum Goal:

2nd Language: Topics: XCIM: Celebrations, environment; BM3: Leisure activities.

2nd Language: Speaking: CIM

2nd Language: Listening: BM3

Science: Life Science: Organisms: 5th: Classify and analyze organisms according to their characteristics.

Social Studies: History: 4th: Oregon History

Season/Location:

Classroom, Hatfield Marine Science Center, Tidepool area (weather permitting).

Partners/Guests/Community:

Culture Department, Lincoln County Historical Society (collections), Hatfield MSC, SMILE Program.

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>Abalone</i>	<i>Lha'-k'wa'sr-t'i</i>
<i>Bead</i>	<i>Naa-gharsh-detlh-yu</i>
<i>Clam</i>	<i>Kuu-ni</i>
<i>Money</i>	<i>Ts'vt</i>
<i>Mussel</i>	<i>K'wee-san</i>
<i>Sinew</i>	<i>Ts'vm k'hee</i>
<i>Shell</i>	<i>K'wa'sr</i>
<i>Dentalium: Longest strand of 10</i>	<i>Chuu-lha'</i>

2 nd longest	<i>Chuu-naa-xe</i>
3 rd longest	<i>Chuu-taa-xe</i>
4 th longest	<i>Chuu-dvn-chi'</i>
5 th longest	<i>K'wee-sii-chuu-dvn-chi'</i>

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

- *Songs*
- *Counting*
- *Nee Dash/Regalia*
- *Ocean*
- *K-2 Money*
- *Gambling*

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):

<i>I am cutting</i>	Ch'vsh-t'as
<i>You are cutting</i>	Ch'in-t'as
<i>He/she is cutting</i>	Ch'ee-t'as
<i>We are cutting</i>	Ch'aa-ghit-t'as
<i>I was cutting</i>	Ch'vsh-t'as
<i>You were cutting</i>	Ch'aa-ghit-t'as naa-sin-li~'
<i>He/she was cutting</i>	Ch'ee-t'as naa-sii-li~'
<i>We were cutting</i>	Ch'aa-ghit-t'as naa-saa-ghit'-li~'
<i>I will cut</i>	Ch'vsh-t'as-te
<i>You will cut</i>	Ch'in-t'as-te
<i>He/she will cut</i>	Ch'ee-t'as-te
<i>We will cut</i>	Ch'aa-ghit-t'as-te
<i>I am polishing</i>	K'wee-nashtlh-su
<i>You are polishing</i>	K'wee-nantlh-su
<i>He/she is polishing</i>	K'wee-naylh-su
<i>We are polishing</i>	K'wee-naytlh-su
<i>I polished</i>	K'wee-naa-silh-su
<i>You polished</i>	K'wee-naa-sintlh-su
<i>He/she polished</i>	K'wee-naystlh-su
<i>We polished</i>	K'wee-naa-sitlh-su
<i>I will polish</i>	K'wee-nashtlh-suu-te
<i>You will polish</i>	K'wee-nantlh-suu-te
<i>He/she will polish</i>	K'wee-naylh-suu-te
<i>We will polish</i>	K'wee-naytlh-suu-te

- *Collective phrases from prior lesson(s):*
 - *Interrogatives*

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

1. *Identify types of traditional shell money, and the methods and materials used to create it.*
2. *Describe common characteristics of mollusks and their habitat.*
3. *Identify various mollusks as traditional food.*
4. *Describe the role of shell money in Traditional Siletz culture.*
5. *Play a traditional gambling game, and sing an associated song.*
6. *Understand the importance of song and psyche-out in gambling.*
7. *Create abalone shell money pieces, and/or dentalium strands.*
8. *Describe the harvest and trade of dentalium shells from Vancouver Island.*

Assessment:

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

Activity/Project Description:

- *Students study mollusks and intertidal zone habitat as part of their regular curriculum, or make a visit to a lab at Hatfield Marine Science Center (“Rocky Intertidal Lab”)*
- *Students study and differentiate the concepts of Money, Value, and Wealth. (Mr. Scott has a lesson on this.)*
- *Students view/handle examples/photos of shell money and materials.*
- *Students learn the importance of wealth and money in traditional Siletz society – fines, death payments, gambling, etc.*
- *Students should be familiar with the tribes of Vancouver Island, and understand the origin of the shells. They should also know how widely dentalium was traded.*
- *Students should gather enough small mussels on a trip to the tide pools to allow for making shells for the shell game; also, clamshells should be gathered and saved.*
- *Students can cook and eat gathered mussels and clams as part of a traditional foods lesson.*
- *(If deemed appropriate) Students translate gamble song(s) into English from Dee Ni.*
- *Students write their own gamble song using the haiku method outlined in the “Song” lesson.*

- *Students see how to cut up a whole abalone shell to maximize the number of usable pieces. Safety around the dust should be stressed!*
- *Students use files and sandpaper to shape and smooth a piece of abalone shell. It can then be strung into a necklace, or pieces can be saved and accumulated to create a larger necklace.*
- *Students can create their own deck of sticks if desired.*

Materials/Supplies:

- *Whole abalone shell, rock saw, goggles/safety glasses, dust masks, sandpaper (wet/dry and regular), polishing compound (the car stuff), files, drill/Dremel, sinew, beads, and dentalium shells*
- *Small mussel shells and clam shells*
- *1/8th inch wooden dowels or skewers (if the kids want to make a deck).*
- *Whole shells of other shell money and regalia items.*
- *Examples/photos of shell money, including adorned regalia.*
- *Gamble song recording, if appropriate*
- *Mr. Scott's fabulous lesson on money, value, and wealth.*
- *Assessment materials*
- *Lesson Materials:*
 - *Songs*
 - *Counting*
 - *Nee Dash/Regalia*
 - *Ocean*
 - *K-2 Money*
 - *Gambling*
 - *Let's Eat*
 - *Interrogatives*