

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Berries – Summer*

**03.AS.04a**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: BM3: Food; BM3: Seasons and Weather

2<sup>nd</sup> Language: Speaking: CIM: Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.

2<sup>nd</sup> Language: Listening: CIM: Understand main ideas and some details from simple conversations, narratives, and presentations on familiar topics in everyday situations.

2<sup>nd</sup> Language: Reading: BM3 Obtain information from simple text, often using context clues.

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

### Season/Location:

*Mid-Summer – late-Summer. Whenever berries are ripe. Most of the berries can be gathered locally. Kids could take a trip up Santiam Pass to gather huckleberries, if appropriate.*

### Partners/Guests/Community:

*Tribal and community members wanting to gather berries, Culture Dept (Collections – gathering baskets), someone who is a good baker, the forestry folks we collaborate with on the berry patch (not sure who that is). There is also a department responsible for invasive species eradication.*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

#### ***Vocabulary:***

<i>Berry</i>	<i>Dee-chi</i>
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<i>Berry Basket</i>	<i>Dee-chi xaa-ts'a</i>
<i>Blackberry (Himalaya)</i>	<i>Dee-chii-nes</i>
<i>Blackberry (Native)</i>	<i>Dee-chii-nalh-da</i>
<i>Huckleberry</i>	<i>Lhxvn-dee-ch'ee-ye'</i>
<i>Huckleberry (mountain)</i>	<i>yaa-'itlh-delh-ni</i>
<i>Salal</i>	<i>Ya's-xay</i>
<i>Salal berry</i>	<i>Ya's-xay dee-ch'ee-ye'</i>
<i>Salmon berry</i>	<i>Chvt-yaa-taa-dee-ch'ee-ye</i>
<i>Thimble berry</i>	<i>Ban-telh</i>

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

- *Let's Eat*
- *Nature*
- *Basketry*
- *Senses*
- *Optional – clothing, body parts*

**Grammar:**

*Basic spoken sentence structure, noun and present-tense verb conjugation.*

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

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

- *Interrogatives*
- *Various games activities*
- *Let's Eat*
- *Camping*
- *Basketry*
- *Nature*

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

1. *Ask and answer questions about objects and activities associated with gathering, preserving, and preparing wild berries.*
2. *Identify a variety of wild berries traditionally used as food and medicine.*
3. *Prepare a variety of traditional and modern foods that use berries as an ingredient.*
4. *Describe other uses of berries and berry plants.*
5. *Recognize the difference between native and non-native blackberries.*
6. *Participate in an invasive species eradication project.*
7. *Participate in a variety of berry-related games and activities that require the use of Dee Ni language.*
8. *Identify berries by taste and smell.*
9. *Create visual representation of berries, berry plants, and uses.*
10. *Create bilingual berry recipes.*

**Assessment:**

- *Skip assessment... it's summer. Have fun!*

### **Activity/Project Description:**

- *Students review relevant phrases and vocabulary from previous Dee Ni lessons.*
- *Students look at photos/examples of berries and berry plants.*
- *Students see examples of Siletz gathering/berry baskets.*
- *Students learn about traditional food uses of a variety of berries; also other uses (dyes (?), medicine; uses of other parts of the plants).*
- *Students learn the difference between native and non-native blackberries. Students could do an invasive species eradication project in a place where berry pickers won't freak out.*
- *Students pick a lot of berries, and use them as ingredients in food.*
- *Students create illustrated bilingual recipes to be included in calendars, books, or as cards. Recipes should include information about habitat and uses other than as food.*
- *Foods can be served in traditional foods gatherings, sold/raffled/donated, etc.*
- *Berries activities could be incorporated into "camping" activities.*
- *Students participate in a variety of berry – related games. (List attached)*

### **Materials/Supplies:**

- *Applicable materials from prior Dee Ni lessons.*
- *Various berry recipes and associated ingredients. (Jam is very simple, and useful in «Let's Eat» activities.) There are many recipes available in books and on line. Instructions for making Pemmican are included.*
- *Pictures/examples of berries and berry plants; also gathering baskets.*
- *Information on alternative uses of berries and berry plants.*
- *Digital camera and/or art supplies.*
- *Lots and lots of berries, particularly blackberries.*
- *Berry activities list.*

### **K – 5 Berries Activity List:**

#### *Berry toss:*

*Contestants try to throw blackberries into each other's mouths from an increasing distance.*

#### *Blackberry relay:*

*Teams form a circle and try to pass a handful of blackberries around as many times as quickly as possible before a berry is dropped, or they get totally squished.*

#### *Blackberry Identification:*

*Contestants are blindfolded and attempt to identify various berries by taste and smell alone.*

#### *Blackberry eating contest:*

*Contestants eat a bowl of berries as quickly as possible without using their hands.*

#### *Blackberry battle.*

*Very similar to paintball. Contestants wear work clothes, safety glasses, and a t-shirt with a target on the front and back. Participants form teams. Each team has a flag at its "headquarters". The goal is to capture the flag without being hit within the target with a blackberry. Nothing outside the target counts. Head/face shots mean immediate disqualification. Teams arm up, form a strategy, and open fire. This would be lots of fun in the woods, but could also be played on a football/soccer field.*