

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Hunting - Fall*

**04.AS.01b**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: various topics benchmarks

2<sup>nd</sup> Language: Speaking: Exceeds CIM: Describe with some supporting details

2<sup>nd</sup> Language: Listening: CIM: Identify main idea and some significant details on familiar topics

2<sup>nd</sup> Language: Writing: CIM: Write some simple descriptions and narrations

Health: Injury Prevention: Identify ways to reduce risk of injuries during sports/recreational participation

3<sup>rd</sup>-5<sup>th</sup> Science: Life Science: organisms: classify organisms according to their characteristics and recognize these characteristics can be adaptations.

**Season/Location:**

*Fall – associated with Fall Equinox, hunting season, Thanksgiving*

**Partners/Guests/Community:**

*CTSI-Culture Dept., CTSI – Diabetes Prevention, Hunter Safety contact, Fish & Game, bow hunter, flint knapping artist, archery instructor*

**Cultural Component(s):**

**Arts and Aesthetics**

Communication

Government

**Science**

Family

**History**

Shelter

**Belief -World View**

**Food**

Medicine

Transportation

**Clothing**

Fun

Medium of Exchange

**Tools and Technology**

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Arrow</i>	<i>'Aa-xan's</i>
<i>Arrowhead</i>	<i>'Aa-xan's daa-ghvt-'an'</i>
<i>Bow</i>	<i>Tvt-k'vsh</i>
<i>Bullet</i>	<i>Min-daa-ghvt'an'</i>
<i>Gun</i>	<i>Tvt-k'vsh</i>
<i>Net</i>	<i>Mesh-xa</i>

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

- Animals
- Body Parts - Senses
- 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>(noun) I am</i>	<i>(noun) nvs-li~</i>
<i>Cook I am</i>	<i>Yvlh-t'es nvs-li~</i>
<i>Cooking you are</i>	<i>Sintlh-t'e nii-li~'</i>
<i>I am a hunter</i>	<i>Ch'ee-taa-ghee-naa-ghaa-ne nvs-li~</i>
<i>You are a hunter</i>	<i>Ch'ee-taa-ghee-naa-ghaa-ne</i>
<i>We are hunters</i>	<i>Ch'ee-taa-ghee-naa-ghaa-ne naa-ghit-li~'</i>
<i>I am hunting</i>	<i>Ch'ee-taa-ghee-nash-'a</i>
<i>You are hunting</i>	<i>Ch'ee-taa-ghee-naa~-gha</i>
<i>We are hunting</i>	<i>Ch'ee-taa-ghee-naytlh-xat</i>
<i>I hunted</i>	<i>Ch'ee-taa-ghee-naa-see-ya</i>
<i>You hunted</i>	<i>Ch'ee-taa-ghee-naa-saa~-ya</i>
<i>We hunted</i>	<i>Ch'ee-taa-ghee-naa-saa-ghitlh-xat</i>
<i>I am cooking</i>	<i>'Vshth-t'es</i>
<i>You are cooking</i>	<i>Chinlh-t'es</i>
<i>We are cooking</i>	<i>Ch'aa-ghitlh-tes</i>
<i>( ) I cooked</i>	<i>( ) silh-t'e</i>
<i>( ) you cooked</i>	<i>( ) sintlh-t'e</i>
<i>( ) we cooked</i>	<i>( ) saa-ghit'lh-t'e</i>
<i>I am making a/an ( )</i>	<i>( ) 'vshlh-sri</i>
<i>You are making a/an ( )</i>	<i>( )' 'inlh-sri</i>
<i>( ) we are making</i>	<i>( ) 'aa-ghitlh-sri</i>
<b>Senses</b>	
<i>What do you smell?</i>	<i>Day-la 'intlh-srvn?</i> <i>What you smell?</i>
<i>What did you smell?</i>	<i>Day-la 'intlh-srvn lan'.</i> <i>What you smell had?</i>
<i>( ) you all hear</i>	<i>( ) dee-su'-ts'a</i>
<i>( ) you all smell</i>	<i>( ) 'utlh-srvn</i>

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

- Animals
- Let's Eat
- Body Parts - Senses
- Interrogatives (Q&A)

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

1. *Identify game animals, traditional and modern*
2. *Understand that all parts of animals are used*
3. *Understand the concept of taking only what you need, and not killing for no reason*
4. *Understand the predator/prey relationship and that human are predators*
5. *Understand how predators use their senses to find prey, and how prey avoids being found*
6. *Understand traditional hunting and cooking methods*
7. *Understand the importance of safety*
8. *Understand the role of ceremony in hunting practices*
9. *Understand the Native American story about Thanksgiving*
10. *Share a meal using Dee Ni vocabulary and phrases*
11. *Describe the process of creating and/or create arrowheads, bows and arrows*
12. *Use a bow and arrow*
13. *Carefully observe their surroundings and record their observations in writing using Dee Ni*

**Assessment:**

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

**Activity/Project Description:**

- *Activities will include (ideally):*
  - *Hearing the legend "Gluscabi and the Game Animals"*
  - *Bow making and Flint knapping demonstration and learning activity*
  - *A visit from:*
    - *CTSI – Natural Resources*
    - *Oregon Fish & Game*
    - *Hunter Safety Representative*
  - *Bird and animal call demonstration*
  - *Look at handle tools, skins, feathers, etc.*
  - *Participate in the preparation of game food, and eating (depends on availability, but someone will have deer/elk/ducks to donate)*
  - *Traditional cooking methods demonstration*
- *Kids should learn about traditional roles of men & women in hunting animals and preparing the food*
- *Students should learn about ceremony involved with hunting*

- *Lesson should include some instruction on hunter safety/game regulations/gun safety*
- *Lesson is an opportunity to talk about the Native American Thanksgiving story*
- *Any time traditional foods are prepared/eaten, information on healthy eating should be included*
- *Lesson should culminate with food tasting. This could be part of a feast of traditional foods held for school/elders/community around Thanksgiving time*
- *Predator Prey Game:*
  - *Pre-activity preparation ~ Predator vs. Prey relationship is described and discussed, as are predator vs. prey characteristics. "Predators hunt, prey hides" Students read/hear the story how Fawn got its spots.*
  - *Government Hill would be an ideal location for activity*
  - *Students go outside and observe their surroundings while sitting as still as possible. Students write down (in Dee Ni) at least one thing they see, hear, feel, or smell. Each description should include 2 adjectives and one noun. (Size, shape, color, kids could make a sketch)*
  - *Students sit in a circle 10-15 feet across. One student is chosen as a predator, and sits blindfolded in the center. The students sitting in a circle around the predator need to be very silent. Student introduces him/herself, and says they are hunting. "I am eagle and I am hunting." The designated person chooses the prey by taping him/her on the shoulder. The prey must quietly make two laps inside the circle and sit back down without being heard or caught. If the prey is caught s/he becomes the predator. If two rounds go by without a new predator, a new predator is chosen.*
  - *Cut out mouse shapes from several different colors of paper (5). Cut out 6 of each color. Scatter the "mice" around in an open area without the kids watching. Then, tell them the mice and return as soon as they have one. When everyone is back, lay the mice out in the order they were found. They should more or less go from bright to muted, Discuss why.*
  - *Put a pine air freshener out in a field. Blindfold a kid and have him/her find the air freshener. Give everyone a turn. Talk about techniques used, challenges of each activity.*

### **Materials/Supplies:**

- *Flint knapping materials, tools, and safety equipment*
- *"Gluscabi and the Game Animals" story (KOE)*
- *Examples/Photos of game animals and hunting tools*
- *Examples of tools, cultural items made from game animals (skins, furs, fishhooks, needles)*
- *Game meat, fire, and cooking utensils*
- *Thanksgiving teaching materials*
- *Prior Lesson(s)*
  - *Animals*

- *Let's Eat*
- *Interrogatives (Q&A)*