

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Basketry Materials - Spring*

**04.AS.03a**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: XCIM: Environment; Arts and Communications  
(subject area)

2<sup>nd</sup> Language: Speaking: CIM: Use memorized and some original sentences...

2<sup>nd</sup> Language: Listening: CIM: Understand main ideas and some details...

2<sup>nd</sup> Language: Writing: CIM: Write simple original sentences...

Ed Tech: Communication and Collaboration: A, B, D

Science: 3rd: Life Science: Diversity and Interdependence: Describe a habitat...

Social Studies: 4th: Oregon History; Geography: Use maps and charts to interpret information.

### Season/Location:

*Whenever the hazel is ready; summer for beargrass and maidenhair fern; fall for woodwardia. The woodwardia can be gathered on R to R. Location depends on where the plants are growing and readily accessible.*

### Partners/Guests/Community:

*Harvesting and preparing hazel sticks should be a community event and learning experience.*

*Lane County branch of the OSU Extension Service offered access to a nice hazel patch; natural resources; culture department; weavers; forestry department/OSU agricultural sciences department; SMILE program*

### Cultural Component(s):

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<b>Plants and Materials:</b>	<i>Xvm-sree-nvsh</i>
<i>Bear grass</i>	<i>Tuu-telh</i>
<i>Cedar</i>	<i>Ghvs-t'ulh</i>
<i>Cedar Bark</i>	<i>Ghvs-t'ulh set-se</i>
<i>Hazel</i>	<i>Drvtlh-xee-li</i>
<i>Hazel Stick</i>	<i>K'vn</i>
<i>Maidenhair fern</i>	<i>Ghit-ts'ay-sraa-de</i>
<i>Spruce</i>	<i>Xii</i>
<i>Spruce Root</i>	<i>Xii-wan-tr'e</i>
<i>Willow</i>	<i>Gee-lish</i>
<i>Woodwardia</i>	<i>Daa-mvsh</i>

<b>Types of Baskets</b>	
<i>Baby</i>	<i>Gay-yu</i>
<i>Cooking</i>	<i>Xaa-ts'a</i>
<i>Eating</i>	<i>Xaa-ts'a</i>
<i>Gathering</i>	<i>Tvlh</i>
<i>Open weave</i>	<i>K'hee-lu</i>
<i>Pack</i>	<i>Tvlh</i>
<i>Plate</i>	<i>Gaa-se</i>

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

- *Colors*
- *Counting*
- *Let's Eat*
- *Seasons*
- *Calendar*

***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):***

- *He-she is/I am/You/we are: picking/gathering, digging, peeling, weaving (add past and future tenses)*

<i>I am digging</i>	<i>Ch'vsh-shin'</i>
<i>I am peeling</i>	<i>Ch'ansht-lhchvm's</i>
<i>I am weaving</i>	<i>Ch'vsh-t'u</i>
<i>I dug</i>	<i>Ch'ghii-shin'</i>
<i>I peeled</i>	<i>Ch'an-nii-lhchvm's</i>
<i>I wove</i>	<i>Sii-t'u</i>
<i>I will dig</i>	<i>Ch'vsh-shin'-t'e</i>

<i>I will peel</i>	<i>Ch'ansht-lhchvm's-te</i>
<i>I will weave</i>	<i>Ch'vsh-t'uu-te</i>
<i>We are digging</i>	<i>Ch'aa-ghit-shin'</i>
<i>We are peeling</i>	<i>Ch'ayt'-lhchvm's</i>
<i>We are weaving</i>	<i>Ch'it-t'u</i>
<i>We dug</i>	<i>Ch'ghaa-ghit-shin</i>
<i>We peeled</i>	<i>Ch'an-nit-lhchvm's</i>
<i>We wove</i>	<i>Saa-ghit'-t'u</i>
<i>We will dig</i>	<i>Ch'aa-ghit-shin'-t'e</i>
<i>We will peel</i>	<i>Ch'ayt'-lhchvm's-te</i>
<i>We will weave</i>	<i>Ch'it-t'uu-te</i>
<i>You are digging</i>	<i>Ch'in-shin'</i>
<i>You are peeling</i>	<i>Ch'an-lhchvm's</i>
<i>You are weaving</i>	<i>Chin-t'u</i>
<i>You dug</i>	<i>Ch'ghin-shin'</i>
<i>You peeled</i>	<i>Chan-nin-lhchvm's</i>
<i>You wove</i>	<i>Sin-t'u</i>
<i>You will dig</i>	<i>Ch'in-shin'-t'e</i>
<i>You will peel</i>	<i>Ch'an-lhchvm's-te</i>
<i>You will weave</i>	<i>Chin-t'uu-te</i>

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

1. *Recognize plants used as materials in Siletz basketry,*
2. *Correctly dig, pick, harvest, and prepare a variety of materials for weaving,*
3. *Understand that Siletz people are famous for their basketry, recognize renowned weavers, and realize that Siletz baskets are worth big bucks,*
4. *Identify basket styles using Dee Ni vocabulary,*
5. *Understand which materials are gathered at what season,*
6. *Identify range and habitat of material plants relative to ancestral homelands,*
7. *Use vocabulary from a variety of prior lessons to describe objects, converse, and talk about activities and processes,*
8. *Collaborate with younger students in preparing materials.*

**Assessment:**

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

**Activity/Project Description:**

- *Students review vocabulary and phrases from K-2 «basketry materials» activity.*

- *Students view and handle Siletz baskets representing a variety of patterns, weaves, styles, and uses; also, archival photos of baskets and basket weavers, and raw and prepared basketry materials – students*
- *Students watch Bud do a brilliant weaving demonstration.*
- *If possible, students see different types of baskets in action – cooking, trap... maybe somebody could loan us a baby.*
- *Students go into the field, pick hazel, and dig root.*
- *Students bring the stuff back and prepare it as instructed (boiling and peeling).*
- *Materials are dried and saved for future projects.*
- *Students should be able to identify the range of basketry material plants, and describe the habitat.*
- *Students should be reminded to be mindful of their impact on the environment when they gather.*
- *Students collaborate to produce an image and text presentation of some kind, showing materials, examples, and weavers. (PPT, video, book, calendar)*
- *Other basketry materials can be gathered as part of other seasonal activities – Camping and Run to the Rogue specifically.*

### **Materials/Supplies:**

- *Access to a variety of Siletz baskets, or images.*
- *Hazel patch, spruce trees, bear grass, ferns, cedar, willows.*
- *A weaver, if possible.*
- *Archival photographs of Siletz baskets and weavers.*
- *Ancestral homelands map.*
- *Optional: live plants from the field, or provided by Forestry Department or Natural Resources.*
- *Assessment materials*
- *Lesson Materials:*
  - *Colors*
  - *Counting*
  - *Let's Eat*
  - *Seasons*
  - *Calendar*