

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Camas - Spring

04.AS.03b

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food: Exceeds CIM: Environment

2nd Language: Speaking: Benchmark 3: Give simple descriptions

2nd Language: Listening: Benchmark 3: Comprehend simple descriptions

2nd Language: Writing: Benchmark 3: Write messages and express simple ideas using memorized phrases and sentences

Science: Life Science: (3rd) Identify basic needs of living things; Describe habitat and the relationships among the organisms that live there; (5th) Describe the function of organs (flower parts)

SS: History: Understand events from local and community history: (4) Oregon History

Season/Location:

Classroom, School grounds, Tribal Camas patch, Cascadia State Park, Camas bloom season

Partners/Guests/Community:

Forest Service (parties interested in establishing camas within its original range), SVS kitchen staff, CTSI-Culture Dept. (artifacts), Judy Juntunen (any other authority on valley bands), CTSI – Natural Resources

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

| | |
|----------------------|---|
| <i>Camas</i> | <i>Gus</i> |
| <i>Digging Stick</i> | <i>Mvlh ch'in-shin'</i> <i>It with you dig</i> |

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

- *Let's Eat*
- *Nature*
- *Seasons - Spring*
- *I am a Flower activity*
- *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>I am digging</i> | <i>Ch'vsh-shin'</i> |
| <i>You are digging</i> | <i>Ch'in-shin'</i> |
| <i>We are digging</i> | <i>Ch'aa-ghit-shin'</i> |
| <i>I dug</i> | <i>Ch'ghii-shin'</i> |
| <i>You dug</i> | <i>Ch'ghin-shin'</i> |
| <i>We dug</i> | <i>Ch'ghaa-ghit-shin'</i> |
| <i>I will dig</i> | <i>Ch'vsh-shin'-t'e</i> |
| <i>You will dig</i> | <i>Ch'in-shin'-t'e</i> |
| <i>We will dig</i> | <i>Ch'aa-ghit-shin'-t'e</i> |

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

- *Let's Eat*
- *Nature*
- *Seasons*
- *I am a Flower activity*
- *Interrogatives (Q&A)*

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

1. *Identify camas bulbs, flowers, and habitat*
2. *Describe camas as a traditional food source for Siletz people, and trade good*
3. *Understand modern & traditional methods of digging & preparing camas*
4. *Assist/participate in the preparation of camas using non-traditional methods in a variety of ways*
5. *Participate in a meal including traditional foods, specifically camas*
6. *Raise camas plants from a bulb*
7. *Describe the life cycle & habitat of camas*
8. *Identify the difference between edible camas and death camas*
9. *Identify bands of the Willamette Valley and recognize the significance of Santiam Pass as a historic migration and trade route.*

Assessment:

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

Activity/Project Description:

- *Students view/handle camas tools, and examples of bulbs, leaves, flowers. Students should also see examples of Death Camas*
- *Students study life cycle (part of regular Science Curriculum) of camas and parts of the camas plant (the pressed flower activity in K-2 can be repeated here as well)*
- *Planted camas could be used as part of a "long-term research project" Plants are marked and growth is measured over time.*
- *Students assist K-2nd in planting camas seeds and raising them at school*
- *Students should understand the basic requirements of camas (water, food, air, sun, and recognize that they are a meadow plant). Camas starts can be used in experiments to prove this – care of vs. not caring for.*
- *Students participate in traditional foods meal, including camas prepared in 2 ways*
- *Students take a trip to Cascadia State Park where they learn about petroglyphs and the trade (migration route across Santiam Pass). Then, they continue up the road to the camas patch.*
- *Students get a demonstration on the use of a digging stick, then use shovels instead because of the difficulty of digging with sticks.*
- *Students learn the significance of Santiam Pass as the location of a historic "Highway" between Eastern & Western Oregon, and identify the bands living in the Valley*

Materials/Supplies:

- *Camas examples (photos, objects) and tools*
- *Camas seeds/bulbs, soil, pots*
- *Camas flowers (fresh)*
- *Death Camas examples*
- *Flower pressing supplies*
- *Materials for a traditional camas oven*
 - *Pit*
 - *Rocks*
 - *Leaves*
 - *Fire*
 - *Regular oven since the above method is hit and miss*

- *Ancestral Homelands map showing bands of the Willamette Valley*
- *Dee Ni dictionary (for senses writing activity)*
- *Testing materials: crosswords, games, map*
- *Prior Lesson(s)*
 - *Let's Eat*
 - *Nature*
 - *Seasons - Spring*
 - *I am a Flower activity*
 - *Interrogatives (Q&A)*