

Dee Ni Language Lesson

Project/Activity Name and ID Number:

At the Bay - Spring

04.AS.03c

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food; Seasons & Weather

2nd Language: Speaking: Benchmark 3: Provide information about activities

CIM: Give simple directions

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

Health: Healthy Eating: Explain how healthful eating habits lead to wellness

Season/Location:

Associated with Spring minus tides; classroom and Yaquina Bay or other estuary

Partners/Guests/Community:

Fish and Wildlife; CTSI – Natural Resources; community members interested in attending a traditional shellfish/seafood meal and learning Dee Ni; younger grade (if simultaneously doing this lesson); Culture Department

Cultural Component(s):

Arts and Aesthetics

Belief -World View

Clothing

Communication

Family

Food

Fun

Government

History

Medicine

Medium of Exchange

Science

Shelter

Transportation

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Catches</i>	<i>Yvlh-chut</i>
<i>Cooks</i>	<i>Yvlh-t'es</i>
<i>Digs</i>	<i>Ch'ee-shin'</i>
<i>Eats</i>	<i>Chaa~</i>
<i>Pinches</i>	<i>Yvtlh-chauk</i>
<i>Swims</i>	<i>Na'-t'u</i>

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

- *Let's Eat*
- *Ocean*
- *Animals*

- Seasons
- Interrogatives

Grammar:

- K – 2: Basics spoken sentence structure; noun and verb possessives/conjugation; spelling optional.

Phrases (Writing, Speaking, Reading, Listening):

I am catching a/an (_____)	Lha' (_____) 'vshtlh-chut
You are catching a/an (_____)	'li~lh-chut
He/she/it is catching a/an (_____)	Lha' (_____) yvlh-chut
We are catching a/an (_____)	Lha' (_____) 'aa-ghitlh-chut
I am cooking	Yvlh-t'es nvs-li~
You are cooking	Chinlh-t'es
He/she/it is cooking	Yvlh-t'es
We are cooking	Ch'aa-ghitlh-tes
I am digging	Ch'vsh-shin'
You are digging	Ch'in-shin'
He/she/it is digging	Ch'ee-shin
We are digging	Ch'aa-ghit-shin'
I am eating a/an (_____)	Ch'ee-sha~
You are eating a/an (_____)	Lha' (_____) ch'aa~-ya~
He/she/it is eating a/an (_____)	Lha' (_____) yaa~
We are eating a/an (_____)	Lha' (_____) ch'it-gha~
I am flying	Nash-t'a
You are flying	Nan-t'a
He/she/it is flying	Naa-t'a
We are flying	Naa-ghayt-t'a
I am pinching	'Vshlh-chauk
You are pinching	'Intlh-chauk
He/she/it is pinching	Yvtlh-chauk
We are pinching	'Aa-ghit-chauk
I am swimming	Na'sh-t'u
You are swimming	Nan-t'u
He/she/it is swimming	Na'-t'u
We are swimming	Na'-dit-t'u

- Collective phrases from prior lesson(s):
 - Let's Eat

- *Ocean*
- *Animals*
- *Seasons*
- *Interrogatives (Q&A)*

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

1. *Identify estuary food & harvesting tools using Dee Ni vocabulary*
2. *Describe traditional and modern estuary foods harvest and preparation methods using Dee Ni vocabulary*
3. *Participate in the harvest/gathering of a variety of estuary food animals*
4. *Participate in preparing/serving/eating estuary foods, with accompanying Dee Ni vocabulary*
5. *Lead younger children in above activities (if applicable)*
6. *Describe the impact of pollution/overharvest, invasive species on estuaries*
7. *Describe the relationship among Yaquina Bay history, reservation reduction, and the concept of "usual and accustomed"*
8. *Create a documentary slideshow with Dee Ni text and translations*
9. *Recognize clamshell money as traditional wealth and create traditional objects using shells*

Assessment:

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

Activity/Project Description:

- *Students study traditional shellfish, crab, bay fish gathering methods. If there are tools, basketry, etc. involved, it would be ideal to offer an opportunity to view/create/use these tools and methods. Build a wier?*
- *Lesson should include an introduction to the basic concept of "usual and accustomed" gathering places*
- *Students go on an excursion to an estuary and gather foods*
- *Gathered foods are prepared and eaten. This could be done on the hill, or ideally at the beach using a combination of traditional and modern methods.*
- *Fish & Wildlife folks would be helpful and informative*
- *Students document their processes in photographs and/or sketches, and assemble the images in the form of a book/slide show/web page*
- *History lesson on the original reservation and reductions should be previewed and discussed.*

- *Students learn the shell game using pieces made by them, or older grades*
- *Students can make clam shell money if the right shells are available*
- *All foods lessons should include a healthy eating component*
- *Lesson would compliment Science Life Cycle study*

Materials/Supplies:

- *Tools and materials necessary to gather shellfish*
- *Materials necessary to make tools (if applicable)*
- *Shell game*
- *Shell money examples*
- *Traditional tools*
- *Related Science curriculum*
- *Computer and software, or materials to create a slideshow*
- *Dee Ni dictionary*
- *Spelling comprehension assessment materials*
- *Prior Lesson(s)*
 - *Let's Eat*
 - *Ocean*
 - *Animals*
 - *Seasons*
 - *Interrogatives (Q&A)*