

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Ocean – Spring*

**04.AS.03d**

### 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

Science: Various Life and Earth Science goals.

### Season/Location:

*Spring – associated with minus tides and equinox. Ideally, activities will take place at a tide pool/beach area near Siletz.*

### Partners/Guests/Community:

*Hatfield Marine Science Center (SMILE), Natural Resources, Culture Department, Fish and Wildlife, Older kids (if they are doing the lesson simulatneously), Guests from other schools, tribes, and community; Oregon Coast Aquarium; Interested tribal members/elders.*

### 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:***

- *Collective vocabulary from prior lesson(s):*
  - *At the Bay*
  - *Let's Eat*
  - *Oceans and Rivers*
  - *Nature*
  - *Restoration: History*

**Grammar:**

- *Complex spoken sentence structure; noun and verb conjugation, including past, present, and future aspects of time; reading; teacher-generated spelling words.*

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

- *Collective phrases from prior lesson(s)*
  - *Interrogatives*

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

1. *Use vocabulary and phrases from a variety of prior Dee Ni lessons to identify and describe objects and activities, ask and answer questions, and make statements.*
2. *Identify tidepool and seashore food & non-food creatures using Dee Ni vocabulary*
3. *Describe proper methods of gathering and preparing tide pool foods.*
4. *Participate in gathering/preparing/serving/eating tide pool foods.*
5. *Recognize shells as a material for creating traditional wealth and tools.*
6. *Recognize the dangers associated with being at the beach.*
7. *Understand the concept of "Usual and Accustomed" gathering places.*
8. *Recognize the characters in a traditional story about seashore creatures. (Octopus and Raven - NAAS)*

**Assessment:**

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

**Activity/Project Description:**

- *Students review appropriate vocabulary and phrases from prior Dee Ni lessons.*
- *Students travel to a local beach with rocky shore (tidepools). Students go on a guided exploration of tide pool life. During the exploration, students work in pairs or small groups to complete a «checkoff» form identifying seashore and tidepool creatures.*
- *Tidepool foods are gathered (clams, mussels, seaweed, barnacles, sea anemones (?)), traditional methods of preparation are demonstrated, and foods are eaten picnic style at the beach.*
- *Other traditional foods could also be served.*

- *Students practice «table talk» during the activity.*
- *Seafoods' place on the 'food pyramid' should be identified, as well as the value of a variety of foods in a healthy diet.*
- *“Octopus and Raven” story can be used to illustrate the dangers of becoming trapped on an incoming tide. This story should also be associated with instruction on the dangers of playing on logs, rip currents, and sneaker waves.*
- *Students should be taught the concept of «Usual and Accustomed» gathering places in the context of a review of Restoration.*
- *Community/Tribal members should be invited and encouraged to attend.*
- *Other activities might include a visit to the Oregon Coast Aquarium and/or activities at Hatfield Marine Science Center.*
- *Clam and mussel shells are saved and used in other activities – shell money, games, etc.*
- *Teacher should ask questions about the process, and students should be able to answer appropriately, if possible.*

### **Materials/Supplies:**

- *Assessment materials: Rubric, puzzles, worksheets.*
- *Appropriate materials from prior Dee Ni lessons.*
- *Standard issue picnic supplies*
- *“Octopus and Raven” story (NAAS)*
- *Cooking utensils – a big pot, spoon, materials to make fire.*
- *Lemons, spices, etc.*
- *Chisel, gloves, buckets (for gathering).*
- *Tide pool life Dee Ni check-off sheet.*
- *Sturdy shoes and appropriate clothing.*