

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Cedar - Winter

05.AS.02d

Common Curriculum Goal:

2nd Language: Topics: CIM: Environment

2nd Language: Speaking: BM3: Express likes and dislikes; use familiar vocabulary in context.

2nd Language: Listening/Reading/Writing: Various, depending on associated vocabulary and phrases from related activities.

Science: 3rd: Life Science: Diversity and Interdependence: Describe a habitat and the relationships among the organisms that live there.

Arts: AR.05.CP.01; AR.05.CP.03

Season/Location:

Winter – associated with solstice and culture camp. Could also be done as a “camping” activity. Could also be done in fall or spring; Earth Day is April 22nd.

Partners/Guests/Community:

Natural Resources, Culture Department, Interested community/tribal members, Forestry, Carvers.

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

| | |
|----------------------|-------------------------|
| <i>Bark</i> | <i>Ch'ee-lan'-tr'e'</i> |
| <i>Branch</i> | <i>Lan-tr'e'</i> |
| <i>Canoe</i> | <i>Xee-nvs</i> |
| <i>Cedar tree</i> | <i>Ghvs-t'utlh</i> |
| <i>Cone</i> | <i>Chee-larn'sh</i> |
| <i>Leaf</i> | <i>Dan'</i> |
| <i>Regalia trunk</i> | <i>Chvn-xee-nvs</i> |
| <i>Skirt/dress</i> | <i>Ch'aa-'i'</i> |

| | |
|----------------------|--------------------------|
| <i>Split (it is)</i> | <i>Daa-naystlh-sri~</i> |
| <i>Stool/chair</i> | <i>K'wvt-daa-trvs-da</i> |
| <i>Tree</i> | <i>Tr'aa-me</i> |
| <i>Wood</i> | <i>Shvr'sh</i> |

- *Collective vocabulary from prior lesson(s):*
 - *Nature/elements*
 - *Nee Dash*
 - *Greetings and Goodbyes*
 - *Senses*
 - *Shapes*

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):

Student generated phrases, Interrogatives.

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

1. *Describe a variety of traditional uses for cedar wood, bark, and foliage using Dee Ni vocabulary.*
2. *Create an object using cedar*
3. *Write a friendly letter in both English and Dee Ni*
4. *Identify cedar and describe its environmental requirements.*
5. *Re-tell a tree-themed traditional story.*

Assessment:

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

Activity/Project Description:

- *Students view/handle cedar and cedar wood and bark objects.*
- *Students learn to identify cedar wood, bark, branches, seeds, cones, and foliage.*
- *Students learn cedar's classification as an evergreen, and learn that there are a variety of cedar species found in Siletz ancestral homelands.*
- *Students select a project and work alone or in pairs to create it.*

- *Cedar creations could include: a model of a plank house, bark cloth, bark basket, model of a regalia trunk, model of a canoe, a chair... what else???*
- *Students should complete a self-assessment after completion.*
- *Qualities of cedar wood and bark that make it desirable should be described – rot and insect resistant, straight grain, light, soft bark, easy to split, burns bright, etc.*
- *The role of cedar in a forest ecosystem should be described. (Can be addressed in the context of “Elements”).*
- *Teacher works with Natural Resources and/or Forestry to arrange a trip to a forest where old cedars are found (Drift Creek Wilderness?). Students use their ID skills to locate trees.*
- *Traditional methods of splitting cedar from standing trees should be described. Really ambitious teachers and kids could give this a try. It would be ideal to have a demonstration of plank splitting, regardless of where it happens.*
- *Activity should include growing and planting cedar trees somewhere. (Cedars probably get too big for around the school – a clearcut on tribal land would be better.)*
- *The growing/planting activity could include “adopting” a tree. This tree could be studied (measured, etc.) over time as a long-term study. The concept of an adopted tree could also be inspiration for English and/or Dee Ni writing prompts.*
- *Project could ultimately lead to something bigger – creating a canoe, dress, trunk, or plank house.*
- *The medicinal/spiritual nature of cedar should be described.*

Materials/Supplies:

- *Cedar tree seedlings/seeds, pots, soil. (Trees could be started by K-2)*
- *Forest where cedars grow – and samples of wood, bark, foliage, cones, and seeds.*
- *Whatever is necessary to make cedar bark cloth.*
- *Photos/examples of traditional cedar objects and uses.*
- *Chisels, saws, sandpaper - woodworking equipment.*
- *Cedar boards/logs.*
- *Print and digital Dee Ni dictionary.*
- *Lesson Materials:*
 - *Nature/elements*
 - *Nee Dash*
 - *Greetings and Goodbyes*
 - *Senses*
 - *Shapes*