

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Camas - Spring*

**05.AS.03b**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: Benchmark 3: Food: Exceeds CIM: Environment

2<sup>nd</sup> Language: Speaking: Benchmark 3: Give simple descriptions

2<sup>nd</sup> Language: Listening: Benchmark 3: Comprehend simple descriptions

2<sup>nd</sup> 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; (5<sup>th</sup>) 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	<b><u>Communication</u></b>	Government	Science
Belief -World View	Family	<b><u>History</u></b>	Shelter
Clothing	<b><u>Food</u></b>	Medicine	<b><u>Transportation</u></b>
	Fun	Medium of Exchange	<b><u>Tools and Technology</u></b>

**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-2<sup>nd</sup> 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)*