Dee Ni Language Lesson

Project/Activity Name and ID Number:

At the Bay - Spring

05.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):

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

Project/Activity Lesson Objective Components:

Vocabulary:

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

- Collective vocabulary from prior lesson(s):
 - o Let's Eat
 - o Ocean
 - o Animals

- o Seasons
- o 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

- o Ocean
- o *Animals*
- o 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
- <u>Conver</u>sation
- 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)
 - o Let's Eat
 - o Ocean
 - o Animals
 - o Seasons
 - o Interrogatives (Q&A)