

## Dee Ni Language Lesson

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

*Basketry Materials - Spring*

**Kg.AS.03a**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM3: Leisure activities

2<sup>nd</sup> Language: Speaking: BM2: Use memorized words and phrases...

2<sup>nd</sup> Language: Listening: BM2: Understand some words, phrases, expressions...

**Season/Location:**

*Hazel picking time – Spring*

*School grounds (courtyard); tribal land; land used with permission*

**Partners/Guests/Community:**

*A community event. Weavers for demonstrations. Culture department for access to archives/collections.*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<b>Plants and Materials:</b>	<i>Xvm-sree-nvsh</i>
<i>Bear grass</i>	<i>Tuu-telh</i>
<i>Cedar</i>	<i>Ghvs-t'ulh</i>
<i>Cedar Bark</i>	<i>Ghvs-t'ulh set-se</i>
<i>Hazel</i>	<i>Drvtlh-xee-li</i>
<i>Hazel Stick</i>	<i>K'vn</i>
<i>Maidenhair fern</i>	<i>Ghit-ts'ay-sraa-de</i>
<i>Spruce</i>	<i>Xii</i>
<i>Spruce Root</i>	<i>Xii-wan-tr'e</i>
<i>Willow</i>	<i>Gee-lish</i>
<i>Woodwardia</i>	<i>Daa-mvsh</i>

<b>Types of Baskets</b>	
<i>Baby</i>	<i>Gay-yu</i>
<i>Cooking</i>	<i>Xaa-ts'a</i>
<i>Eating</i>	<i>Xaa-ts'a</i>
<i>Gathering</i>	<i>Tvlh</i>
<i>Open weave</i>	<i>K'he'-lu</i>
<i>Pack</i>	<i>Tvlh</i>
<i>Plate</i>	<i>Gaa-se</i>

<b>Basketry Verbs</b>	
<i>Basket making</i>	<i>Ch'ee-t'u</i>
<i>Boiling</i>	<i>Chvt-lersh</i>
<i>Dying</i>	<i>Taa-ch'ee-lesh</i>
<i>Digging</i>	<i>Ch'ee-shin'</i>
<i>Grading</i>	<i>Taa-trii-ghin-la</i>
<i>Peeling</i>	<i>Ch'ay-lhchvms</i>
<i>Picking</i>	<i>Yvlh-sri</i>

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

- *Seasons*
- *Calendar*
- *Colors*
- *Shapes*
- *Counting*
- *Interrogatives (Q&A)*

**Grammar:**

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

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

<i>I am (verb)</i>	<i>Nvs-li~ (verb)</i>
<i>You are (verb)</i>	<i>Nii~-li~' (verb)</i>

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

- *Seasons*
- *Calendar*
- *Colors*
- *Shapes*
- *Counting*
- *Interrogatives (Q&A)*

**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.*

2. *Recognize that Siletz people are famous for their awesome baskets.*
3. *Identify basic basketry materials (spruce root and hazel), and recognize other materials used for decoration.*
4. *Recognize a variety of traditional and modern uses for Siletz baskets, types of weaves, patterns, and famous weavers.*
5. *Prepare hazel sticks (and possibly spruce root) for later projects.*

**Assessment:**

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

**Activity/Project Description:**

- *Students view/handle examples of Siletz baskets representing a variety of patterns, materials, purposes, and weaves.*
- *Students view examples of plants, and raw and prepared materials used to make Siletz baskets.*
- *Students view archival photos of Siletz baskets and basketweavers.*
- *Students spend DAYS peeling hazel sticks as instructed, frequently begging to do so when there is free time. Sticks are saved for future basketry projects.*
- *Unpeeled sticks can be provided by older grades, and/or gathered on the school grounds or a short field trip.*
- *Teacher should ask questions about the process, and students should be able to answer appropriately, if possible.*
- *Optional... Students could plant hazel seedlings provided by natural resources/forestry around the school grounds and community. Trees could be "adopted" and observed for seasonal changes and growth over time.*

**Materials/Supplies:**

- *Examples/photos of a variety of Siletz baskets representing various patterns, materials, purpose, and weaves.*
- *Examples/photos of plants and prepared materials used to make Siletz baskets.*
- *Archival images of baskets and basketweavers*
- *Assessment materials: Rubric, games, puzzles, worksheets.*
- *Prior lesson(s)*
  - *Seasons*
  - *Calendar*
  - *Colors*
  - *Shapes*
  - *Counting*
  - *Interrogatives (Q&A)*