

## Dee Ni Language Lesson

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

*Cedar - Winter*

**KG.AS.02d**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM2: Classroom/familiar objects

2<sup>nd</sup> Language: Speaking: BM3: Answer predictable questions with memorized responses.

2<sup>nd</sup> Language: Listening: BM2: Recognize vocabulary related to familiar topics.

Science: K-1: Life Science: Explain how some plants and animals are the same, and some are different; 2: Life Science: Organisms: Identify adaptations of living things and recognize how these adaptations are used.

Arts: AR.03.CP.01

**Season/Location:**

*Summer – associated with solstice and Culture Camp. Otherwise, a fun activity for any season, indoors or out.*

**Partners/Guests/Community:**

*Culture Camp staff and volunteers, Forestry, Natural Resources, Culture Department/collection (artifacts).*

**Cultural Component(s):**

**Arts and Aesthetics**

Communication

History  
Government

Medium of Exchange  
**Science**  
**Shelter**

**Belief -World View**

Family

**History**

**Transportation**

**Clothing**

Food

**Medicine**

**Tools and Technology**

Fun

**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>Cedar</i>	<i>Ghvs-t'utlh</i>
<i>Cone</i>	<i>Chee-larn'sh</i>
<i>Forest</i>	<i>Ch'ee-taa-ghe-dvn</i>
<i>Leaf</i>	<i>Dan'</i>
<i>Redwood</i>	<i>K'vsh-chu</i>
<i>Root</i>	<i>Wan-tr'e'</i>

<i>Seed</i>	<i>See-'e'</i>
<i>Tree</i>	<i>Tr'aa-me</i>

○ Also, translations of the following:

<i>Heartwood (holds the tree up)</i>	
<i>Sapwood (pulls the water up)</i>	
<i>Cambium (grows out and makes the rings)</i>	
<i>Phloem (carries food)</i>	

- *Vocabulary associated with available artifacts/objects*
- *Collective vocabulary from prior lesson(s):*
  - *Nature*
  - *Transportation*
  - *Run to the Rogue History*
  - *I am a Flower*
  - *Counting*

**Grammar:**

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

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

<i>What are you?</i>	
<i>What are you all?</i>	
<i>What is he/she?</i>	
<i>What do you do?</i>	
<i>What do you all do?</i>	
<i>What does he/she do?</i>	
<i>I drink water.</i>	
<i>We drink water.</i>	
<i>I hold up the tree.</i>	
<i>We hold up the tree.</i>	
<i>I grow outwards.</i>	
<i>We grow outwards.</i>	
<i>I carry water up.</i>	
<i>We carry water up.</i>	
<i>I carry food.</i>	
<i>We carry food.</i>	
<i>I hold the leaves.</i>	
<i>We hold the leaves.</i>	

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

1. *Identify a cedar/redwood tree in its habitat.*
2. *Identify the various parts of a tree using Dee Ni vocabulary.*
3. *Identify the various uses of cedar wood and parts.*
4. *Explain in English and/or Dee Ni what the parts of a tree do.*

5. *Explain what tree rings are.*

**Assessment:**

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

**Activity/Project Description:**

- *Students view/handle cedar wood, leaves, and bark.*
- *Students identify cedar habitat on a map of Oregon.*
- *Students view pictures/examples of traditional items made with cedar bark, wood, and leaves.*
- *Everyone stands up, and finds a large clear area, indoors or out. 2 – 3 taller students stand back-to-back. These students represent the heartwood. They should stand tall and straight. They are asked in Dee Ni who they are, and respond appropriately. Students are also asked what they do, and respond appropriately.*
- *Next, several kids lie on their backs with their feet against the heartwood. They are the roots, and they should make loud and obnoxious slurping noises. Repeat the Q&A process.*
- *Next, several kids make a circle around the heartwood, being careful not to stomp on the roots. They are the sapwood. They should make a motion like they are lifting something up over their heads. Q&A*
- *Next, several kids make another ring around the sapwood. They are the cambium. They should puff out their cheeks, bulge their eyes, etc – indicating they are getting bigger. Q&A*
- *Yet another ring of kids takes position. They are the phloem. They should make a motion like they are handing something to each other around the circle. Q&A*
- *Finally, one more ring. They are the bark. They should look mean and fold their arms. Q&A*
- *Then the branches. They hold out their arms.*
- *The branches hold hands with the leaves. The leaves sort of wave around.*
- *Then EVERYBODY AT ONCE does their thing.*
- *Ideally the activity will include a visit to a local mixed forest that includes cedar trees.*
- *The importance of cedar as medicine should be described.*
- *Students listen to “Why Some Trees Are Always Green”.*
- *Students study one of the wood cookie cross sections. Growth rings are explained. Students should be able to count the rings in Dee Ni.*

- *Students use paint/pens to put their name/nickname on and decorate their cookie. Cookies are strung and worn around the neck. These could be used as Culture Camp IDs.*
- *Students should be able to identify cedar as a conifer, and say what the difference is between conifers and deciduous trees.*

**Materials/Supplies:**

- *Photos/examples of traditional tools and art objects made of cedar.*
- *Cedar branches, leaves, roots, and «cookie» cross sections.*
- *Illustration of a cedar tree, indicating the different parts.*
- *Story: "Why Some Trees Are Always Green". (KOE)*
- *A bunch of kids*
- *Paint/colored pens, string or leather shoelaces*
- *Lesson Materials:*
  - *Nature*
  - *Transportation*
  - *Run to the Rogue History*
  - *I am a Flower*
  - *Counting*