

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Camas - Spring

Kg.AS.03b

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food

2nd Language: Speaking: Benchmark 2: Use familiar vocabulary in context

2nd Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics

Science: Life Science: Recognize that all organisms have basic needs: water, food, etc.

Season/Location:

Classroom/School grounds

Partners/Guests/Community:

*Forest Service (parties interested in establishing camas within its original range),
kitchen staff, CTSI-Culture Dept. (artifacts), Judy Juntunen?*

Cultural Component(s):

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

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*
- *I am a Flower activity*
- *Interrogatives (Q&A)*

Grammar:

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

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>

- *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*
3. *Assist/participate in the preparation of camas using non-traditional methods in a variety of ways*
4. *Participate in a meal including traditional foods, specifically camas*
5. *Raise camas plants from a bulb*
6. *Understand modern & traditional methods of digging & preparing camas*
7. *Describe the life cycle & habitat of camas*
8. *Make pressed flowers*

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)*
- *Student plant camas bulbs and raise 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 make pressed camas flowers/leaves*
- *Camas bulbs, pressed flowers and leaves can be used to create a life cycle poster and/or greeting cards*
- *Students participate in traditional foods meal, including camas prepared in 2 ways*

Materials/Supplies:

- *Camas examples (photos, objects) and tools*
- *Camas bulbs, soil, pots*
- *Camas flowers (fresh)*
- *Death Camas examples*
- *Flower pressing supplies*
- *Prior Lesson(s)*
 - *Let's Eat*
 - *Nature*
 - *Seasons*
 - *I am a Flower activity*
 - *Interrogatives (Q&A)*