

“Dee Ni Farmer’s Market”

Spring > Growing > Health (MS.s.growing.Farmer’s Market)

Season & Location:

Springtime – planting time. Preparing the garden space can actually begin in the fall, as gardening can be done all winter – however, the big push will be in the spring. Finding a location for the garden will be the biggest challenge. Naturally, the quality and availability of a plot of land is most important – but other factors (safety, proximity, accessibility) should be considered.

Partnerships/Community Connections:

This project should include Siletz Valley School kitchen staff, “Healthy Traditions” crew (as long as the program continues), organizers of the new Siletz Farmer’s Market, local experts on gardening, and/or one or more “master” gardeners. (Language learners outside of Siletz will find similar resources in their respective communities and schools)

Local grocers and cafes/restaurants interested in providing fresh and locally grown produce to their customers.

Diabetes prevention, the Clinic, and other health related community services/agencies.

Community members, families, food banks, and other appropriate community agencies and advocacy groups should be included in the planning and implementation process.

Sponsorship from a community member, business, or organization should be considered. It would be good public relations and advertising for a local business.

OSU extension service, SMILE program, 4H Club, etc.

Siletz Culture Department, for information related to traditional foods and foodways.

*This list should not be considered comprehensive. Other opportunities to form partnerships and community connections will become apparent as the project evolves, expands, and changes.

Standards* Focus:

Mathematics:

Geometry (7.G)

E. Draw, construct and describe geometrical figures and describe the relationships between them.

7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

F. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Social Studies:

Economics/Financial Literacy:

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one’s financial resources effectively for lifetime financial security.

Standards By Design: Seventh Grade and Eighth Grade for Social Sciences (2011) 3/6 05/14/2013

7.20. Explain the concepts of “supply” and “demand” and how price allocates scarce goods.

7.21. Explain the function of imports and exports in the economy.

7.22. Explain “outsourcing” and describe the costs and benefits.

7.23. Explain the function of profit in the economy.

**“Second Language” standards are addressed by default – consult state scoring guide.*

Additional Standards:

Health:

Promotion Of Healthy Eating:

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

HE.08.HE.01 Explain the importance of variety and moderation in food selection and consumption.

Cultural Knowledge:

- Food
- Medicine
- Communication
- Tools and Technology
- Belief/World View
- Transportation
- Medium of Exchange
- Family
- Arts and Aesthetics
- Science

Vocabulary:

Beets	waa-de’
Beans	bii-nvs
Peas	'vl-'vl-see-'e

Tomatoes	dv-mee-dvs
Potatoes	gus
Sunflowers	xaa-shi ch'aa-bay-yu'
Squash	waa-de'
Pumpkins	waa-de'
Lettuce	lee-tvs
Carrot	xas-chi
Zucchini	waa-de'

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Garden	tetlh-tvm'-dvn
Seed	see-'e'
Plant (noun)	xvm-srvn'
Soil	'ee
Tools	mvlh- naa-dintlh-nvsh

Phrases:

I will plant	tee-silh-tvm'-te
I planted	tee-silh-tvm'
We planted	tee-saa-ghitlh-tvm'
You planted	tee-sintlh-tvm'
You all planted	tee-sutlh-tvm'
He/she planted	testlh-tvm'
They planted	xee-testlh-tvm'
It grew	nes-yan'
It is growing	xvm-ni

It will grow	xvm-ni-te
I plant	tee-silh-tvm'
We plant	tee-saa-ghitlh-tvm
You plant	tee-sintlh-tvm'
You all plant	tee-sutlh-tvm'
He/she plants	testlh-tvm'
They plant	xee-testlh-tvm''
I harvest (pick)	ch'vshtlh-delh
We harvest (pick)	ch'itlh-delh
You harvest (pick)	ch'intlh-delh
You all harvest (pick)	ch'utlh-delh
He/she harvests (pick)	ch'vtlh-delh
They harvest (pick)	yaa-ch'itlh-delh
I will harvest (pick)	ch'vshtlh-delh-te
I harvested (pick)	ch'ghvshtlh-delh
We harvested (pick)	ch'aa-ghitlh-delh
You harvested (pick)	ch'ghintlh-delh
He/She harvested (pick)	ch'gvthl-delh
They harvested (pick)	xee-ch'ghvthl-delh
I will sell	mvlh-naa-'vshtlh-k'wvt-te
I sold	mvlh-tee-svst-get
We sold	mvlh-naa-sitlh-get
You sold	mvlh-naa-sintlh-get
You all sold	mvlh-naa-sutlh-get
He/She sold	mvlh-naa-yvstlh-get
They sold	mvlh-naa-xee-yvstlh-get
I sell	mvlh-naa-'vshtlh-k'wvt

We sell	mvlh-naa-'itlh-k'wvt
You sell	mvlh-naa-intlh-k'wvt
You all sell	mvlh-naa-xutlh-k'wvt
He/She sells	mvlh-naa-yvlh-k'wvt
They sell	mvlh-naa-xee-yvlh-k'wvt

Grammar & Language Concepts:

Use and practice of the phonetics of the Practical Alphabet (in the use of it to “translate” the English words identifying common garden fruits and veggies).

Complex spoken Dee Ni sentences, including extensive use of adverbs and adjectives, as well as aspects of time, possession, and postpositions.

Use of interrogatives.

Prior/Concurrent Lesson Plan Materials:

Some concepts and language elements from “Nature” are applicable; also, “Let’s Eat”, “Gathering”, “Shapes”, and “Counting”, “Seasons”, etc.

(Depending on the depth to which an instructor, grade level, or school wishes to dive with this activity, the relevant lessons could potentially be unlimited.)

Lesson Objectives – After completion, students/instructors will be able to:

Plan, construct, plant, maintain, and harvest a community garden,

Understand how a “blueprint” works; brainstorm, create, and follow one,

Work collaboratively with other students, classes, and community members to achieve a common goal,

Help community members who are in need,

Understand the difference between hunter/gatherer societies and agrarian ones in the context of food and foodways,

Use Dee Ni vocabulary and phrases to describe gardening activities, as well as the objects and ideas commonly associated with gardening,

Recognize the importance of being grateful for the food they eat,

Form a better understanding of the connections among themselves, the food they eat, how it is grown, and how it reaches the table.

Understand the benefits of fresh, local produce over produce transported from far away,

Understand that the traditional methods of food gathering and preparation involved many techniques and elements similar to more modern methods of domestication; specifically, maintenance of camas patches, acorn trees, and medicine plants.

Form and run a small vegetable stand business and participate in a “Farmer’s Market”

somewhere.

Understand basic soil science, and the influence of seasons, weather, habitat, and plant species on the success (or failure) of crops to grow,

Create a “Steps in a Process” presentation on a gardening activity, and share it in Dee Ni and English,

Maintain a community garden indefinitely.

*** It’s important to note that this project has the potential to become HUGE. Community Garden projects have been used in the past by small schools as the focus of an entire year of comprehensive curriculum, addressing learning standards across all subject areas in a nearly endless variety of topics. This lesson focuses on the very basics – translating some basic Dee Ni vocabulary, learning a limited number of Dee Ni phrases, and studying traditional foodways as compared with modern methods of farming and gardening.**

Lesson Procedures:

The project begins with the creation of a community garden:

Students explore the community and identify places where a community garden could be built.

Based on this information, a good location is selected and secured.

Students are divided into small groups (or may work by themselves) and offered a variety of “specializations” from which to choose – root crops, fruits, vines, etc. (All students will be responsible for basic construction and preparation of garden beds, as well as subsequent maintenance of common areas.)

Based on their findings, a blueprint is drawn that accommodates the needs of each “specialist” group or individual. Students work collaboratively to identify proper gardening techniques for each specialty area.

Students concurrently learn about the very basic aspects of running a successful small business – marketing, production, delivery, etc.

Also concurrently, students study traditional Siletz foodways as compared with the methods imposed upon them by outsiders during the reservation period – specifically, the differences (and similarities) between hunter/gatherer societies and agrarian societies.

Conduct experiments related

Describe various gardening activities (such as planting a specific crop) in the form of a “Steps in a Process” presentation, to be done in Dee Ni with English translations,

Students create plot tags using Dee Ni phonetic “translations”.

Students write a short essay describing what they have learned, the benefits of the project for themselves and the community, and how they feel about the project in general.

Assessment:

Dee Ni Project Rubric will be used to assess student learning, effort, and affect. Further, a comprehension quiz will be provided addressing major learning objectives from the activity:

- Proper gardening methods.

- Historical facts and concepts related to traditional foods identification, collection, preparation, and consumption.

A written component (in English, with optional Dee Ni translation) will be assigned; this exercise could also be done as an oral presentation.

Materials & Supplies:

Dee Ni learning materials, including flashcards, lesson plans, and Dee Ni dictionary,
A plot of land suitable for a raised bed garden – size depends on a variety of factors, including
number of participants, goals of the project, and available resources.
Gardening tools

“Steps in a Process” template