Dee Ni Language Lesson

Project/Activity Name and ID Number:
*Cedar - Winter*
*05.AS.02d*

Common Curriculum Goal:
2nd Language: Topics: CIM: Environment
2nd Language: Speaking: BM3: Express likes and dislikes; use familiar vocabulary in context.
2nd Language: Listening/Reading/Writing: Various, depending on associated vocabulary and phrases from related activities.
Science: 3rd: Life Science: Diversity and Interdependence: Describe a habitat and the relationships among the organisms that live there.
Arts: AR.05.CP.01; AR.05.CP.03

Season/Location:
Winter - associated with solstice and culture camp. Could also be done as a “camping” activity. Could also be done in fall or spring; Earth Day is April 22nd.

Partners/Guests/Community:
Natural Resources, Culture Department, Interested community/tribal members, Forestry, Carvers.

Cultural Component(s):

<table>
<thead>
<tr>
<th>Arts and Aesthetics</th>
<th>Communication</th>
<th>Government</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Belief - World View</td>
<td>Family</td>
<td>History</td>
<td>Shelter</td>
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<tr>
<td>Clothing</td>
<td>Food</td>
<td>Medicine</td>
<td>Transportation</td>
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<td>Fun</td>
<td>Medium of Exchange</td>
<td>Tools and Technology</td>
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Project/Activity Lesson Objective Components:

<table>
<thead>
<tr>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>Bark</td>
</tr>
<tr>
<td>Branch</td>
</tr>
<tr>
<td>Canoe</td>
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<tr>
<td>Cedar tree</td>
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<tr>
<td>Cone</td>
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<tr>
<td>Leaf</td>
</tr>
<tr>
<td>Regalia trunk</td>
</tr>
<tr>
<td>Skirt/dress</td>
</tr>
<tr>
<td>Split (it is)</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Stool/chair</td>
</tr>
<tr>
<td>Tree</td>
</tr>
<tr>
<td>Wood</td>
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- **Collective vocabulary from prior lesson(s):**
  - Nature/elements
  - Nee Dash
  - Greetings and Goodbyes
  - Senses
  - Shapes

- **Grammar:**
  - 3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated).

- **Phrases (Writing, Speaking, Reading, Listening):**
  Student generated phrases, Interrogatives.

**After completing the lesson, Students and/or Instructors will be able to:**
1. Describe a variety of traditional uses for cedar wood, bark, and foliage using Dee Ni vocabulary.
2. Create an object using cedar
3. Write a friendly letter in both English and Dee Ni
4. Identify cedar and describe its environmental requirements.
5. Re-tell a tree-themed traditional story.

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

**Activity/Project Description:**
- Students view/handle cedar and cedar wood and bark objects.
- Students learn to identify cedar wood, bark, branches, seeds, cones, and foliage.
- Students learn cedar’s classification as an evergreen, and learn that there are a variety of cedar species found in Siletz ancestral homelands.
- Students select a project and work alone or in pairs to create it.
Cedar creations could include: a model of a plank house, bark cloth, bark basket, model of a regalia trunk, model of a canoe, a chair... what else???

Students should complete a self-assessment after completion.

Qualities of cedar wood and bark that make it desirable should be described - rot and insect resistant, straight grain, light, soft bark, easy to split, burns bright, etc.

The role of cedar in a forest ecosystem should be described. (Can be addressed in the context of “Elements”).

Teacher works with Natural Resources and/or Forestry to arrange a trip to a forest where old cedars are found (Drift Creek Wilderness?). Students use their ID skills to locate trees.

Traditional methods of splitting cedar from standing trees should be described. Really ambitious teachers and kids could give this a try. It would be ideal to have a demonstration of plank splitting, regardless of where it happens.

Activity should include growing and planting cedar trees somewhere. (Cedars probably get too big for around the school - a clearcut on tribal land would be better.)

The growing/planting activity could include “adopting” a tree. This tree could be studied (measured, etc.) over time as a long-term study. The concept of an adopted tree could also be inspiration for English and/or Dee Ni writing prompts.

Project could ultimately lead to something bigger - creating a canoe, dress, trunk, or plank house.

The medicinal/spiritual nature of cedar should be described.

Materials/Supplies:

- Cedar tree seedlings/seeds, pots, soil. (Trees could be started by K-2)
- Forest where cedars grow - and samples of wood, bark, foliage, cones, and seeds.
- Whatever is necessary to make cedar bark cloth.
- Photos/examples of traditional cedar objects and uses.
- Chisels, saws, sandpaper - woodworking equipment.
- Cedar boards/logs.
- Print and digital Dee Ni dictionary.

Lesson Materials:

- Nature/elements
- Nee Dash
- Greetings and Goodbyes
- Senses
- Shapes