

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Hunting - Fall

02.AS.01b

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food

2nd Language: Topics: Benchmark 2: Animals

2nd Language: Speaking: Benchmark 3: Use familiar vocabulary in context

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

Season/Location:

Fall – associated with Fall Equinox, hunting season, Thanksgiving

Partners/Guests/Community:

CTSI-Culture Dept., CTSI – Diabetes Prevention, Hunter Safety contact, Fish & Game, bow hunter, flint knapper

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Arrow</i>	<i>'Aa-xan's</i>
<i>Arrowhead</i>	<i>'Aa-xan's daa-ghvt-'an'</i>
<i>Bow</i>	<i>Tvt-k'vsh</i>
<i>Bullet</i>	<i>Min-daa-ghvt'an'</i>
<i>Gun</i>	<i>Tvt-k'vsh</i>
<i>Net</i>	<i>Mesh-xa</i>

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

- *Animals*
- *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 cooking</i>	<i>'Vshltlh-t'es</i>
<i>I am hunting</i>	<i>Ch'ee-taa-ghee-nash-'a</i>
<i>We are cooking</i>	<i>Ch'aa-ghitlh-tes</i>
<i>We are hunting</i>	<i>Ch'ee-taa-ghee-naytlh-xat</i>
<i>You are cooking</i>	<i>Chinh-t'es</i>
<i>You are hunting</i>	<i>Ch'ee-taa-ghee-naa~-gha</i>

- **Collective phrases from prior lesson(s):**
 - *Animals*
 - *Let's Eat*
 - *Interrogatives (Q&A)*

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

1. *Identify game animals, traditional and modern*
2. *Understand that all parts of animals are used*
3. *Understand the concept of taking only what you need, and not killing for no reason*
4. *Understand the predator/prey relationship*
5. *Understand traditional hunting and cooking methods*
6. *Understand the importance of safety*
7. *Understand the role of ceremony in hunting practices*
8. *Understand the Native American story about Thanksgiving*
9. *Share a meal using Dee Ni vocabulary and phrases*

Assessment:

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

Activity/Project Description:

- *Activities will include (ideally):*
 - *Hearing the legend "Gluscabi and the Game Animals"*
 - *Bowmaking and Flintknapping demonstration*
 - *A visit from:*
 - *CTSI – Natural Resources*

- *Oregon Fish & Game*
 - *Hunter Safety Representative*
- *Bird and animal call demonstration*
- *Look at handle tools, skins, feathers, etc.*
- *Participate in the preparation of game food, and eating (depends on availability, but someone will have deer/elk/ducks to donate)*
- *Traditional cooking methods demonstration*
- *Kids should learn about traditional roles of men & women in hunting animals and preparing the food*
- *Students should learn about ceremony involved with hunting*
- *Lesson should include some instruction on hunter safety/game regulations/gun safety*
- *Any time traditional foods are prepared/eaten, information on healthy eating should be included*
- *Lesson is an opportunity to talk about the Native American Thanksgiving story*
- *Lesson should culminate with food tasting. This could be part of a feast of traditional foods held for school/elders/community around Thanksgiving time*

Materials/Supplies:

- *"Gluscabi and the Game Animals" story (KOE)*
- *Examples/Photos of game animals and hunting tools*
- *Examples of tools, cultural items made from game animals (skins, furs, fishhooks, needles)*
- *Game meat, fire, and cooking utensils*
- *Thanksgiving teaching materials*
- *Prior Lesson(s)*
 - *Animals*
 - *Let's Eat*
 - *Interrogatives (Q&A)*