



ELA Common Core Content Standards:

Reading Standards for Literature 1, 2, 3, 6, 7
 Reading Standards: Foundational Skills 1, 2, 3
 Writing Standards 2, 8
 Speaking and Listening Standards 1, 2, 4
 Language Standards 1, 2, 4, 5, 6

Estimated time:

2 sessions, 1 hour each

Goal: Students will learn traditional and contemporary ways of gathering and preparing acorns.

Teacher Background: Acorns are an important food source for many Native American tribes. There are many different kinds of oak trees that bear acorns. Some tribes, like the Shasta, prefer black oak acorns: However, the Hupa, Yurok, and Karuk people prefer to eat tan oak acorns. Acorns are collected in the fall, then dried, shelled, and finally ground into flour. Acorns contain tannic acid, which is very bitter, and can make you sick if you eat it. To get rid of the tannic acid, the acorn flour is processed by leaching carefully, i.e., rinsing with water. It can then be made into acorn soup or bread.

Traditionally, Native Americans used fire to manage their land. Many species are what is known as fire dependent, among which are healthy acorns. By setting low-intensity fire to the oak groves, indigenous peoples decreased bug populations and reduced the number of brush and trees competing for the resources needed by the oak trees. This land management practice was banned in the 1930's. Some tribes like the Karuk are developing fire/fuel reduction plans to reinstate low intensity cultural burning practices as an ecosystem management tool.

Theme/Big Idea: We All Take Care of Each Other

Big Questions: Who knows the plants, how to use and take care of them? Where do we get our food? How do we prepare acorns to eat?

Vocabulary: leach, mortar, pestle

Materials:

PowerPoint presentation "Acorns" (included)
 KWL Chart (included)
 Question and Answer sheets for PowerPoint (included)

Vocabulary Black Line Master (included)
 High Frequency Words Black Line Master (included)
 Acorn Preparation Sequencing Cards (8 included)
 First Grade worksheets (6 included)

Optional Activity Materials:

Acorn Mobile worksheets (1a and 1b)
 Tan cardstock (not included)
 Wooden dowels or skewers – 2 per child (not included)
 String, glue, scissors (not included)

Preparation:

Write the following sentence on the white board: we gather Acorns in the fall
 Preview Acorns PowerPoint and comprehension questions
 Optional activity – acorn mobile:
 Copy acorn mobile worksheets 1a and 1b on tan cardstock (1 each per child)
 Cut string different sizes between 1 foot and 1 ½ feet long (5 per child)
 Tie the two dowels together in the middle

Discussion Circle: Tell students that today we are going to talk about acorns and how important they are to the Karuk culture and community. Tell children that if they agree that this is important say “*xuntápan*.”¹ (tan oak acorn). Students will call out the Karuk word for acorns.

Ask students if they have ever gathered acorns or eaten acorn soup before. Have students raise their hands to show their answer. Ask them if they liked it.

Oral Traditions: Sing “Violet’s Song” (to the tune of your choice)

Áama nu’amti
Xuun nu’amti
Áama xákaan xuun karú púufich nu’amti

We eat salmon
 We eat acorn mush
 We eat salmon with acorn mush and deer meat

Daily Language Practice: Have children correct the following sentence: *we gather Acorns in the fall*

Building Background: Tell children that we will watch a PowerPoint presentation about acorn gathering and preparation. Ask them to pay close attention to the difference between how it was done long ago, and how we usually do it today.

¹ Pronounced *hoon-TAP-pan*, with the first “H” gurgled in the back of the throat. Sound file available at <http://karukstorytellers.org/Language.htm>

Using the **KWL Chart**, find out what students already know about gathering and preparing acorns. Record their answers in the 'know' column. Ask them what they want to know, and record this in the appropriate column. Tell them that you will fill in the "learn" column later.

Developing Vocabulary: Display Vocabulary Black Line Master on document reader. Read the first sentence for children. Point to the underlined word and have them read it aloud with you. Ask what they think it means. Clarify definition. Follow a similar procedure for remaining sentences.

Leach – use water to remove the bitter taste/tanic acid

Mortar – bowl used for grinding

Pestle – object used for crushing or grinding

Grind – crush

Gather - to pick up, collect, put into a group

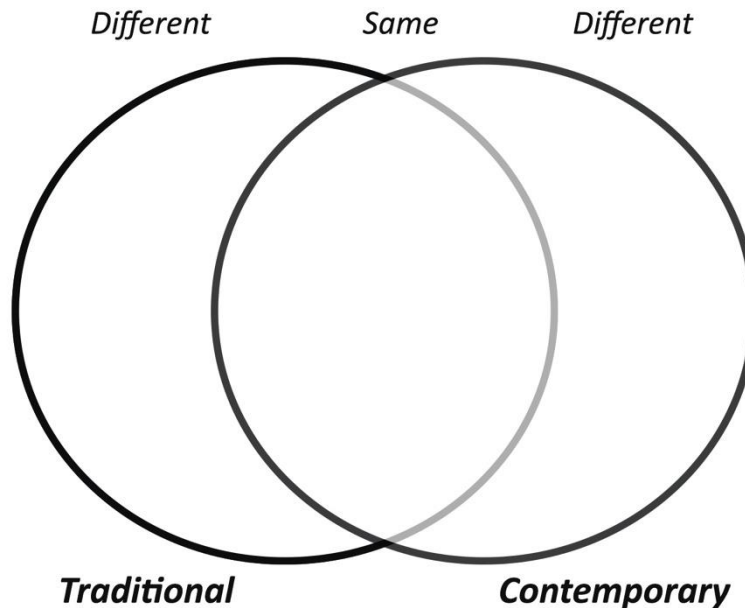
PowerPoint Presentation: Show "**Acorns**" PowerPoint presentation. You must click "return" to change slides. Read aloud what is written on each picture. Have children act out gathering the acorns and putting them in a basket, taking the rock out of the fire, stirring the soup, etc. Spend a little more time on slides associated with comprehension questions.

Comprehension Skill Focus: Details

Assign students **Comprehension Questions** worksheet. **Comprehension Questions** on document reader. Teacher reads aloud each question and the answer choices. Help students determine the correct answer by ruling out the obviously incorrect ones. Repeat the correct answer and the letter associated with it. Tell students to circle the correct letter associated with the answer.

Strategy Focus: Compare/Contrast

Talk about traditional and contemporary ways of gathering and preparing acorns. You may want to use a Venn diagram.

**High Frequency Words**

Assign students **High Frequency Words** worksheet. Display High Frequency Words black line master on the document reader. Read the directions above the box. Point to the first word in the box at the top of the page and have children repeat it after you. Repeat for the rest of the words. Help students choose the correct answer for each blank. Teacher/students fill in each blank.

Sequencing Activity:

Display the **Acorn Preparation Pictures** (included) in random order in the pocket chart or other prominent place. Read the sequencing steps one at a time, and have students match the steps to the pictures in order. You may choose to have them write the step number directly onto the picture.

After all the picture cards are in the proper order, assign students **Acorn Sequencing** worksheet. Students color the pictures, cut them out, and put them in the proper order. Teacher staples the pictures together to make a small booklet.

"Sound Game" Best Practices Vocabulary Direct Instruction Procedure

This explicit direct instruction procedure must be used for the vocabulary instruction part of each lesson plan in order to meet all the common core standards listed for this lesson.

Vocabulary instruction should begin with the teacher saying the word out loud, then clapping out the syllables counting how many.

Ask the group what the beginning sound in that word is. All students and teacher answers chorally

and the teacher begins writing the first phoneme/letter or letters that make one sound of the vocabulary word on the poster paper or oversized index card.

Ask the students to say the sound when teacher says “sound.”

Repeat for next, doing the same for all following phonemes and then put your finger back to the beginning of the word and repeat slightly faster.

Then sweep your finger beneath the word from left to right and say “blend.” Lead the students in blending the sounds to make the word.

Repeat. Then point to word and say “read” three times for the teacher and all students to read the word three times.

Journal Write: Students write about something they learned today. They may draw a picture, or use one of the color sheets. Remind them to use at least one of the vocabulary words.

Assign students **Acorn Soup Match**. Display worksheets on the document reader. Read the directions and help students match the pictures that go together.

Fire – cooking rocks

Sifting tray – acorn flour

Pounding basket – pounding rock

Acorn cooking basket – acorn cooking paddle

Acorn storage basket – acorns

Eating basket – men’s spoon

K-W-L Chart

Complete the KWL chart. Ask students what they learned about acorns and record their responses in the “learn” column.

Optional Activities –

Acorn Mobile Project: Explain to students what a mobile is, and explain how you will make one together. Have students color the pictures on worksheet 1a and 1b (copied earlier on cardstock). Tell students that they are going to match the items that belong together. They will then cut them out and glue the matched pair back to back with a piece of string in the middle. After they have glued the pictures to the string they will tie the string to the dowels (You may want to tie the string to the dowels in head of time).

Take a field trip to gather acorns. This would generally fall in the month of November.

Students crack, grind, leach acorns, and make acorn soup with cultural practitioner. Acorns should dry about 3 months in the shell before cracking.

Have a guest speaker come in to do a cultural presentation about acorn preparation.

Cultural resource person tells “Acorn Maidens” story.

Vocabulary

1. I will leach the acorn flour with cold water.
2. A mortar is made of hard rock.
3. We use a pestle to pound the acorns.
4. We grind the acorns into flour.
5. Did you see the bird gather acorns?

KWL Chart

7

Name _____

Acorn Comprehension Questions

1. When do we gather acorns?
 - a) winter
 - b) summer
 - c) fall

2. What kind of trees do acorns grow on?
 - a) oak
 - b) fir
 - c) cherry trees

3. The “cap” on a tanoak acorn is _____.
 - a) rough
 - b) smooth
 - c) red

4. If an acorn has a hole in the shell, what does it mean?
 - a) it is good
 - b) it is wormy
 - c) you should give it to your grandma

5. What is the name of the basket used to gather acorns?
 - a) baby basket
 - b) mortar
 - c) burden basket

6. Where should you dry your acorns?
- a) in the refrigerator
 - b) by the stove
 - c) in the creek
7. What is it called when you run water through the acorn flour?
- a) leach
 - b) pound
 - c) float
8. What is the name of the hard, round thing used to cook acorn soup?
- a) ball
 - b) stick
 - c) rock
9. What will happen to the soup if you don't stir it while it is cooking?
- a) it will spill
 - b) it will burn
 - c) it will not cook
10. What kind of spoon did men use traditionally to eat with?
- a) an elk horn spoon
 - b) a metal spoon
 - c) a plastic spoon

Acorn Comprehension Answers

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High Frequency Worksheet**Acorns**

Read the words in the box. Write the correct word in the sentence.

Look

see

nut

fall

will

1. I a tan oak tree.

2. at the acorns.

3. An acorn is a .

4. We get acorns in the .

5. We fill the basket.

Steps to Making Acorn Soup

Step 1 – Acorns are gathered and dried.

Step 2 – Crack acorns and remove shells.

Step 3 – The acorns are sifted (also called winnowed) to remove the thin skin.

Step 4 - The acorns are pounded into flour.

Step 5 – The acorn flour is leached to remove tannic acid.

Step 6 – Rocks are heated in the fire.

Step 7 – Water and acorn flour are placed in a cooking basket and hot rocks are added. The rocks are stirred constantly until the soup is done.

Name _____

Acorns Sequencing – Gathering Coloring sheet



Name _____

Acorn Soup Sequencing – Cracking and Shelling Acorns Coloring sheet



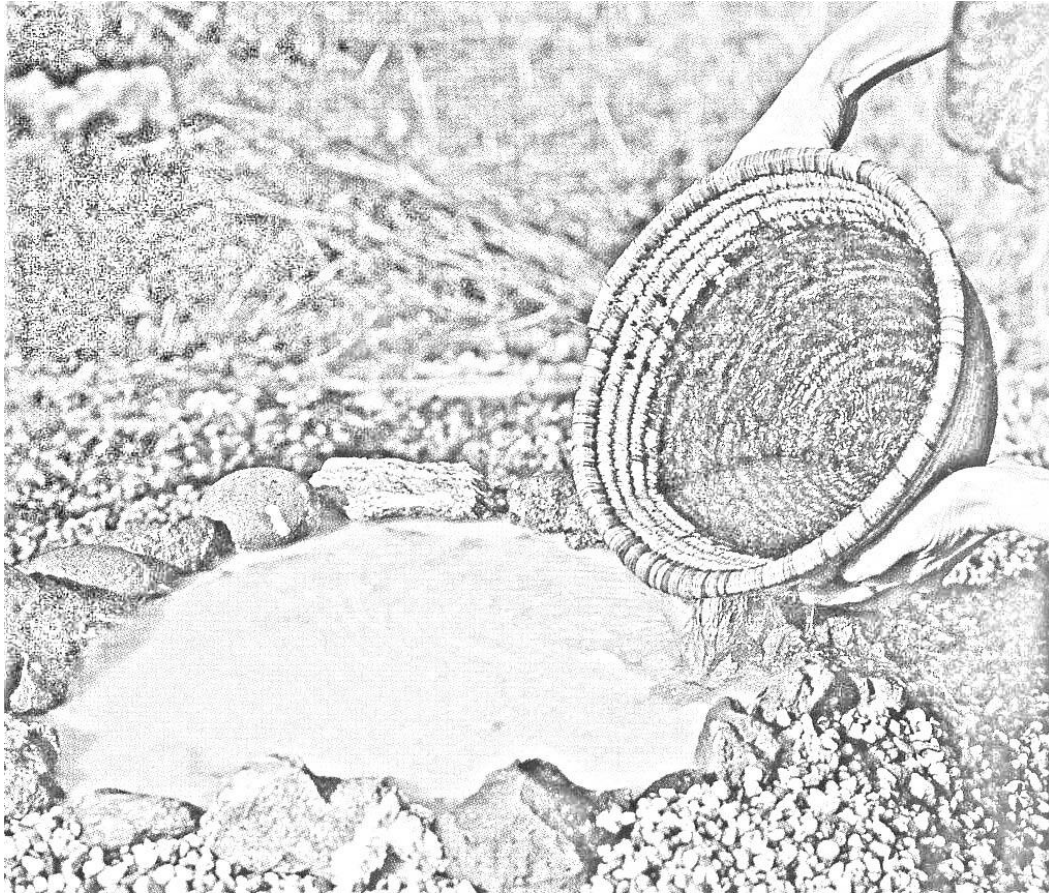
Name _____

Acorn Soup Sequencing – Pounding Grinding Acorns Coloring sheet



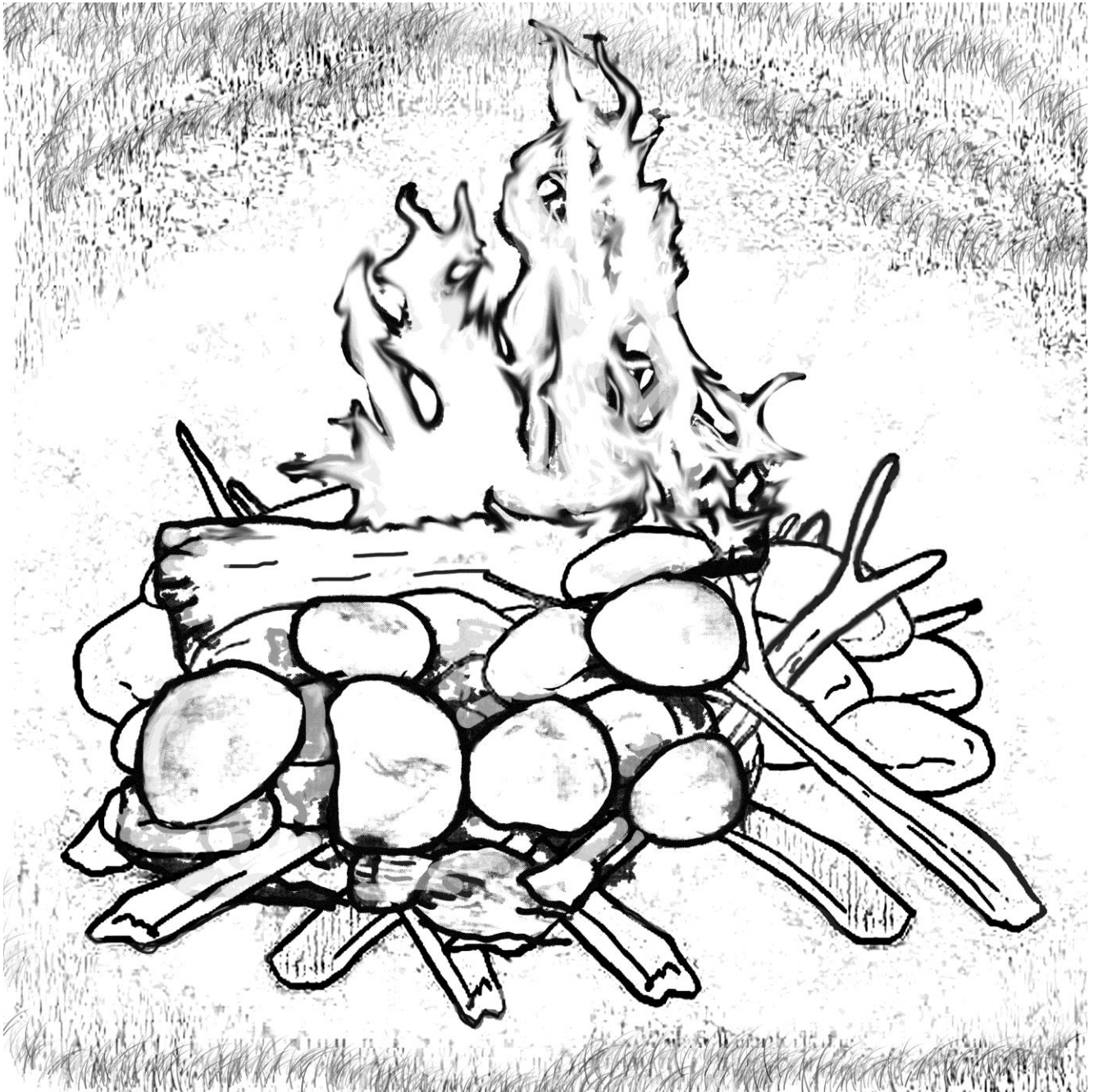
Name _____

Acorn Soup Sequencing – Leaching Acorns Coloring sheet



Name _____

Acorn Soup Sequencing – Heating Rocks Coloring sheet



Name _____

Acorn Soup Sequencing – Cooking in Basket Coloring sheet



Name _____

Match the pictures that go together.



fire



sifting tray



pounding basket



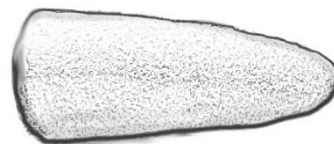
cooking basket



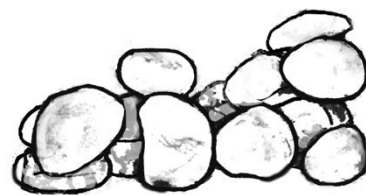
storage basket



eating basket



pounding stone



cooking rocks



acorn flour



men's spoon



acorns



cooking paddle

Name _____

Acorn Soup Sequencing – It's Soup! Coloring sheet



Acorn Preparation Pictures

