



ELA Common Core Content Standards:

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

Estimated:

2 sessions, 1 hour each

Goal: Students will learn about the history and current practices of subsistence hunting and gathering. They will increase their understanding of patience, courage, community, honor, respect and survival. They will also gain knowledge of deer anatomy.

Teacher Background: The natural environment provides everything we need to survive as people. Native Americans historically and currently hunt and gather plants and animals, but only took what they needed during specific seasons and utilized every part of the animal. Animals are honored for giving up their lives for the people and are shown respect in stories, songs and ceremonies.

Today, most of the surrounding forest which was once tribal land, is now owned by the Forest Service, National/ State parks, or logging companies. Tribal members can no longer legally hunt in many of their traditional hunting places.

Theme/Big Idea: Appreciate all living things

Big Questions: What are some of the animals Native Americans hunt? What parts of the animals are used and for what? How are they honored?

Vocabulary: meadow, traveled, wondered, hooves, antlers, patience, courage

Materials:

- Vocabulary Black Line Master (included)
- First Hunt** story written by Monique Sonoquie (included)
- Deer/elk anatomy drawing (included)
- How to draw a deer (included)
- Second Grade Worksheets (6 included)
- clay, potato, toothpicks for art activity (not included)

Discussion Circle: Tell students that long ago, we depended on the environment around us to provide for all of our needs. We depended on it for food, clothing, shelter/homes and medicine. Today we will learn about one animal that was, and still is very important to us. Say, “if you agree that it’s important to learn this then say ‘púufich¹.’” (This is the Karuk word for deer. Students will call out ‘púufich.’)

Developing Key Vocabulary: Display Vocabulary Black Line Master (included) on document reader. Teacher/Student reads the first sentence aloud. Teacher models how to figure out what the word *meadow* means, based on context clues. Ask children to use what they know to figure out the meaning of each key vocabulary word. Have children explain how they figured out each meaning.

meadow – a grassy field

traveled - went someplace

wondered – to have interest in knowing or learning something : to think about something with curiosity

hooves – the hard covering on the foot of an animal, like a deer or elk

antlers – the horn of a deer or similar animal

patience – the ability to remain or state of remaining calm and not annoyed when waiting for a long time or when dealing with problems or difficult people

courage – the ability to do something that you know is difficult or dangerous; bravery

Preparing to Read - Predict/infer: Tell children that we are going to read a story called *First Hunt*, written by Monique_Sonoquie. Ask them to predict what the story will be about.

Read Aloud: Teacher/students read *First Hunt*. Stop to ask comprehension questions (included in this lesson) as the story is read.

Comprehension: After reading the story, revisit students’ predictions. Discuss reasons why children’s predictions were or were not accurate.

Strategy Focus – summarize: Ask children to summarize the main events of the story using these words as appropriate: first, next, then, finally, last.

Assign students **Comprehension Worksheet**. Read the directions with them, and check for understanding. Answers are: 1) 12 years old; 2) bows and arrow; 3) hunting season; 4) medicine root.

Activity - Story Connections: Display deer/elk anatomy on the document reader (included in this lesson). Point out the antlers to students. Ask them to count the number of points on each antler. Tell them this buck (which is what male deer are called, “bull” is the name for male elk) is a 5 pointer (5 points on each side). Read the kinds of things antlers can be used for. Identify the other parts of the deer and what they can be used for.

Spelling: Assign students **Spelling Worksheet**.

¹ Audio sound file can be found at: http://linguistics.berkeley.edu/~karuk/audio/MP3/puufich_LA.MP3

Journal: Students write about how they might use part of an elk or deer (for example, fry the backstrap, make soup with the neck, tan the hide, make regalia with the hooves, carve the horns into earrings).

Optional Art Activity: Show students how to “draw” a deer using geometric shapes (included in this lesson).

Make Deer Hoof Prints from clay/play dough (home made or bought) and toothpicks (to make outline of track). Can also make deer track stamp out of potato, foam, spoons, clay tools, etc. Can do 1 or 2 tracks or many in a row walking.

Use clay to make deer print ornaments.

Invite Cultural Practitioner to work with students on working with horn materials.

Deer Hooves and Prints



Vocabulary

1. The meadow was big and green.
2. We traveled for a long time before we got to the forest.
3. I wondered if I would kill my first deer.
4. The deer's hooves were black.
5. The deer had a big set of antlers on its head.
6. I had to have a lot of patience to sit still for so long.
7. It takes a lot of courage to go hunting in the woods.

First Hunt

Written by Monique Sonoquie

Billy had just turned 12 years old. He was old enough to start helping his father provide for his family and community. His father told him a story about their ancestors, how they hunted whenever they needed to eat. He said that sometimes they had to hike a long ways to find enough deer to feed the whole village. They used bows and arrows to hunt deer. Before they hunted, it was tradition for the men to smudge themselves down with cedar branches in the sweathouse to hide the scent of man. His father told him of the struggle their tribe had to keep their hunting rights on the reservation. He explained that because they live off their reservation now, they would have to get a hunting permit and wait for hunting season to begin. A hunting permit would only allow them to hunt in certain places.

The month before Billy's father took him hunting, they attended Hunter Safety Training so Billy knew how to use a gun properly. They also had to buy "deer tags." On the day of the hunt they had to get up very early in the morning. Billy built a fire, put the cedar branches in the fire and smudged his clothes so that they smelled like the forest.

Billy and his father drove a long way to the forest. They hiked about a mile and came to a meadow. His father told him to hide in the bushes and get comfortable. They waited all morning in that one spot. Billy wanted to get up and walk, but his father told him to be patient. He said, "Sit still and watch, the deer will come." Soon after that, a deer walked into the meadow. Billy was nervous and a little scared. His father told him that he must find his courage, the courage of his ancestors who had to hunt for survival. Billy respected the stories his father told him about his ancestors, his people. He wanted to earn the honor and respect of his father and of his community.

Billy raised his gun, took aim, and shot his first deer! It was a spike with two small horns. He was sad and excited at the same time. Billy took some medicine root and left it at the place he shot the deer in honor of the deer's life. He also thanked the deer and its ancestors for their gift of providing food for the people. It took a long time to carry his deer back to the truck; it was heavy.

When they got home, everyone was waiting for them. It was a great honor for Billy to shoot his first deer. His father told him he needed to give the deer meat away. He skinned the deer, cut it up into pieces and his father drove him to the elders' houses where he gave them deer meat out of respect and because the elders were too old to hunt for themselves now. That night there was a community dinner and Billy made stew with his deer meat to feed the people, his community.

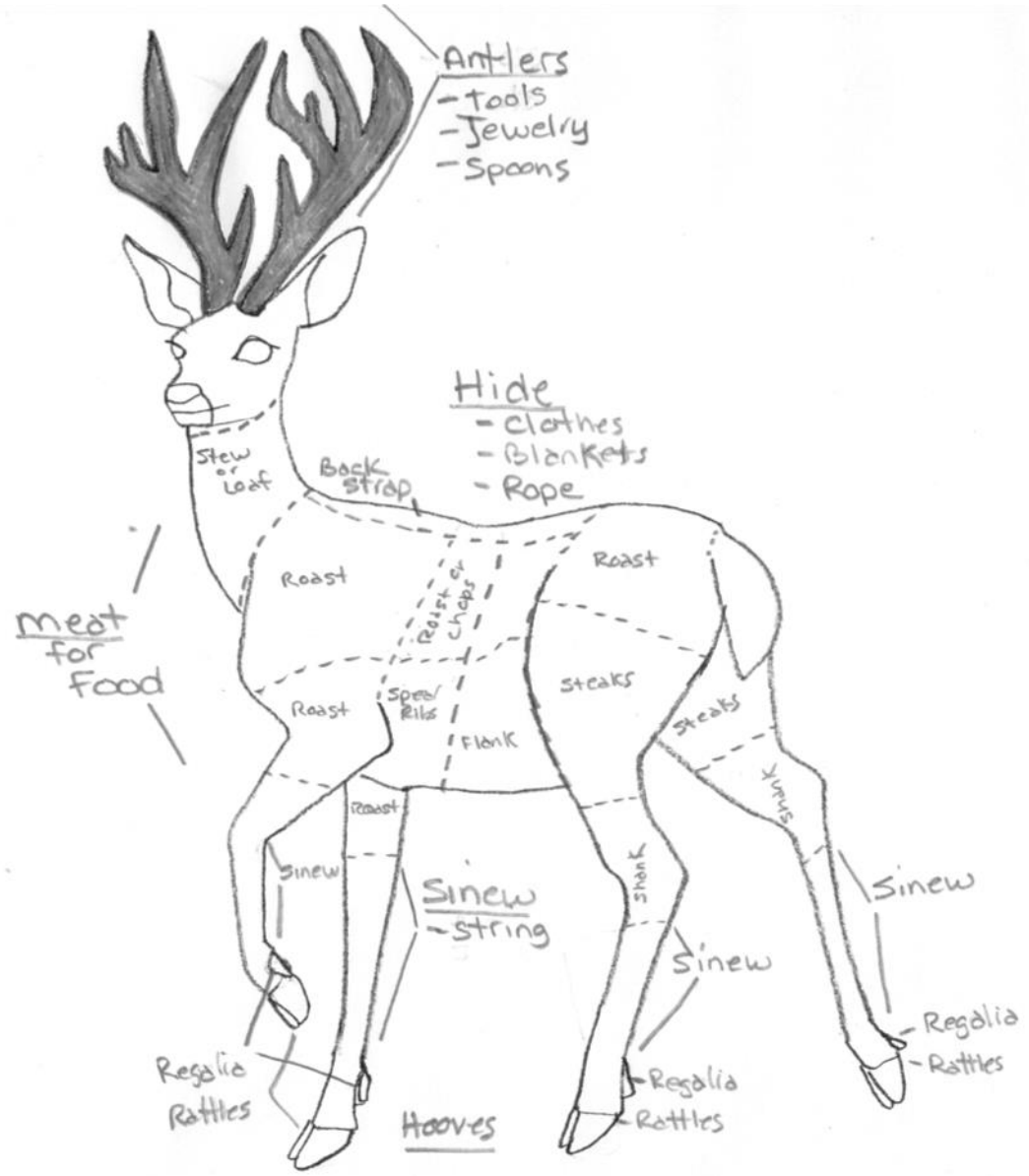
The next day Billy stretched out the deer hide and scraped it. He had plans to use it to make a drum. He cut the deer horns for gambling games. He used the sinew (string made of leg tendons) for his bow. He saved the four hooves for his sister's ceremonial dress.

Billy was proud to be able to continue the traditions of his ancestors. It meant a lot to him to have the courage and knowledge of the traditional survival skills of his people.

First Hunt

Suggested Questions:

1. What can the deer hide, hooves, antlers be used for? (hide for drum, dress, blanket, etc.: horns for regalia, money holders, etc.; sinew for bow string or for sewing; hooves for decorations)
2. What is respect? (a feeling or understanding that someone or something is important, and should be treated in an appropriate way)
3. Who did Billy give the deer meat to and why? (to Elders out of respect and because they were too old to hunt for themselves)
4. What is different about hunting today? (guns are used instead of bows or traps)
5. How can deer be cooked? (stew, over fire, ground burger, etc.)
6. What kind of animal hides do you use or see everyday? (cow, pig – clothes, car seats, decorations)
7. What would you make if you had a deer?



Name _____

Read the questions and answers. Rewrite the answers to make them complete sentences

First Hunt – Comprehension Questions

1. Question: How old was Billy?

2. Question: What did his ancestors hunt with?

3. Question: What did Billy have to wait for to go hunting?

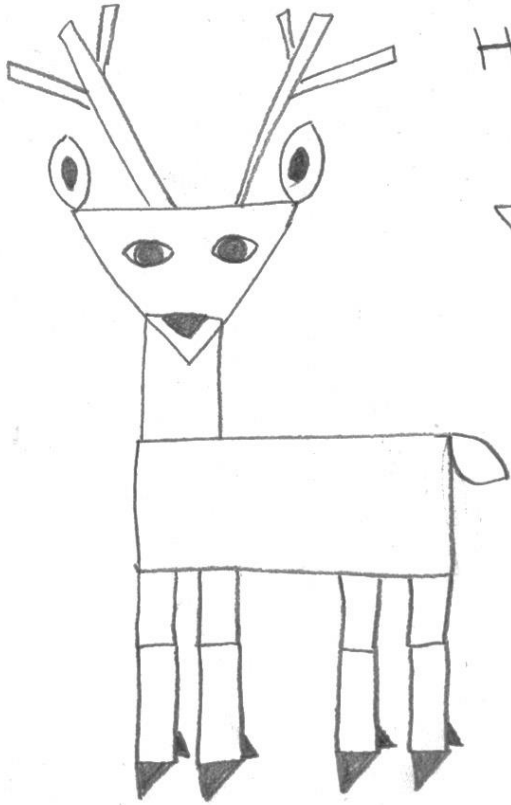
4. Question: What did Billy leave to honor the deer's life?

Name _____

*Fill in the blanks with one of the spelling words from the word bank.***Spelling Words**

bone	use	these	rope	cute
close	hope	those	one	goes

1. The fawn was really _____.
2. I will not shoot at that _____.
3. There it _____ with its mother.
4. _____ ears almost looked like horns.
5. The deer came very _____ to me.
6. I _____ I see a buck.
7. I will _____ all of the deer.
8. _____ antlers are huge!
9. I will hang the deer up with a _____ to skin it.
10. It's hard to cut the meat off of the _____.



How to draw a Deer.
Shapes



p.s. Doe (girl deer)
and have no horns.
Fawn (baby deer)
have white spots.