



**ELA Common Core Content Standards:**

Reading Standards Informational Text 2, 4, 6  
 Reading Standards: Foundational Skills 3, 4  
 Speaking and Listening Standards 1, 2, 3  
 Language Standards 4, 5, 6

*Estimated:*  
  
*2 sessions, 2 hours each*

**Goal:** Students will learn about plant gathering ethics, and responsibilities. They will learn two methods of medicinal plant preparation and the use of those skills in contemporary times with a combination of traditional and contemporary resources.

**Teacher Background:** The land is replete with medicinal plants and resources for the betterment of all creation. Not everyone is familiar with the benefits or the dangers of plants and vegetation of this region. There is a delicate balance in the entire process of managing their habitat, harvesting, and using these plants. The knowledge needed includes location, season, time of blossom, part of plant used, preparation, possible mixtures, and the methods best used for cooking and/or steeping, cooling, application, and cleaning/storing.

Learning about the medicinal properties of plants is an important responsibility to the people and to managing for their sustained propagation.

- Theme/Big Idea:** The land takes care of us; we take care of the land
- Big Questions:** Who knows the plants, how to use, and how to take care of them?  
Where do we get our foods and plant medicine?
- Vocabulary:** herbs, ethics, guidelines, access, populations, minimize, impact, harvest, frequently

**Materials:**

- Vocabulary Black Line Master (included)
- KWL Chart (included)
- “Gathering Ethics: excerpt from *After the First Full Moon in April*, by Josephine Peters (included)
- PowerPoint “Medicine Plants”
- Second Grade Worksheets (included) – High Frequency Words, Consonant Clusters

**Optional Activity – Pepperwood Tea & Poultice Materials:**

pepperwood leaves  
glass or ceramic pot  
propane or electric burner  
ace bandage  
plastic wrap  
cotton cloth or large gauze pads  
paper cups

**Preparation:** If pepperwood trees grow near your school you may want to take the students to pick some of the leaves, otherwise pick them ahead of time and bring them to class. Prepare KWL chart and Vocabulary Black Line Master for document reader. Prepare projector for PowerPoint presentation, Medicine Plants.

**Discussion Circle:** Tell students that today we will learn about plants that have the power to heal. Explain to students that plants contain many of the same medicinal properties as the cough syrups and other medicine we buy in the store. Say, “if you agree that it’s important to learn about what plants we can use for medicine then say ‘*pahípsaan*’<sup>1</sup>” (students will call out “*pahípsaan*”).

**Activity:** Display the **KWL chart** (included in this lesson) on the document reader. Write “medicine plants” in the heading. Ask students what they know about medicine plants. Put this information in the “Know” column. Ask what they would like to know. Record this in the “Want to Know” column. Tell them you will fill out the “Learn” column later.

**Developing Story Vocabulary:** Display the Vocabulary Black Line Master (included) on the document reader. Teacher/Student reads the first sentence aloud. Model how to figure out what the word *herbs* mean 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.

***herbs*** – plants used as medicine or flavoring

***ethics*** – rules or beliefs dealing with what is good and bad and with moral duty and obligation

***guidelines*** – suggested rules to follow

***access*** – being able to get something

***populations*** – the total number of something in a particular place

***minimize*** – to make something as small as possible

***impact*** – the effect that something has on a person or thing

***harvest*** – to pick or gather

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<sup>1</sup> Pahípsaan is pronounced something like **pa-HEEP-sahn**. Grammatical note: ‘pahiiip’ means ‘pepperwood’, sáan means ‘leaf’. See Karuk Pronunciation Guide (included in binder).

**High Frequency Words:** Display High Frequency Words Black Line Master (included) on the document reader. Assign student High Frequency Words worksheet. Teacher/student reads the directions out loud. Read the words in the word-bank. Teacher/student reads the first sentence and decides which word fits best in the blank. Students write the correct word in the blank. Repeat for all sentences.

**Visual Literacy:** Show the PowerPoint “Medicine Plants.”

**Comprehension:** Ask students if they recognized any of the plants on the PowerPoint. Did they see them some place before? If yes, where were they? (Up on the mountain, down by the river, in a dry area, in the creek bed, etc.). Were there a lot of them, or just a few? Pass around the special object and let students take turns talking, or call on quiet hands.

Ask students what they learned about medicine plants. Record this information in the “Learn” column of the KWL Chart.

*Strategy Focus - Predict/Infer:* Explain to students that it’s important to learn about respectful harvesting and preparation of plant medicines. Tell them that you are going to read a page from the book *After the First Full Moon in April* by Josephine Peters & Beverly Ortiz.

Ask students why they think a book about medicine plants would be titled *After the First Full Moon in April* (that is the time that is generally known to be the best time to pick most medicinal plants by Cultural Practitioners, and when Josephine picks herbs to make salve).

Ask them to predict what kind of information they will learn from the page: “Gathering Ethics.”

**Reading:** Read “Gathering Ethics” excerpt from *After the First Full Moon in April* (included in this lesson). When you are finished reading, ask students if their predictions were true.

**Comprehension – Strategy Summarization:** Ask students to summarize what they learned from “Gathering Ethics.” Add this information in the “Learn” column of the KWL chart.

**Discussion:** Hold up a small sprig of pepperwood. Ask students to identify it. Ask them if pepperwood is plentiful locally (yes). Ask if it grows in their yard, or someplace else nearby. Ask them if they can guess what the Karuk word for it is (*pahiip*, for *pahípsaan* means pepperwood leaves). Since pepperwood is plentiful, is it okay to pick some? (yes) Should we cut big limbs off the tree, or just pick enough leaves for what we need?

**Phonics - Consonant Clusters:** Assign students **Consonant Clusters Worksheet**. Read the words in the box with them. Help as necessary.

**Optional Activities:** Make pepperwood tea and poultice with students.

Ask students if they remember what pepperwood is good for (to treat sprains and the flu virus). Tell them that today they will learn two ways to prepare pepperwood. They will learn how to make it into tea, and drink a little bit to keep them from getting a cold. They will also learn how to make a poultice to use for a sprain, or sports injury.

Heat water to near boiling. Give children a paper cup (without wax on it) and have them write their name on their cup. Ask students to put two pepperwood leaves in their cup and set it on a table away from where they sit. When the water is hot pour it over the pepperwood leaves in the cup, and let it steep for 5 minutes. When it is cool enough add a bit of sugar or honey (or not) and let students drink it.

While you are waiting for students' tea to cool, place two handfuls of pepperwood leaves in the rest of the hot water. Ask for a volunteer who is willing to have their knee or ankle bandaged with pepperwood leaves. Let leaves sit in the water until it is cool enough to apply the leaves to the volunteer's knee/ankle (It should be as hot as possible without burning them). Put leaves on knee, dip the gauze in the hot pepperwood water, squeeze out some of the water, and then apply to knee on top of the leaves. Wrap plastic wrap around knee. Wrap an ace bandage on top of the plastic wrap (Let students help you with this process as much as possible). Tell students that this is called a poultice. A person should leave it on for 2-4 hours.

## Gathering Ethics

*Excerpt from "After the First Full Moon in April" by Josephine Peters & Beverly Ortiz*

### General Guidelines:

- Only gather what you will use.
- Take good care of what you do gather.
- Share with people who need it and can't get out to gather the plants themselves.
- Gather from areas that are more difficult to access so Elders can gather from places that are easier to get to.
- When gathering leaves or flowers, cut branches from several individual plants rather than pulling the plant up by the roots, which would kill the plant.
- Gather plants from large populations.
  - Take small amounts from several different places to minimize your impact on plant populations.....take a little bit from here, a little bit from there.
- Only gather common plants.
  - Be certain of plant identification before you harvest. Some common plants have rare relatives that resemble them closely.
- Avoid gathering frequently from the same place
  - Slow growing plants can easily be overharvested, especially if the root is the part used.
- Bring wild plants into your garden.
  - Gather seeds or cuttings to grow in your garden so that you don't have to keep finding new places to gather from in the wild.
- Gather only from healthy plants.

## Vocabulary

1. I gave my grandma herbs to cure her cold.
2. I know it's wrong to hit someone because of the ethics my parents taught me.
3. Guidelines help me understand how to do things.
4. We have access to many plant species where we live.
5. There are many plant populations in our yard.
6. Tom will minimize his risk of getting lost by staying on the main trail.
7. My uncle's song had a great impact on me.
8. You can harvest herbs in the spring.
9. I come to school frequently.

Name \_\_\_\_\_

### KWL Chart

Topic: _____		
What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

Name \_\_\_\_\_

Choose a word from the word bank to complete each sentence below.

## High Frequency Words

busy

important

later

touch

young

1. It is \_\_\_\_\_ to know if a plant is poisonous or not.
2. Never \_\_\_\_\_ a poisonous plant!
3. \_\_\_\_\_ plants do not have as much healing power as older plants.
4. You are never too \_\_\_\_\_ to learn.
5. I will pick pepperwood \_\_\_\_\_ today.



Name \_\_\_\_\_

Use words from the box to finish the sentences. They will tell about guidelines for gathering herbs.

## Consonant Clusters

plants	bring	branches	share
grow	small	frequently	slow

1. Do not pull \_\_\_\_\_ up by the roots!
2. Cut \_\_\_\_\_ from several different plants.
3. \_\_\_\_\_ with people who need it and can't gather for themselves.
4. Take \_\_\_\_\_ amounts from different places.
5. Avoid gathering \_\_\_\_\_ from the same place.
6. \_\_\_\_\_ growing plants can be easily overharvested.
7. Gather seeds or cuttings to \_\_\_\_\_ in your garden.