



ELA Common Core Content Standards:

Writing Standards 2

Speaking and Listening Standards 1, 3, 4

Language Standards 1, 2, 5, 6

Estimated:

1 session, 2 hours

Goal: Students will learn about how the Karuk people use birds and feathers to make ceremonial regalia. They will learn about traditional ceremonial dances and how they are connected to planning and preparing for the future.

Teacher Background: According to the White House’s 2014 Native Youth Report, among one of the root causes for low Native American academic achievement is the lack of culturally relevant curriculum and culturally competent staff that understand how to reach Native youth. The White House subsequently declared "Native youth -- and Native education -- are in a state of emergency."

Traditionally, Native American education is the teachings about and learning of the complex and sophisticated knowledge of the People and its homelands. This also includes ceremonial, traditional, and cultural practices. Continuance of Native American cultural practices is tied to specific knowledge of, and use of the land and environment.

According to traditional knowledge and belief, birds and animals used in traditional ceremonies retain their spirits. Their spirits dance with the people as one; the physical and spiritual join together to set the world in order, to create a balance between all things. Balance can be lost when bad things happen – when someone or something causes harm to someone or something. A person does not kill birds or animals for ceremonial use without first fasting and praying. This spiritual preparation for harvest is a fundamental part of the process of obtaining and preparing regalia items. Thanks are always given to the bird, animal, or plant for sacrificing their lives for “fixing the world,” which is to bring the world back into balance.

Theme/Big Idea: We will make the world better

Big Questions: Why is it important for Indian people to continue their cultural practices?

Vocabulary: *unique *distinctive *identify *rarely *primarily *carion
 *prey *scattered *locations *immature *talon *ceremony
 *regalia

Materials:

Vocabulary Black Line Master (included)
 Spelling Black Line Master (included)
 Photo cards of Jump Dance, Brush Dance, ceremonial items (included)
chúufish - Bald Eagle Information
chúufish – Bald Eagle Coloring Worksheet
thúuk – Flicker Coloring Worksheet
iktakatákaheen – Pileated Woodpecker Information
iktakatákaheen – Pileated Woodpecker Coloring Worksheet

Preparation: Cut out the photos individually; you may want to laminate them. Prepare Vocabulary Black Line Master and Spelling Black Line Master for document reader. Bring a feather to class to pass around during discussion circle.

Discussion Circle: Tell students that the Karuk people use the plants and animals around them for many different purposes. Today we will talk about some of the animals used to make ceremonial dance regalia. “If you agree that this is important say “*Hãã*” (yes)!

Developing Key Vocabulary: Display Vocabulary Black Line Master (included) on the document reader. Teacher/student reads the first sentence aloud. Teacher models how to figure out what the word *unique* 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.

unique – special, unusual

distinctive – different from others

identify – recognize and name

rarely – not very often, hardly ever

primarily – mostly

carion – dead meat

prey – v. to kill other animals for food; s. an animal hunted by others

scattered – to be spread around

locations – places

immature – not grown up yet

talons – claws

ceremony – important occasion or event

regalia – special item or items used for ceremonial purposes

Preparing to Read: Tell children that you are going to read them a non-fiction article about bald eagles (you may need to explain the difference between non-fiction and fiction). Ask them if they've ever seen a bald eagle before, and if so, what did it look like. Display the picture of the bald eagle at the top of "Basic Facts About Bald Eagles." Ask children who know something about the bald eagle to share their knowledge with the class.

Reading: Read aloud *chúufish* - Bald Eagle Information (included in this lesson). Stop to ask comprehension questions as you read.

Summarize: Ask students to summarize the information from the article. Key facts:

- The bald eagle lives in North America.
- It has a white head and tail.
- It eats fish and small animals.
- It mates for life.

Discussion Circle: Tell students that today we will continue learning about tribal identity, because it is important to the community that we learn this. "If you understand and agree, then say '*ánav pamú'iithka*', which means 'its feathers are medicine'." Practice saying AN-ahv pah-MUH-eeth-ka with the students, and then ask: "Do you agree?" Students should call out "*ánav pamú'iithka*."

Ask students if they know what a ceremony, or ceremonial dance is. Ask for examples of ceremonies (wedding, graduation, award ceremony, homecoming, Jump Dance, White Deerskin Dance, Brush Dance, Flower Dance). Pass around the "special item" and let students take turns talking about a ceremony they've been to.

Ask if they understand what the word "regalia" means. Tell them today they are going to learn about regalia items that are used in traditional ceremonial dances of the Karuk Indians, and also by the other local Tribes, the Hupa and Yurok. Bird feathers are used in the regalia that students will learn about today.

Display the *chúufish* – Bald Eagle Information page on the document reader. Read the words at the bottom of the page pointing to the words as you read them. Show them the color photograph of the Bald Eagle. Ask them if they know what it is and how it is used traditionally (men/boys wear their feathers in the Brushdance, Jump Dance, and White Deerskin Dance). Show students photographs of the eagle feathers, the Jump Dance, and the *avánsa* – Man Coloring Worksheet of the man in Brush Dance regalia.

Display the *iktakatákaheen* — Pileated Woodpecker Information page on the document reader. Read the words at the bottom of the page, pointing to the words as you read them. Show children the color photograph of the woodpecker. Point out its brilliant red scalp. Ask them if they know what it is and how it is used in traditional dance regalia (examples are Jump Dance head dress, Brush Dance head roll, Brush Dance quiver). Show them pictures of these items.

Show students the color photograph of the flicker bird. Ask if they know what it is and how it is used (in the Jump Dance at *ameekyáaraam*, it is used in the fringe of the woven mesh that goes over the

top of the men's head and down their back, and also as an accent feature of the Jump Dance basket that the men hold). Show students photographs of the flicker, flicker feather, and the color sheet of the Jump Dance basket. Ask what color the feathers would be at the bottom of the Jump Dance basket (orange/yellow and brown).

Show pictures of the Jump Dance and Brush Dance. Encourage students to ask family members about their understanding of the dances. Remember to follow up and ask if anyone learned something about ceremonies from their family or friends the following days.

Spelling - Words with Double Consonants: Display Spelling Black Line Master (included) on document reader. Assign students spelling worksheet (included). Read the words in the box with students. Read the directions. Students complete worksheet on their own.

Journal: Students write about one of the birds they've learned about today, or a bird they've seen recently.

Optional:

- Have students research facts about one of the birds discussed today.
- **Art:** Assign Coloring Worksheets.
- Arrange for a guest speaker who has knowledge about ceremonial dances and regalia, possibly a student's parent, grandparent, or other relative. Encourage speaker to bring regalia items and provide a small demonstration of the cultural and/or ceremonial uses of feathers. Before the speaker arrives instruct the students to respect the speaker. Remind them that people may have different feelings and/or understandings about the topic, and that it is important to respect others' views, interpretations, and their willingness to share. All information is valuable. Remind them of the appropriate classroom behavior and protocol for active listening and possible interaction during the presentation.

Vocabulary

1. I have very unique eyes, one is brown and one is blue.
2. My brother has a very distinctive laugh.
3. Can you identify that bird across the river?
4. Many people rarely get to see a bald eagle.
5. Eagles primarily eat fish and small animals.
6. Buzzards eat carrion killed by cars.
7. Mountain lions prey on deer.
8. The wind scattered the seeds across the hill.
9. Brush Dances are held at several locations.
10. You are young once, but you can be immature forever.
11. An eagle uses its talons to carry off small animals.
12. We went to the Jump Dance ceremony.
13. The girls must stand up while wearing their dance regalia.

Name _____

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

High Frequency Words

all	will	off	hill	mess	add	grass	well
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1. We walked up the _____ to see the dance.
2. The men took _____ their Jump Dance regalia.
3. The women cleaned up the _____ in the camp kitchen.
4. My family _____ go to the Brush Dance this summer.
5. We'll set up our tent in the lush green _____.
6. _____ of the girls' dresses were so beautiful!
7. I think I will _____ one more strand to the necklace I'm making.
8. The otter hide quivers were _____ made.



Jump Dance in Pecwan, around 1900



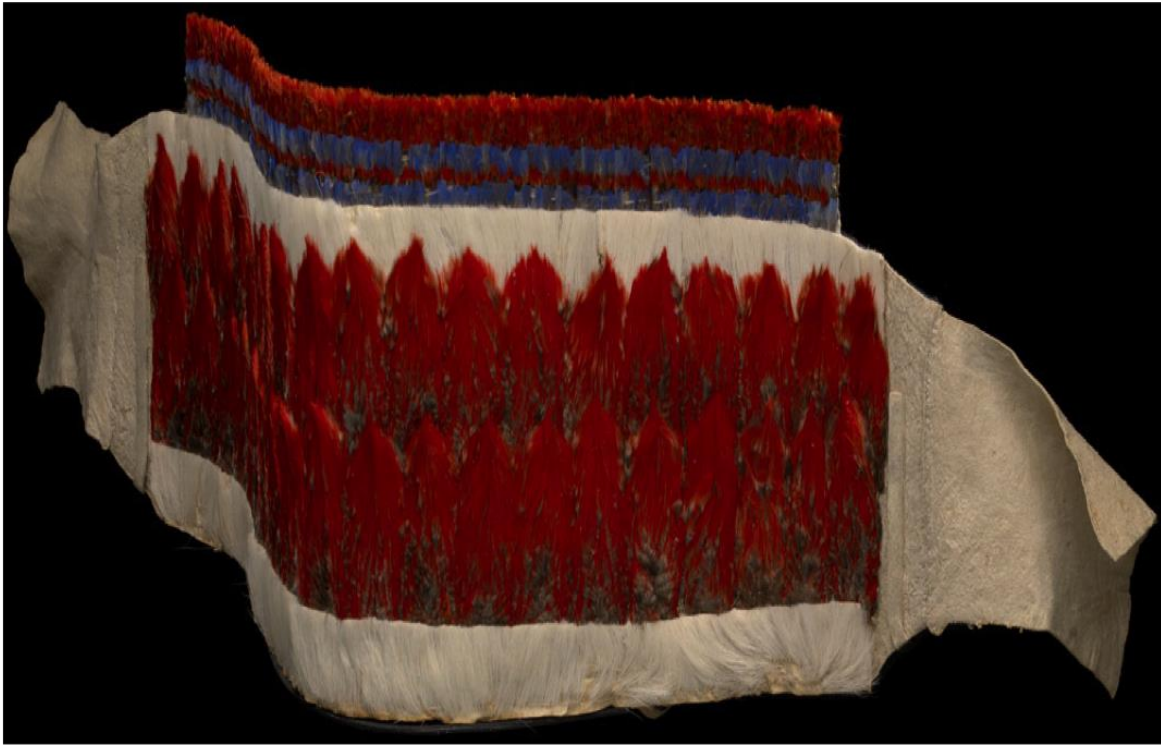
Brush Dancer with head roll, circa 2000



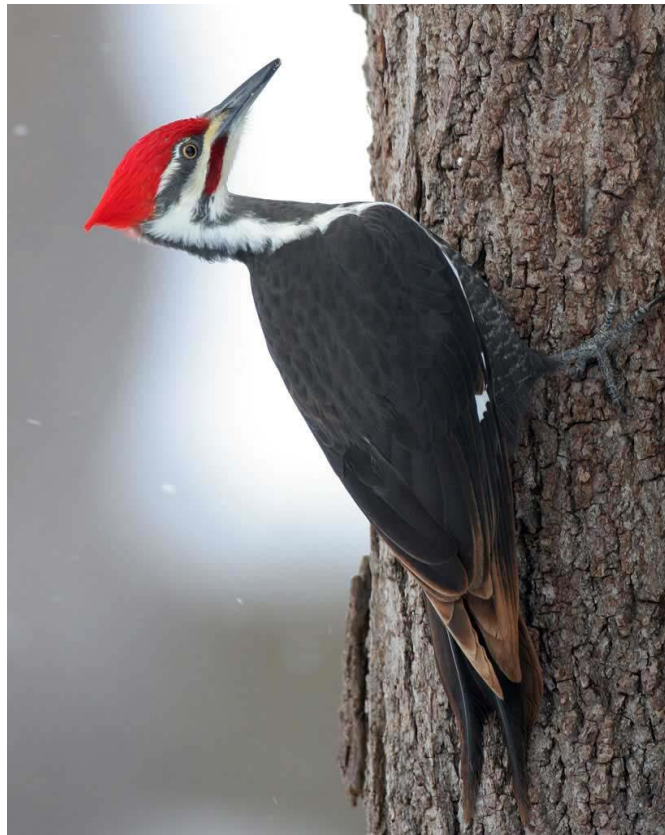
Brush Dance head roll



Brush Dance Quivers



Jump Dance head dress



iktakatákaheen — pileated woodpecker



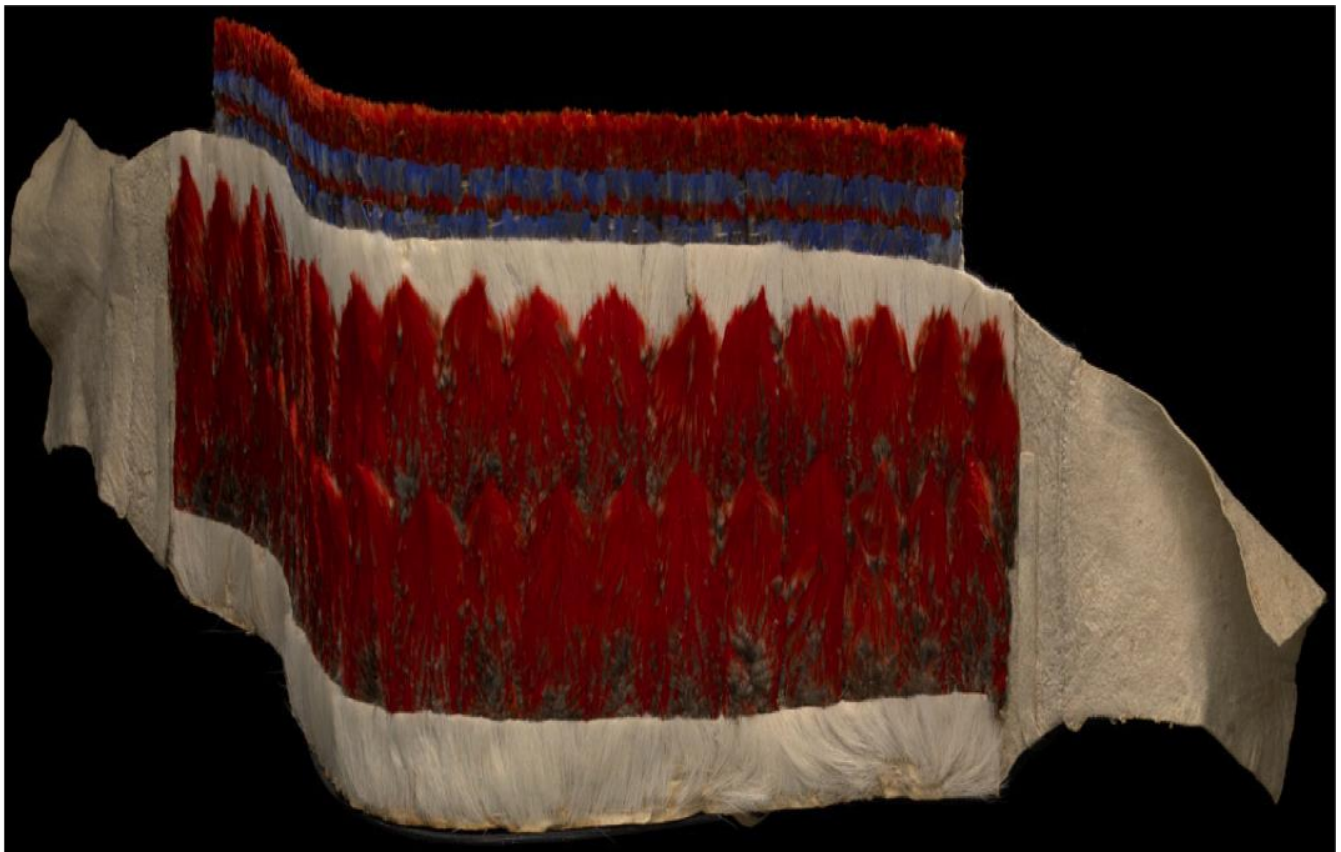
thúuk – Flicker



Flicker feather



Jump Dance man's hangar



Jump Dance head dress



chúufish – Bald Eagle



white eagle feather

***chúufish* –Bald Eagle Information**

- Female bald eagles are a bit bigger than males. Their bodies can be three feet long, and their wingspan can be eight feet across.
- Eagles build their nests at the very top of tall trees so the eggs will be safe. Some parents come back year after year to the same nest, adding more sticks, twigs and grass each time.
- Bald eagles are birds of prey, meaning they hunt animals for food.
- A bald eagle isn't bald at all. They are called that because of their white heads.
- Bald eagles can soar over 10,000 feet high, and their great eyesight lets them see a fish up to a mile away.
- When they attack, they drop down at up to 100 miles an hour! Then they glide just above the water, snag a fish with their feet, and fly off to eat it.
- During courtship they lock their talons and spin cartwheels in the sky. They let go before they hit the ground and soar back into the sky.
- Once they are a couple, the two birds will mate for life. Only in the case where one eagle dies or disappears will the other one find a new mate.

***iktakatákaheen* -Pileated Woodpecker**

Information

- The pileated woodpecker is one of the largest woodpeckers in North America.
- The sound of the pileated woodpecker's hammering carries a long distance through the woods where they live. They drum to attract mates and to establish the boundaries of their territory—warning other males away.
- They use their beaks to peck and dig under bark to find carpenter ants, beetle larvae and other insects.
- A nesting pair of pileated woodpeckers usually makes a nesting hold in a large, older tree. During the day, both parents take turns incubating, or sitting on, the eggs to keep them warm. At night, only the male incubates the eggs. They generally lay four eggs at a time, which take about two weeks to hatch.

Name _____
chúufish – Bald Eagle Coloring Worksheet



Bald Eagle

The bald eagle's feathers are used in making head dresses.

Name _____

thúuk – Flicker Coloring Worksheet



Flicker

Flicker has colorful feathers used in dance regalia.

Name _____

iktakatákaheen -- Pileated Woodpecker Color Worksheet



Woodpecker

This woodpecker's brilliant red scalp is highly prized among tribes. It takes many scalps to make a single dance head dress.

Name _____

avánsa – Man Coloring Worksheet. Color the brush dancer.



Name _____

Color the feather box.

