



ELA Common Core Content Standards:

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

Estimated:

2 sessions, 2 hours each

Goal: Students will learn about how the Karuk people use specific animals to make ceremonial regalia. They learn about animal characteristics and habitats.

Teacher Background: The survival and successful continuation of American Indian tribal identity is dependent upon the people’s ability to know, retain, and pass on special connections and knowledge of their homelands regarding their ceremonial, traditional, and cultural practices.

Deer signify many things in both our traditional and contemporary times of existence. This is exemplified by the use of deer parts during ceremonial practices. For example using a deerskin blanket (deer hide) during a ceremonial dance reminds the people of their connection and responsibility to their relation, the deer. Another example is using the antler tips on the headdress of the rock packers in the white deerskin dance and the boat dance, which signify strength and virility. The movements of the hook man in the boat further underscore this; he emulates through his upper body movements the practices of a rutting male deer, or buck. This teaches us how we can live our lives in harmony with our animal relations to better our communities, our families, and ourselves.

Deer have a multitude of uses for the people. This includes physical survival as food, resources for tools and protection, as well as ceremonial use.

- Theme/Big Idea:** We will make the world better
- Big Questions:** What is our relationship to the animals of our region? What is our responsibility to them?
- Vocabulary:** difficult, sweathouse, noticed, tender, careful, disappeared

Materials:

Photo cards of animals and regalia (included)

Research Worksheets included: *pay sáruk* – Otter, *kaschiip* – Porcupine, *yuxtháran* - Abalone and *púufich* – Deer

Animal Fact Sheets included: *pay sáruk* – Otter, *kaschiip* – Porcupine, *yuxtháran* - Abalone and *púufich* – Deer

Second Grade Coloring Worksheets included: *pay sáruk* – Otter, *púufich* – Deer, *kaschiip* – Porcupine, *yuxtháran* - Abalone

Preparation:

Make several copies of the animal fact sheets.

Karuk vocabulary: Karuk language background: *púufich*¹ (pronounced “POO--fitch”) means deer, *kaschiip*² (pronounced “kaks-cheep”) means porcupine, and *páy sáruk*³ (pronounced “PIE SAW-rook”) means “that one downhill,” or otter. Point out that many animals have multiple names. Otter is also known by the name *amva'ámvaan*⁴ (pronounced “ahm-wah-AHM-won”), or the “Salmon eater.” Use *páy sáruk*, however, as it is the most frequently used. *Yuxtháran*⁵ means abalone (pronounced “youh-THA-ran,” whereby the first syllable ends in a slightly gargled “who” sound.

Discussion Circle: Tell students that today we will learn about some of the animals used by the Karuk people to make dance regalia.

Show students the deer photograph. Ask the following questions: Where do deer live? What was the Karuk name for deer? (*púufich*) What do deer eat? (twigs, nuts, fruits, shrubs) Where do those species come from? (forest) Do you know what an animal that only eats plants is called? (an herbivore)

Show students the otter photograph. Ask: Where do otters live? (lakes, rivers, inland wetlands, coastal shorelines, marshes, and estuaries) What is the Karuk name for otter? (*pay sáruk*) What does an otter eat? (fish, frogs, small mammals) Where do they get this from? (river and shorelines) Do you know what a meat eater is called? (a carnivore)

¹sound files located <http://linguistics.berkeley.edu/~karuk/index.php>

²short recording located at sound files located <http://linguistics.berkeley.edu/~karuk/index.php>

³ sound files located <http://linguistics.berkeley.edu/~karuk/index.php>

⁴sound files located <http://linguistics.berkeley.edu/~karuk/index.php>

⁵Yuxtháran is the Karuk word for abalone: the animal, shell, or an ornament made from this shell. The pronunciation is something like “youx-THAH-ran”, whereas the “x” sound is like the Spanish “j” sound – a kind of gargling sound.

Show students the porcupine photograph. Ask: Where do porcupines live? (forest) What is the Karuk name for porcupine? (*kaschiip*) What does a porcupine eat? (bushes, herbs and tree twigs and bark) Where do they find this? (forest and meadows) Is a porcupine an herbivore or a carnivore? (herbivore)

Where do abalone live? (coastal waters) What is the Karuk name for abalone? (*yuxtháran*) What do they eat? (algae and seaweed) Where do they find this? (ocean) Is an abalone an herbivore or a carnivore? (herbivore)

It is crucial to relate the animal name to the land and to identify how the animal uses its surrounding habitat to live in the environment. This also relates to the health and survival of the surrounding habitat and people of that same environment.

Show students a picture of the deer. Ask them if they know how deer are used in traditional dance regalia (examples might include girls' Brush Dance dress, Brush Dance head roll, White Deerskin Dance, Boat Dance). Show pictures of the man tanning a deer hide, a Brush Dance dress, and the Deerskin Dance. Explain to students that a white deer is very rare, and a highly treasured regalia item.

Show students a picture of the abalone (in the shell). Ask them if they know what it is, and what it is used for (dance necklaces, and ornamentation of girls' ceremonial dresses). Show pictures of the abalone shell, abalone necklace, and dresses decorated with abalone.

Show students a picture of the otter. Ask them if they know what it is, and what it is used for (it is used in the Brush Dance as a quiver). Ask them if they remember the Karuk name for otter (*pay sáruk*). Show them a picture of the decorated quivers and a picture of the demonstration Brush Dance. Ask students to identify as many animals as possible used in the regalia worn in this picture (deer for the head roll and dress, otter for the quivers, woodpecker for the red on the quivers, abalone shell on quivers and dress, mink for hair wraps).

Show students the porcupine picture. Ask them if they know what it is and what it is used for (porcupine quills are used to make a halo for the girls that dance in the Jump Dance; the quills are dyed with wolf moss and used as the yellow color in baskets). Show them a picture of the girls' Jump dance halo, the white porcupine quills, the yellow quills, and the wolf moss that is used to dye the quills yellow. Show them a picture of the girl in Jump Dance regalia. Show them the picture of the basket cap with the color yellow in it.

Ask students if they can think of any other animals that are used to make dance regalia, or for other purposes.

Teacher conducts a reflection discussion, asking students what traditional teachings they learned in today's discussion and what they liked about the discussion. Tell the other students that if they agree

this subject is important, say “*hãã*” (yes). Students pass the pictures or regalia, if possible, from one person to the next, taking turns talking.

Research: Each student chooses one of the animals they learned about today and research the animal’s habitat, eating habits, behavior etc. You may wish to form four working groups and assign each group an animal. They may use the Animal Fact Sheets (included), the encyclopedia, or the Internet. If possible, it would be helpful to have an aide assist with this section to help students find answers and understand the text.

Students should fill out the appropriate research worksheets. Students will then turn this worksheet into a report by turning the questions/answers into full sentences. Teacher edits student revisions for final draft.

Journal: Students write in their journals about something they’ve learned today. Color sheets are provided for students who finish early, or to be used later in the day as an art activity

Optional:

Color sheets (included)

Word Search (included)