



Indian Land Tenure  
FOUNDATION



Karuk Tribe: *Nanu'avaha*

# Third Grade Workbook

This book belongs to \_\_\_\_\_





# Karuk Tribe: *Nanu'ávaha* **Acknowledgements**

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***Yôotva* – Thank you!**

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Karuk Tribe: *Nanu'ávaha*

## **Third Grade**

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Name \_\_\_\_\_

## Action Part of a Sentence

Draw a line to separate the naming part of the sentence from the action part of the sentence, and then underline the action word.

1. Fish live in the river.
2. We eat fish.
3. I will set the net.
4. The net catches a lot of fish.
5. My dad grabbed the fish out of the net.
6. My mom will cook the fish.

Name \_\_\_\_\_

Complete each sentence using words from the word bank.

## Long 'O' Spelling

toe	old	grow	hold	willow
load	low	boat	snow	most

1. If the river gets too \_\_\_\_\_, the water will get warm.
2. When the \_\_\_\_\_ melts it turns into water.
3. We catch \_\_\_\_\_ of our fish with a gill net.
4. Tie your \_\_\_\_\_ up, or it will float away.
5. I will never be too \_\_\_\_\_ to fish.
6. \_\_\_\_\_ your net into the front of the boat.
7. Do not drop the anchor on your \_\_\_\_\_.
8. \_\_\_\_\_ onto the fish by its gills so it won't get away.
9. \_\_\_\_\_ trees \_\_\_\_\_ by the river.

Name \_\_\_\_\_

**River** Color Worksheet



1. Draw people swimming in the river.
2. Draw fish in the river.
3. Draw willow trees by the river.

Name \_\_\_\_\_

*Circle the correct answer choice.*

## Building a Canoe

1. What kind of tree do Yurok people use to make dugout canoes?
  - a. hazel
  - b. alder
  - c. redwood
2. How many canoes can you make with one tree?
  - a. one
  - b. two
  - c. three
3. What is the average length of a dugout canoe?
  - a. two feet
  - b. 16-20 feet
  - c. 100 feet
4. What is one of the first steps in making a canoe?
  - a. split the log in half
  - b. put the necklace around the front
  - c. add the Heart
5. What is one of the last steps in making a canoe?
  - a. cut down the tree
  - b. carve the kidneys
  - c. burn wood shavings on the inside
6. How long does it take to make a canoe using traditional tools?
  - a. 1-2 years
  - b. 3-4 weeks
  - c. 40 years
7. Which of the items below was one of the tools used traditionally to make a canoe?
  - a. chainsaw
  - b. dentalium
  - c. elkhorn
8. Which of the body parts below is part of the canoe?
  - a. lips
  - b. heart
  - c. toes
9. What is the "necklace" made of?
  - a. beads and shells
  - b. cloth
  - c. wild grape vine
10. How did the Karuk get redwood canoes?
  - a. trade
  - b. apprentice
  - c. pay cash

**\*Extra Credit:** What kinds of wood did the Karuk make their own canoes? (Circle all that apply)

- a. pepperwood      b. pine wood      c. cherry wood      d. cedar wood

Name \_\_\_\_\_

Write the correct ending for each base word in dark print (ed or ing).

**Action Words – base words with endings ed, ing**

1. I will **barter** for a canoe

I \_\_\_\_\_ for a canoe last week.

I am \_\_\_\_\_ for a canoe right now.

2. I will **trade** ten woodpeckers and six shell necklaces.

I am \_\_\_\_\_ for something I need.

I \_\_\_\_\_ four otter hides.

3. I will **transport** you across the river.

I am \_\_\_\_\_ dance regalia.

I \_\_\_\_\_ him a long ways.

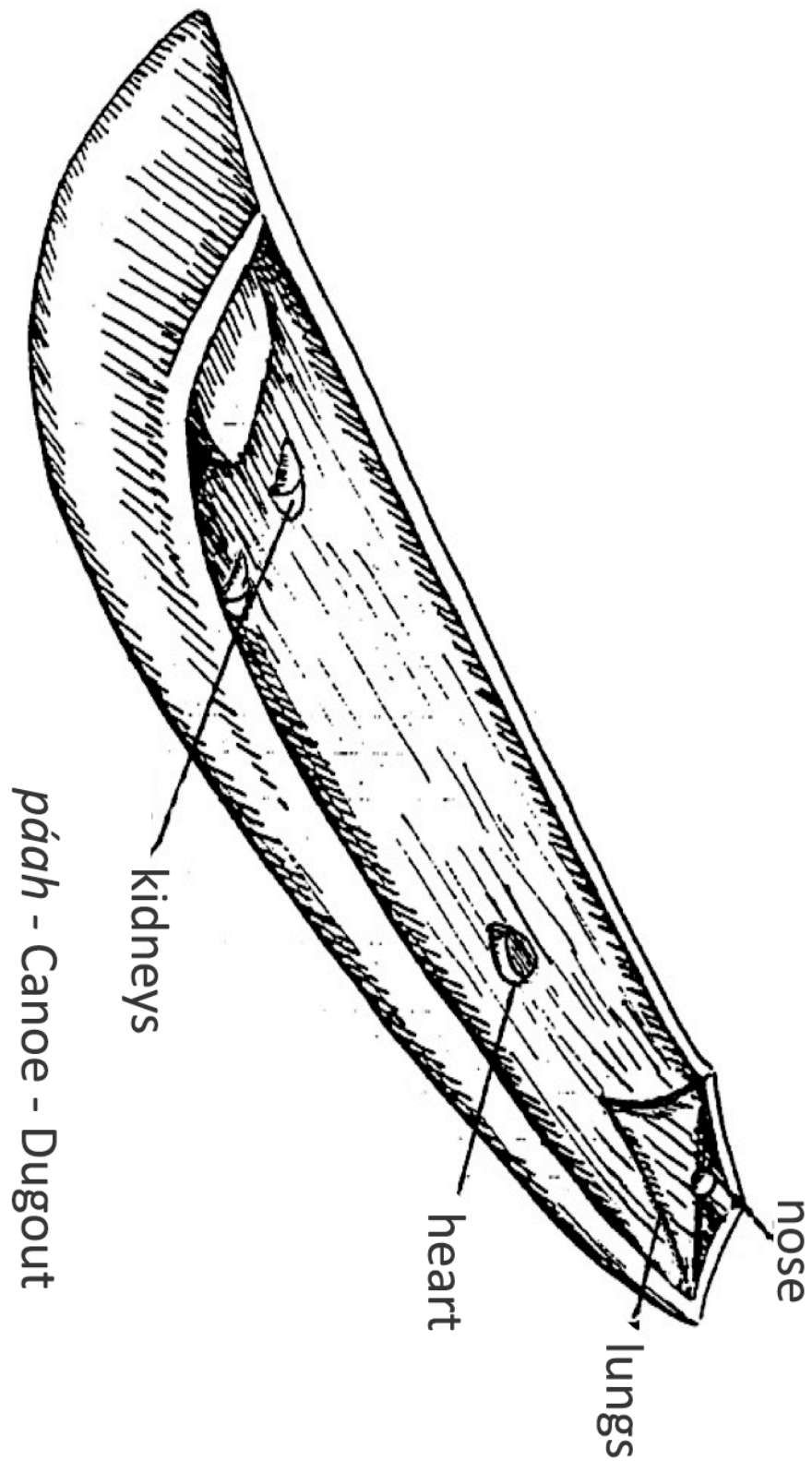
4. I will help **renew** the world.

The world was \_\_\_\_\_ during Jump Dance.

We were \_\_\_\_\_ the balance of life.

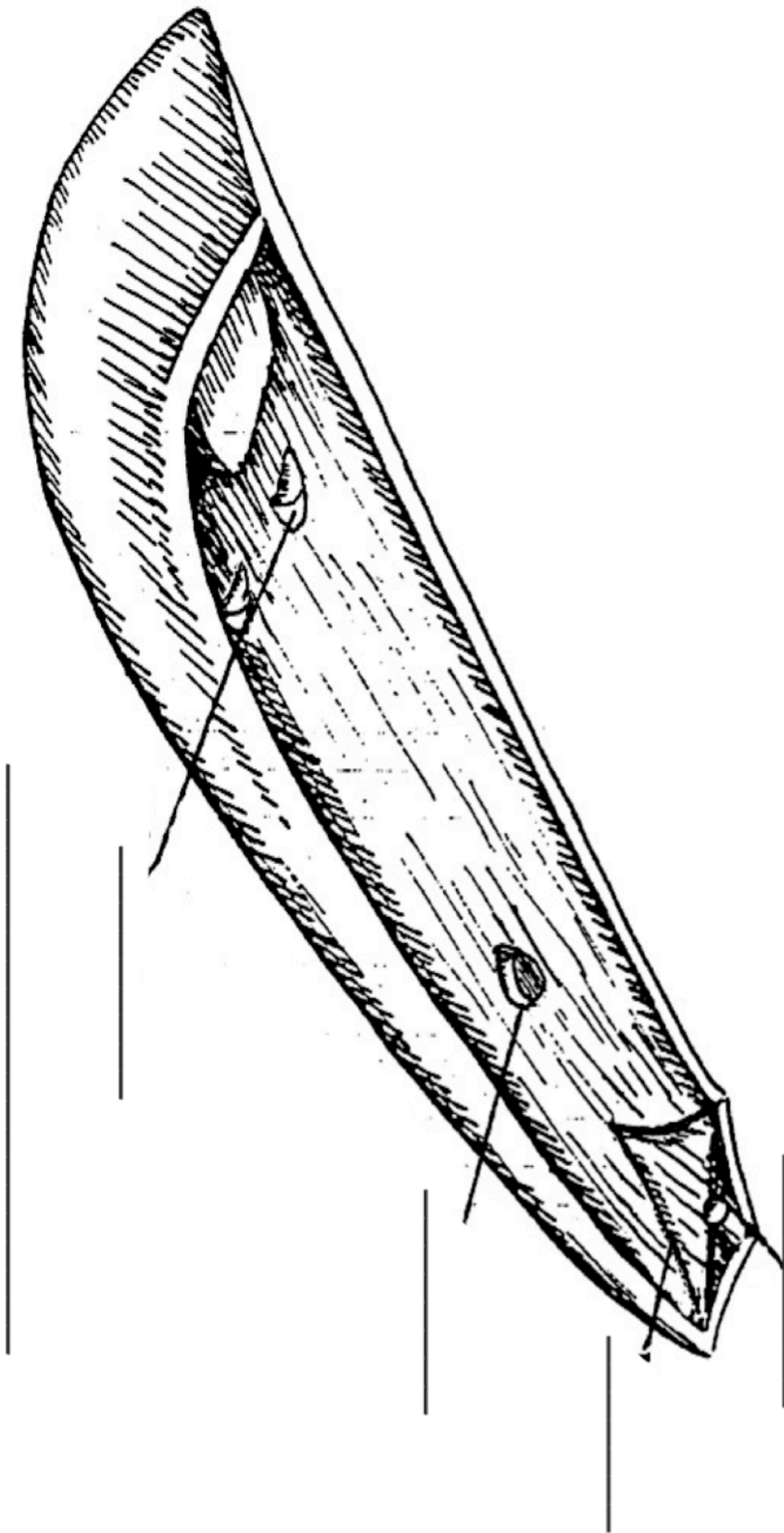


*páah* - Canoe – Dugout Labeling Reference Guide

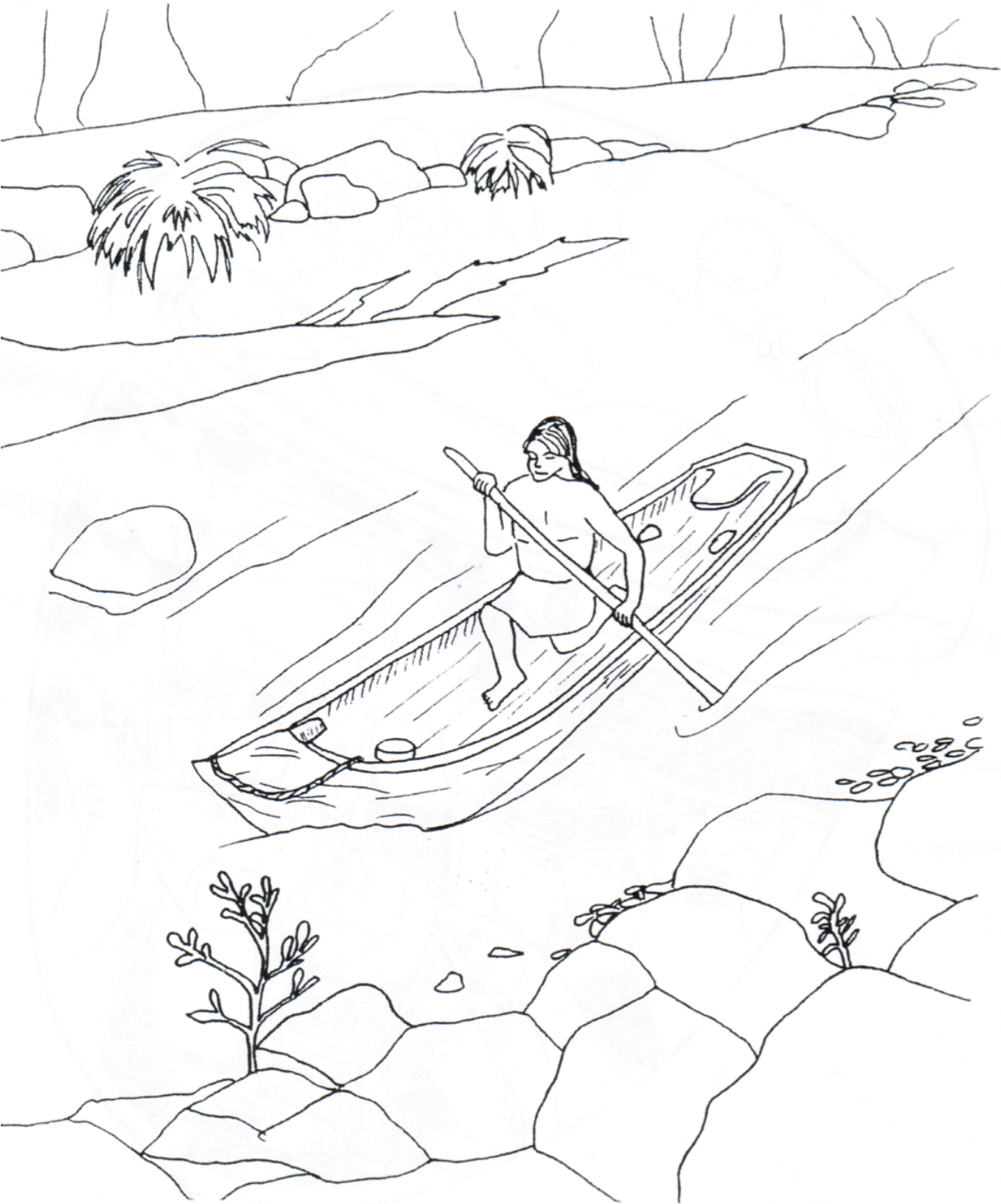


Name \_\_\_\_\_

*páah* - Canoe – Dugout Labeling/Coloring Worksheet



Name \_\_\_\_\_  
*páh* - Canoe – Dugout Coloring Worksheet



Name \_\_\_\_\_

Choose the best word from the vocabulary box to complete the sentences.

### Vocabulary Worksheet: Gifts of Nature

vegetation    sediment    supplies    resemble  
 overharvest    minimize    impact    population

1. You \_\_\_\_\_ your Auntie Lillian. Both of you look alike!
2. Don't \_\_\_\_\_ the lilies! They are very rare.
3. Can you please \_\_\_\_\_ the noise you make when you practice your drumming?
4. Don't forget to take \_\_\_\_\_ with you when you go for your camping trip.
5. The \_\_\_\_\_ here is mainly grasses and root plants.
6. There is a lot of \_\_\_\_\_ that goes into the river when people mine for gold and put dirt in the water.
7. Do you know the \_\_\_\_\_ of Karuk Tribal Members?
8. When I watch scary movies, they sometimes have a bad \_\_\_\_\_ on me. Sometimes I have nightmares!

Name \_\_\_\_\_

*Circle each of the options that are correct! Hint: there are 9 correct answers, the first one is given.*

## Gifts of Nature: Gathering Ethics Worksheet

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

When you gather plants, **you should**:

- a. not waste what you take.
- b. clip even the unhealthy plants.
- c. gather all from one area.
- d. gather only what you will use.
- e. gather seeds or cuttings to plant.
- f. harvest next to the road.
- g. keep everything for yourself.
- h. leave the roots so not to kill the plant.
- i. gather where there are lots of plants.
- j. take as much as you can.
- k. only gather common plants.
- l. only gather healthy plants.
- m. gather from different places.
- n. pull the plants up by their roots.
- o. take from harder to reach places.
- p. take rare plants.

Name \_\_\_\_\_

### People of the Klamath; Preserving a Way of Life: Notes and Questions

As you watch the movie, write down some notes that you can turn into questions to ask your classmates.

Example note: salmon for food

Example note: What did the people of the Klamath eat?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to ask your classmates:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Name \_\_\_\_\_

**Comprehension Questions**

*vúra vaa u'áhoo pihnêefich*  
**Coyote’s Journey**

1. Where does *pihnêefich* want to go?

---

---

2. What does *pihnêefich* want to get?

---

---

3. Why does *pihnêefich* steal Lizard’s food?

---

---

4. Why does *pihnêefich* fall into the river?

---

---

5. How does *pihnêefich* get back home?

---

---

Name \_\_\_\_\_

*vúra vaa u'áhoo pihnêefich*

## Coyote’s Journey - Sequencing

Which scene happened first? Which next? Use the list of phrases and words to show the correct sequence of scenes:

Put these words in the correct order of sequence starting from the beginning:

Finally,	•
First,	•
Next,	•
Second,	•
Then,	•
Third,	•

Match these with the correct scenes that reflect the order of story events:

Coyote cries, “ <i>nani'thívthaaneen!</i> ”
Coyote falls into the river.
Coyote steals food from Lizard.
Coyote wants to go to Klamath Lakes.
He makes twine to string the money.
He pretends to be a piece of wood.

Now, put these words and phrases in the order of sequence! Don’t forget punctuation!

1.
2.
3.
4.
5.
6.



Name \_\_\_\_\_

Choose the best word from the vocabulary box to complete the sentences below.

*vúra vaa u'áhoo pihnêefich*

**Coyote's Journey**  
**Vocabulary Worksheet**

\*story elements \*plot \*setting \*conflict \*resolution \*character  
\*protagonist \*antagonist \*minor characters \*scene \*sequence

1. Coyote is the main character, also known as the \_\_\_\_\_.
2. Five \_\_\_\_\_ are plot, setting, conflict, resolution, and characters.
3. Some of the \_\_\_\_\_ are the girls and the downriver Indians.
4. The \_\_\_\_\_ of the story is in Karuk country.
5. The \_\_\_\_\_ where Coyote's behind is on fire is funny.
6. The answer to Coyote's thirst is the story's \_\_\_\_\_.
7. The main \_\_\_\_\_ of the story is Lizard: he wishes bad on Coyote.
8. The order in which things happen is the story \_\_\_\_\_.
9. When Coyote steals Lizard's food, the \_\_\_\_\_ happens.
10. The story's \_\_\_\_\_ is about the things that happen on Coyote's journey.
11. There are several \_\_\_\_\_ in this story, both animals and people.

### Map Template Showing Area of Coyote’s Journey



### Map Template Showing Karuk Tribal Territory Area of Coyote's Journey



Name \_\_\_\_\_

*Using the Map Templates for Reference, Draw a map showing Coyote’s Journey:*  
elements can be where Coyote started his journey, where he may have met Lizard, where he may have tried to drink from the creek and the river, where he fell into the water, his (unreached) destination, where he met the girls, and his journey back home.

Name \_\_\_\_\_

*Choose one character from Coyote's Journey to draw then tape pictures onto a magnified version of the map template.*

Name \_\_\_\_\_

*Underline the correct answer(s). Watch out! There may be more than one correct answer.***Vocabulary Worksheet: River Terms**

1. A place where two rivers or streams join to become one is called a(n):
  - confluence
  - estuary
  - mouth
2. The *area* where a river meets the sea or ocean and where fresh water from the river meets salt water from the sea is called a(n):
  - estuary
  - confluence
  - mouth
3. Where a river empties into a large body of water is called the:
  - headwaters
  - significant
  - mouth
4. A river or stream that flows into another stream, river, or lake is called a:
  - estuary
  - significant
  - tributary
5. Streams and rivers that are the source of a stream or river are also called:
  - headwaters
  - estuaries
  - tributaries
6. Something that is very important is:
  - significant
  - estuary
  - headwaters

## Significant Places for the mid and lower Klamath Tribes

1. Identify these places on the map that you create:

### Rivers

Klamath River (*ishkêesh*)  
Salmon River (*masúhsav*)  
Trinity River (*kishakeevrásav*)

### Towns

Klamath  
Johnsons  
Weitchpec  
Hoopa  
Willow Creek  
Orleans (*panámniik*)  
Somes Bar (*yuh'iitíhirak*)  
Happy Camp (*athithúfvuunupma*)

### Cultural Sites

*á'uuyich* (Sugar Loaf Mountain)  
*ameekyáaram* (salmon making place)  
*ka'tim'iin* (the Karuk Center of the World)  
*inaam* (placename near Clear Creek)  
Ishi Pishi Falls  
*ka'tim'iin* (Center of the World – Karuk)  
*tishániik* (placename near Camp Creek)  
Kenek  
Oregos (Guardian Rock)  
Ta'K'imil-ding  
Wehl-wau  
Xahslin-ding

2. Draw a salmon at these places on your map:

First Salmon Ceremony – Yurok  
First Salmon Ceremonies (2) – Karuk  
First Salmon Ceremony – Hupa

Name \_\_\_\_\_

*Create a map identifying **Significant Places for the mid and lower Klamath Tribes***



**Karuk Ancestral Territory Key**



Name \_\_\_\_\_

**Karuk Ancestral Lands Worksheet** – use the key to label *sáamay* (Seiad), *athithúvfuunupma* (Happy Camp), *ka'tim'íin* (Center of the World), *panámniik* (Orleans), *ameekyáaram* (salmon making place), *tishániik* (confluence of *tishaníhthuuv* and *ishkêesh*), and *inaam* (confluence of the sacred *inámthuuf* and *ishkêesh*).



Name \_\_\_\_\_

### Research Paper Questionnaire

What is the name of the place you are learning about? \_\_\_\_\_

Where is it located? \_\_\_\_\_

Whose ancestral territory is this place located on? \_\_\_\_\_

What kind of ceremony or other activity takes place here? \_\_\_\_\_

What time of year does this ceremony/activity take place? \_\_\_\_\_

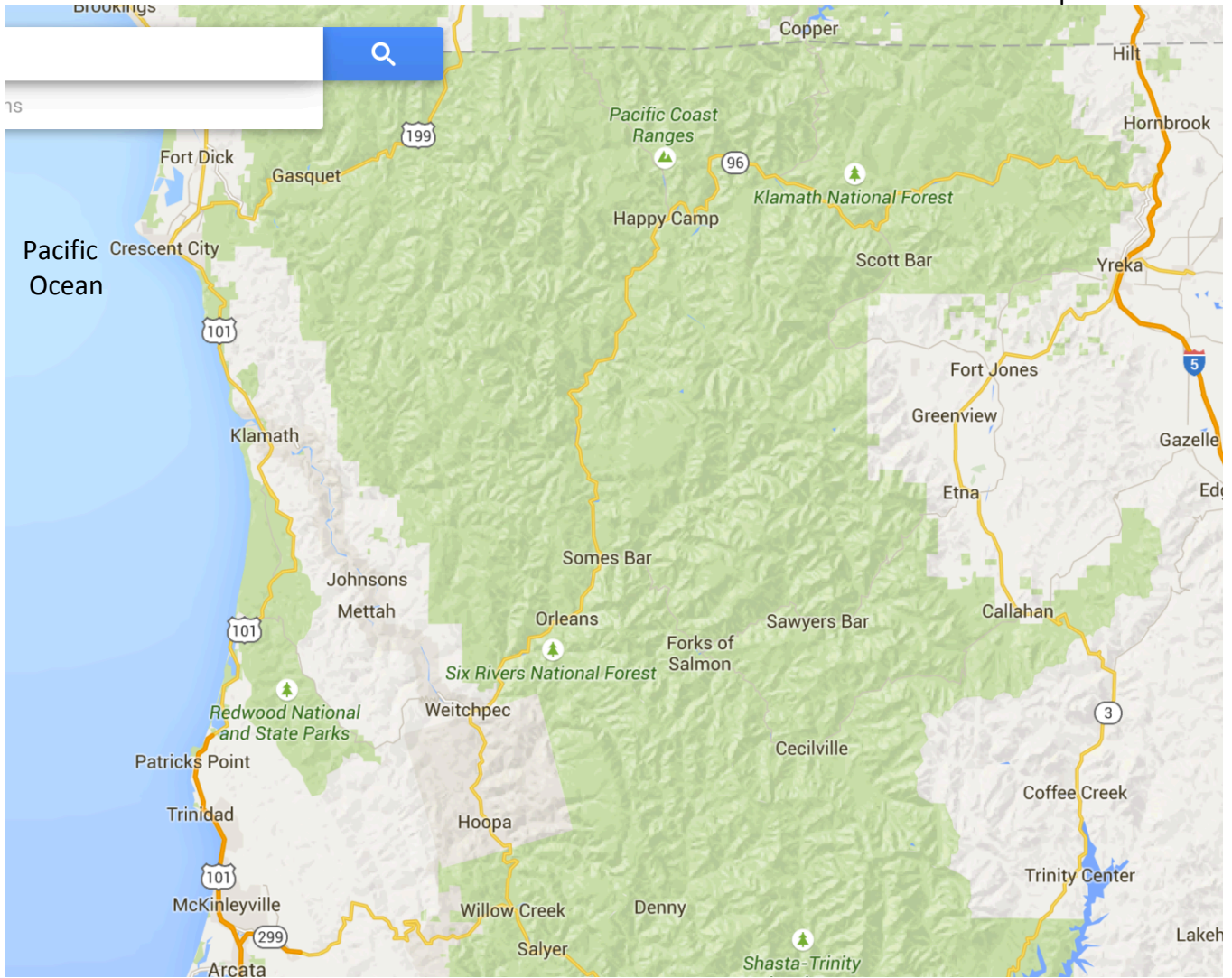
Why is the ceremony or activity that takes place here important to tribal people?

Is there a creation story about this place or activity? \_\_\_\_\_

What is the name of the story? \_\_\_\_\_

Extra credit for re-telling the creation story that goes with this culturally significant place that you are learning about.

Map #1



Name \_\_\_\_\_

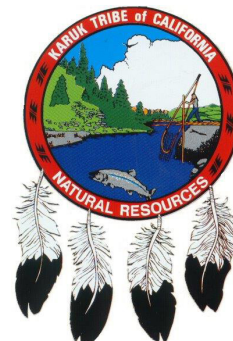
**Complete each sentence by underlining the correct vocabulary word.**

## Vocabulary Worksheet

1. When you think about something carefully, you deliberate/ essential.
2. Your children, grandchildren, and great grandchildren are your impact/ descendants.
3. When you really need something and cannot do without it, that something is essential/ viable to you.
4. The effect that something has on you proceeds/ impacts you.
5. To move forward or continue to do something, you descendants/ proceed with it.
6. If something can be done, it is viable/ proceeds.
7. A person's health, happiness, and comfort can be called their deliberate/ welfare.



Karuk Tribe  
Department of Natural Resource  
Food Security Program



*Nanu'ávaha*



*pikyávish*

Working together  
with all our relations  
to fix the world

