



ELA Common Core Content Standards:

Reading Standards for Literature 3, 7, 9
 Reading Standards: Foundational Skills 1, 3
 Writing Standards 3, 8
 Speaking and Listening Standards 1, 2, 3, 4, 6
 Language Standards 2, 4, 5

Estimated duration: 45 min., with additional time (30 – 45 min.) for art

Optional Karuk Language: 45 min., with suggestions for follow-up lessons

World Language Content Standards: The optional activities, lesson plan and materials found in the **Araráhíh – Karuk Language** supplements align with *Stage I: Content, Communication, Cultures, Structures, and Settings* categories adopted by the California State Dept. of Education.

Goal: Students will develop knowledge and understanding of the importance of identifying where they come from, and how that knowledge applies to understanding themselves, respecting themselves, and respecting others, and respecting the environment from which they come.

Teacher Background: Identifying where one comes from is a vital component to recognizing the connections made in life. In many traditional cultures, people identify themselves and where they come from before engaging in meaningful dialogue. It is important to know and understand where someone comes from in order to make a connection with them.

It is also crucial for students to develop a sense of connection with their environment, which allows them the ability to take ownership and pride in where they live, where they come from, and possibly instill some insight into where they may want to go/be.

Theme/Big Idea: I am important

Big Questions: Who are we? Where are we? How did we get here?

Vocabulary: respect, identity, belonging

Karuk Vocabulary: **táat** (mom), **ákkah** (dad), **típpah** (brother), **kústaan** (sister), **kíit** (maternal grandmother), **kúut** (maternal grandfather), **ayukîi** (hello), **súva nik** (see you later)

Materials:

Special Item, e.g. feather, rock (included in **Kindergarten Realia Set**)

Cultural Cards (6 images included here and in **Culture Card Box**)

Family Member Names, Family Picture Match, and Color the Family, worksheets (included)

This is Me, booklet (included)

My Family, booklet (included in Kindergarten Binder; also available at Karuk Tribal Libraries and at <http://eaglecrestbooks.com/>)

Optional Materials: Araráhíh – Karuk Language. Integrated Lesson Plan includes:

Nani'áraaras, PowerPoint (included in DVD)

My Family, booklet (included in Kindergarten Binder with Karuk translations)

Nani'araaras, song (sound file in Kindergarten DVD)

Culture Cards, photos (lesson-relevant cards in Culture Card Box)

Preparation: Cut out and staple **This is Me** booklet.

Discussion: Introduce the lesson to students by saying that as a group we are going to talk about the importance of knowing who we are and where we came from. Show students a special item, such as a feather, a plant, a rock etc. (something from **Kindergarten Realia Set** or something you have picked for the day for students to hold when it is their turn to talk). Explain to children that everyone will have a turn to hold the special item and talk, but they will have to wait and listen quietly until it is their turn.

Explain that families are made up many different ways—some families have two parents in the home, one parent, grandparents, foster parents, step-siblings, etc. Then share information about yourself, starting with your full name and the names of your parents. Discuss where you were born and where you grew up. Share a childhood memory that connects you and your family to where you grew up.

Now hold up the special item you've chosen and explain to students that you are going to hand the special item to a student and ask them to say their name, the names of people in their family, where they live now and if they have always lived there. Tell them that it is very important in many cultures, especially in Native American cultures like the Karuk, to introduce yourself not only by telling others your name, but also where you come from and 'who your people are,' - the names of your relations or guardians. Ask them why they think this might be important, and then explain that this way of introducing yourself is a sign of *respect*. Ask them if they know what this means (Suggested answer: a way of showing that you think the person is important and should be treated nicely). It also explains more about your *identity*, and ask them if they know what that means (Suggested answer: who you are). It also helps to reinforce your own sense of *belonging* (Suggested definition: how you connect to your family, guardians, classmates, or community).

After the student has shared their information, have them pass the special item to the student on the right; students will continue passing the special item until everyone has had a turn.

Preparing to Read: Introduce the book, **My Family**. Read aloud the title and the names of the people who wrote and produced it. Tell children that good readers think about the way a book makes them feel. Ask students to look at the book cover and think about the way it makes them feel. Does it make them happy, sad, scared, or curious? Tell students to ask themselves questions about the story as you read to help them decide if they like the story or not.

Reading: Read **My Family** to students, point to each word as you read it. At the end of the book ask students if they liked the story, how did it make them feel?

Assessment: Ask students some of the following suggested discussion prompts and gauge their understanding of the lesson's vocabulary: *respect*, *identity* and *belonging*. Explain what you mean, if needed, in other terms, but be sure to repeat the vocabulary words in repeated questions, such as:

Do you think the girl in the story showed respect to her family members? Why or why not?
Do you think that doing these activities with her family helps her know her identity?
How about her sense of belonging?

High Frequency Words: Write the following up on a white board: *I see a ...*. Have children read the words with you. Then display family name Culture Cards and ask children to use them to complete the sentence. Be sure that they recognize that they won't use "a" when integrating a plural object into sentences.

Language Application: Display the **Family Member Names** worksheet on the document reader. Discuss the pictures and read the naming words with students. Read the directions to students and help them as needed to complete the worksheet included in this lesson.

Read the directions for **Family Picture Match** worksheet included in this lesson to students and have them complete on their own.

Art Activity: Pass out **This is Me** booklet and tell students that they will make a book about themselves and their family. Students color the picture on the cover page and write their name. Read each page with students and allow them to draw/color pictures to illustrate the book/worksheets included in this lesson. Tell them they don't need to write down any words: they should just try to draw what the page prompts them to.

Optional Reflection Activity: As students finish their writing and art; snack is passed around and the teacher conducts a reflection discussion with students. Sharing food is an important cultural conclusion to a group activity. Suggested prompts:

What did you like about this lesson?
What traditional teachings did you notice?
Do you have any questions?
What do you think we should do differently next time?
Would anyone like to share their art or writing? (Anyone who shares is praised as demonstrating courage)

Optional: Teach the appended **Araráhíh – Karuk Language** lesson.

If you have the opportunity, invite a Karuk speaker to work with students and/or talk about traditional and/or contemporary Karuk families.

Read **Karuk Relationship Terms** for your own learning, included in this lesson.

Name _____

Trace the letters to write the names of family members and draw a line to the picture it names.

Family Member Names



dad

grandma

brother

mom

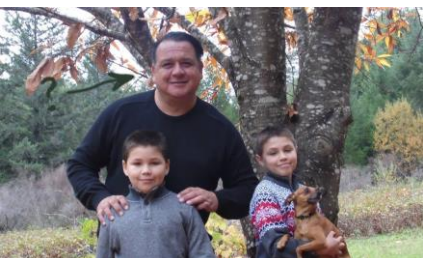
grandpa

sister

Name _____

Draw a line from each picture on the left to the matching picture on the right.

Family Picture Match

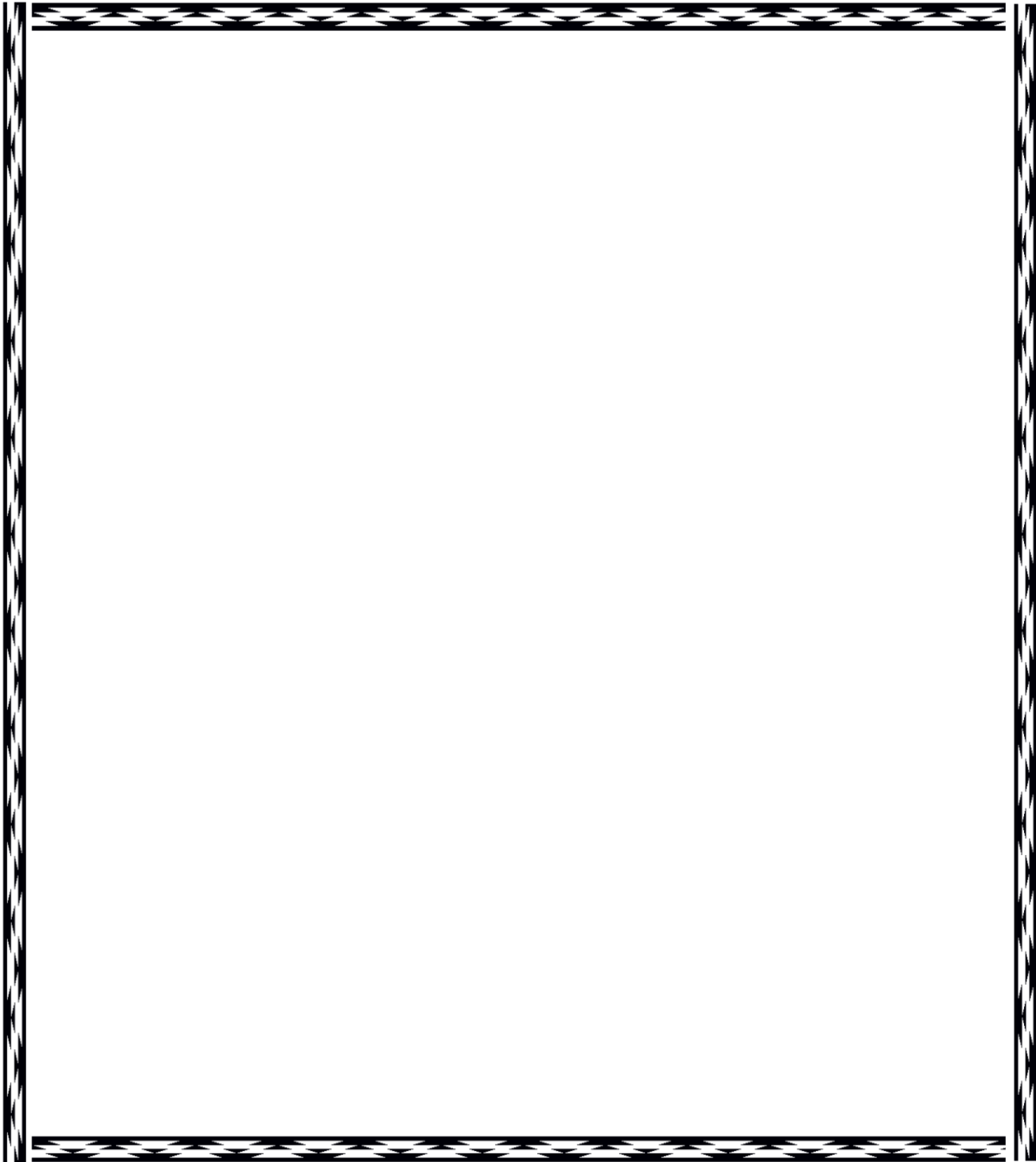


Name _____

Family Coloring Worksheet

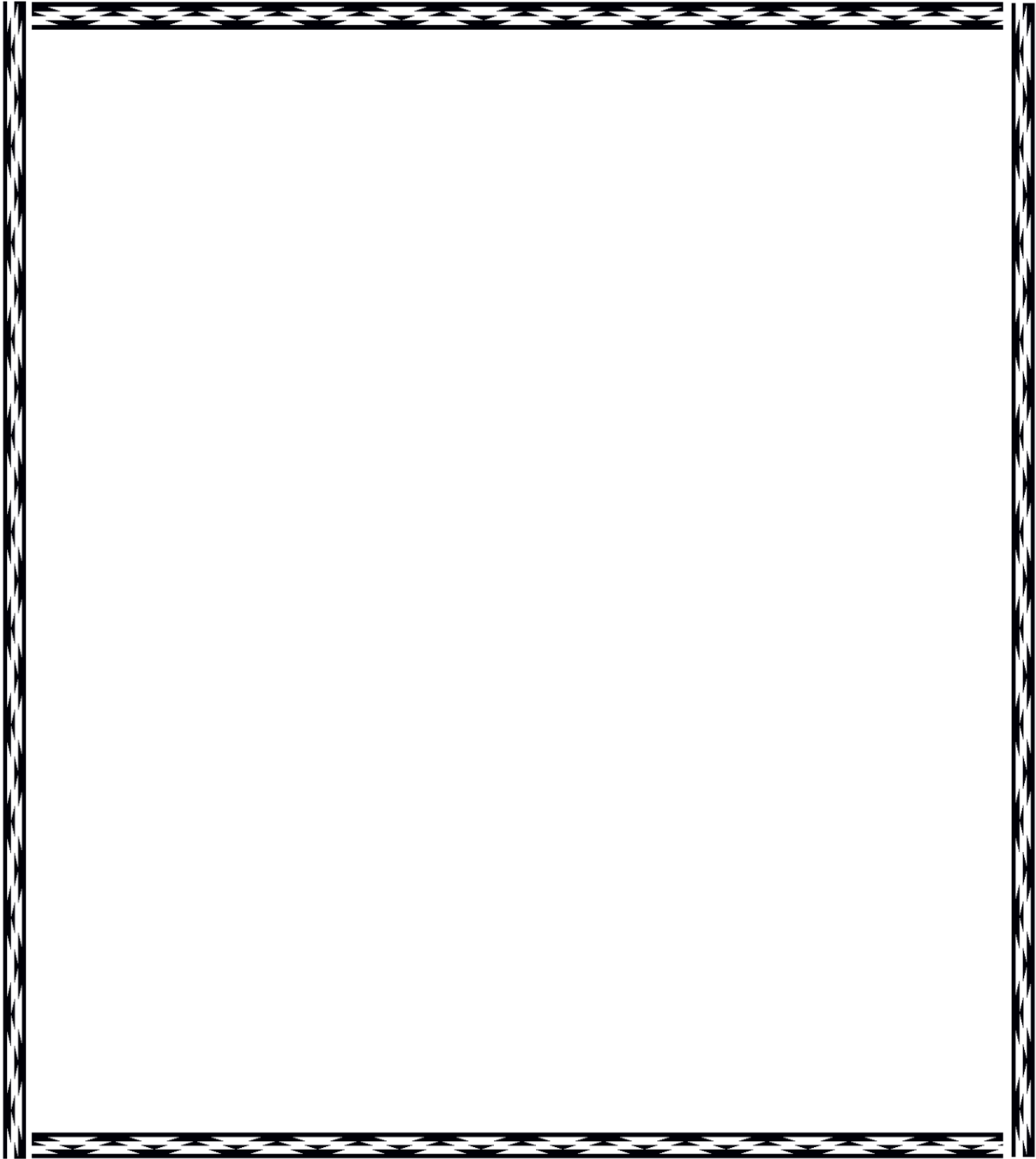


Name _____



This is me!

Name _____



This is my family.

Name _____

A large rectangular box with a decorative border. The border consists of a repeating black and white zigzag or diamond pattern. The interior of the box is blank white space, intended for a drawing or illustration.

I like to play:

Araráhíh: Karuk Language

Introduction: Introduce yourself by saying: Ayukii, naníthvuy uum (your name)! - Hello, my name is _____. Repeat Karuk sentence. Then ask students their names: húut íim íthvuuytihi? Encourage them to answer in a complete sentence.

Cultural Background: Explain to student that there are many Karuk names for our relations. How to translate the English terms for grandma, grandpa, aunt and uncle into Karuk depends on from which side they are related to you – from your mother's or your father's side. There are also special terms for all of these if they are no longer living, or if the aunt is the sister of a living or deceased mother, and so on.

In addition, when one is addressing one's relation it is customary to use the diminutive term, which is something like adding "dear" to the name, or saying "mommy" or "mamma" instead of "mother." For example in Karuk, you would normally say "**táttach**" when you are talking to your own mom instead of "**táat**," but if you talk *about* her to someone else, you would refer to her as your "**táat**."

Words for relations are also different, depending on how you are related to them. For example, there is a different word for "grandma," depending on whether you are related to her through your mother or through your father. There are also many terms depending on if the relation is dead or alive, or if the sister or brother is younger or older, or a step sister or step brother, and there is also the customary diminutive term for them – especially if they are being nice!

Although this may seem confusing, it is normal for Karuk speakers and shows how important relations are for Karuk people. Tell students that today, we will learn the simple form of some relationship words.

Visual Literacy: Show the **Nani'araaras** PowerPoint, Slide 1: **Nani'araaras** (my family). Explain that **nani-**, or **panani-** means "my," and **araaras** means "family" or "people." Then proceed to Slides 2-8, asking first whether students know the Karuk term for each image, and explain if needed: **táat** (mom), **kúut** (maternal grandfather), **típpah** (brother), **ákkah** (father), **kíit** (maternal grandmother), and **kústaan** (sister). Introduce each slide (Here is a ____), e.g. **Pay uum táat**, or **Táat pay uum**.

Once the terms have been clarified, proceed to Slides 8-13. Click on these and encourage the students call out the Karuk names by asking, **Akáay vaa uum** (who is that)? When students give a correct answer, nod and respond with: **Hää!** Tell them that that means "yes" and ask them if they know what the Karuk word for "no" is. If they guess it wrong, shake your head sadly and say: "**púuhara**." Let them know that that means "no."

Repeat as needed. Once they've got the new words down, show them the final slide and wave to them to show that will leave, saying the words **súva nik** (see you later).

Follow up Activities:

Day 2: Repeat the PowerPoint guided lesson, and then introduce the following prompts: Clicking onto Slide 8, point to the photo of the mother already learned, say: **Yáxxa pay ôok** – look at this! Repeat: **Yáxxa páy ôok**. Then ask: **Akâay uum pay** – who is this? Point to the picture of the mom and repeat: **Akâay uum pay**? When students answer correctly, say **Vaa vúra yav** – that’s good. You may want to prompt them to say the Karuk word by saying, “**Hûut ipíttih?** – What are you saying?” Repeat until finished, and remember to praise them when answering correctly!

Music Activity: Play the sound file: **Nani’araaras** song and encourage students to sing along. Then say/sing each line slowly and ask if someone can translate the text into English.

pay uum nani’kiit,	Here is my grandma,
káru uum vúra nani’taat.	and this is my mom.
nanithvuy uum _____,	My name is _____,
káru uumkun vúra	and they are
nani’araaras.	my family.

You might have two students act out parts, or have them hold the corresponding Culture Card to identify them as the “grandma” and “mom.” For example, the “mom” could be miming the action of scolding/holding a baby, and the “grandma” could be walking with a cane. Students point to the characters as they sing the song again, either to the sound file or *a cappella*.

Day 3: Read the Karuk translation of the **My Family** booklet. Students will already be familiar with the booklet and may be able to help you “translate” or guess the Karuk words.

Music Activity: Play the **Nani’araaras** song again, and then replace the “grandma” and “mom” terms with other learned vocabulary.

Encourage students to work with the Culture Cards appropriate for this lesson. You might have them to play “Memory” with the Karuk Great Seal-backed English & Karuk sets.

Note: See Karuk Relationship Terms for your own edification 😊 (included and attached below).

Karuk Relationship Terms (It's complicated)

mother	táat
"dear" mother or mom	táttach
father	ákkah
"dear" father or dad	kákkach
sister	kústaan
sisters	kustáaras
"dear" sister	kústaanach
brother	típpah
brothers	tippahêeras
grandma (mother's mom. Note: this term is used for any female grand-relative through a woman, e.g. mother's sister, daughter's daughter, or niece's daughter. Therefore, it is also used for the granddaughter or aunt through the mother.)	kíit
"dear" grandma	kíitach
grandpa (mother's father. Note: this term is used for any grand-relative through a woman, e.g. a mother's uncle, daughter's son, or niece's son. Therefore, it is also used for a grandson through the mother.)	kúut
"dear" grandpa	kúutach

Note: There are many more words for these relationship roles, such as **iptatpíyaan** for stepmother, and **ihkuus** for a deceased mother, but we've chosen not to include all the nuances of Karuk relationship terms here to discourage learners from complete surrender.

Suggested spreadsheet (found in the Kindergarten DVD)

11