



ELA Common Core Content Standards:

Reading Standards for literature 6, 10
 Reading Standards: Foundational Skills 1, 2, 3, 4
 Writing Standards 2
 Speaking and Listening Standards 1, 2, 3, 4
 Language Standards 1, 2, 4, 5

Estimated duration: one 45 min. session, with extra time for art activities

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

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 identify traditional food sources as an important form of sustenance, gain perspective on the need for sustainable resources, and connect this to the survival of several species.

Teacher Background: Our region has provided food, medicinal plants and resources that the indigenous peoples, animals, and other species have used and cared for over centuries. Students should be made aware of the effort and intense processes necessary for securing and providing food for a family. Long ago, people depended on the land for survival. There were no stores, no restaurants, no pharmacies, and no building supply stores. Families spent considerable time and effort securing food, medicines and other resources in order to live throughout the seasons and years.

Much of the knowledge needed to survive is known to us through **pikvah** (origin stories) that have been told and re-told, heard and re-heard for countless generations. Listening to the stories together, we again re-imagine “the times before” human existence, “when the animals, plants, rocks were people.” These First People are called the **ikxaréeyav**¹ (or often in English, “Spirit People”). The stories are dramatic retellings of the ancient actions and interactions of these First Peoples. The Karuk, like most indigenous peoples, traditionally only tell stories when it is cold enough for snow to be in the high mountains. Please respect this tribal code.

These First People understood their responsibility to figure out how the yet-to-come humans should live.² Hearing the stories, we learn that they fulfilled that responsibility through repeated sequences of contemplation, discussion, inspiration, and both collaborative and random experimentation. As

¹ Pronounced something like “ik- ha-RAY-yav” with the “h” in the second syllable gargled like the Spanish “j” and the final “v” sounding something between the English pronunciation of “v” and “w.” Please refer to the Karuk Pronunciation Guide.

² This figuring of the **ikxareeyavs** has been called “laying down the world.”

human re-hearers, we inherit the same ancient responsibilities of the First People, each of us in our own way trying to figure out “how people should be living.” We also inherit their time-proven methods of proceeding as well.

Rehearing the stories, the lives of the First People function as thought-templates for the listeners, as examples (both good and bad) of how to think about our place and our conduct in the world. Káruk multi-species storytelling provides us with a shared imagined background for understanding complex relationships between ourselves and the many other creatures with which we still live today.

This lesson features some of the many native foods still harvested and managed for in our northern California region. The origin story introduced will help students understand the importance of the two main staple foods for traditional indigenous peoples: salmon and acorns.

Theme/Big Idea:	We all Take Care of Each Other
Big Questions:	Who knows the plants, how to use, and how to take care of them? Where do we get our foods?
Vocabulary:	First People, gather, native, species (<i>learned through discussion</i>)
Karuk Vocabulary:	ávaha (food), áama (Chinook salmon), xuun (acorn soup), púufich (deer), akraah (eel), aay/áayas (wild grape/grapes), áxthaan (river mussel)

Materials:

Native Foods, PowerPoint (included in Kindergarten DVD)
Coyote Gives Salmon and Acorns to the People, adapted Karuk Oral Tradition (included)
Phonics: Initial Consonant ‘S’, worksheet (included)
Native foods photographs, (12 included here, and in **Culture Card Box**)
This is Me, the last two booklet pages continuing from GKL1 (included)
Color Words, worksheet (included)
Special item, e.g., acorn, mussel shell, etc. (included in **Kindergarten Realia Set**)
Lesson Evaluation Spreadsheet (included in Kindergarten DVD)

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

Little Song about Food, (included here, and sound file included in Kindergarten DVD)
Ávaha – Native Foods, PowerPoint (included in Kindergarten DVD)
Hûut úxaakti? - How does it sound, Phonics Worksheet (included)

Teacher Preparation: List food categories ahead of time on a large piece of paper or a white board: Plants – Animal – Water Species. Prepare **Native Foods** PowerPoint for presentation. Copy the booklet pages and worksheets for each student. You may wish to copy the Native foods photos (included) to help students visualize words during the Phonics exercise, or cut them out for students to paste into their **This is Me** booklet pages.

Discussion Circle: Explain to students that long ago, people depended on the land for survival. There were no stores and no restaurants. Tell students that you are going to go on a learning adventure together to discover who we are and where we come from, and that if they agree that that it's important to the community that we know this, say "yes!"

Hold up the special item for today (an acorn, mussel shell, etc.) and let students know that everyone will have a turn to hold it when it's their turn to talk. Suggested prompts for initiating discussion:

Have you ever gathered food? What was it? (*It could be from a garden, orchard, forest, etc.*)

What Native foods does your family eat?

Does your family hunt and fish for food?

Activity – Naming and Categorizing Native Foods: Introduce the activity by telling students that today we are going to talk about native foods and how important they are to our culture and community.

Explain to students that there are many different plant foods and animals that are plentiful where we live or close enough to go and gather. Ask students if they can name some of the foods close to us that we can hunt, catch, or gather. Have students raise their hand if they can name any of these foods.

Ask if they know which of these foods are native, and explain the difference between native and non-native foods, if needed. Tell students that we are going to sort native foods into three different categories 1) plants 2) animals 3) marine life.

Ask students to name only native foods. Some examples might be acorns, mushrooms, seaweed, berries, nuts, deer, elk, salmon, sturgeon, steelhead, eels, abalone, and mussels. When students call out native foods, ask the class if the food is a plant, animal, or water species. Write the Native food under the correct category.

Visual Literacy: Show students the **Native Foods** PowerPoint. As you go through the slides, ask students where you might find this food, and if you would gather it, hunt it, catch it, or perhaps trade for it. Listen to all student answers. If students have not said all of the native foods shown on the PowerPoint, see if they can guess what it is. Then add them to the correct category.

Art Activity: Pass out the **This is Me** booklet pages, which will make up the final booklet that they might take home after completing. Explain what each page says and have them draw their favorite Native foods and harvesting activities, and/or pass out the Native foods photographs for them to cut (when possible) and paste into their pages.

Preparing to Read: Tell children that long ago the land and water around us provided everything our ancestors needed. It provided food, shelter, tools, and both the means to make things such as boats, and the ways to transport items and people, like on the river. The Karuk people believe that when they first came into being, the First People were the ones who taught them what would be good to eat, and how to take care of their environment and each other. Tell them that sometimes people call First People, Spirit People. Ask them if they know of one (don't give it away!). If they haven't guessed, tell them that the main character in the story they will hear today is one, and that because this story

talks about First People and what they did with of the native foods we talked about, it is called an origin story. These kinds of stories should only be told when snow can be seen on the high mountains.

Reading Aloud: Read the **Coyote Gives Salmon and Acorns to the People** text at least once.

Comprehension: When finished, ask the students if they can now name one or more First People. What did Coyote do? Why did he do that? What happened as a result?

Daily Phonemic Awareness - Beginning Sound 'S': Show students the picture of the sturgeon (included here, in the Culture Card Box, and the **Native Foods** PowerPoint, Slide 2). Ask them if they know what this is, and what the first sound is. Tell them to listen as you say the word "sturgeon." Ask if they hear the sound 'ssss' at the beginning. Say the word sturgeon again. Ask again, if needed, what sound/letter it begins with.

Show them a picture of the seaweed (or Slide 3). Ask them if they know what this is, and what the first sound is. Say "seaweed." Do you hear the same sound at the beginning of sturgeon and seaweed? Yes, sturgeon and seaweed begin with the same sound 'sssss.' Help children isolate the beginning sound /s/.

Tell children that you have a picture of something else that starts with the same 'sssss' sound and you want them to guess what it is. Give them clues: it lives in the river. We eat it. We catch it in a net (salmon, Slide 4).

Tell children that you have another card that starts with the same 'sssss' sound and you want them to guess again what it might be. Give them clues: e.g. it is a plant, it has berries, the berries are red (strawberry, Slide 5).

Phonics: Assign **Initial Consonant 'S'** worksheet and read the directions to students, who will complete worksheet on their own.

Art Activity: Pass out the **Color Words** worksheet and ask student to name the type of plants featured on this page (berries). Ask them if they knew that grapes are also considered a type of berry. Then read the directions to students and help them identify each berry, and the appropriate color it should be. Students finish worksheet on their own.

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





Coyote Gives Salmon and Acorns to the People³

adapted from the Karuk version told by Mamie Offield in 1957

Two women, sisters, once lived close to where Ike's Falls is now on the Klamath River. The sisters didn't want anyone to have salmon besides themselves, and so they kept it hidden and didn't share.

Coyote thought, "They can't do that. Let me go see what I can do about that." And so he picked up his otter hide quiver with his bow and arrows, and started walking to their house. Along the way, he stopped to peel some bark off the trunk of an alder tree, like this:



See how red it looks? He put some of this bark into his quiver and soon arrived at the house of the two sisters. After he entered the house, he sat down near the back behind the fire pit. The sisters asked him: "Where are you traveling to?"

He told them, "I'm going to the end of the world."

³ Bright, W. (1957). The Karuk Language, pp. 204-207, Text 17. *Karuk and English version on the Ararahih'urípih website*: http://linguistics.berkeley.edu/~karuk/karuk-texts.php?text-id=WB_KL-17

They didn't know what to say, so they just sat there. And then he said, "I'm hungry. I'm going to eat a little salmon." He took some of the alder bark out of his quiver and ate it, pretending to enjoy it.

Now, the women were surprised and they thought to themselves, "Where did he get that? Wherever he got that from, they must be eating salmon there!" They looked at each other for a little while, and then one sister said to the other, "Let's cook!"

She struck her elbow against the house's wall, and water began to flow out of it. Soon, salmon came out, like these:



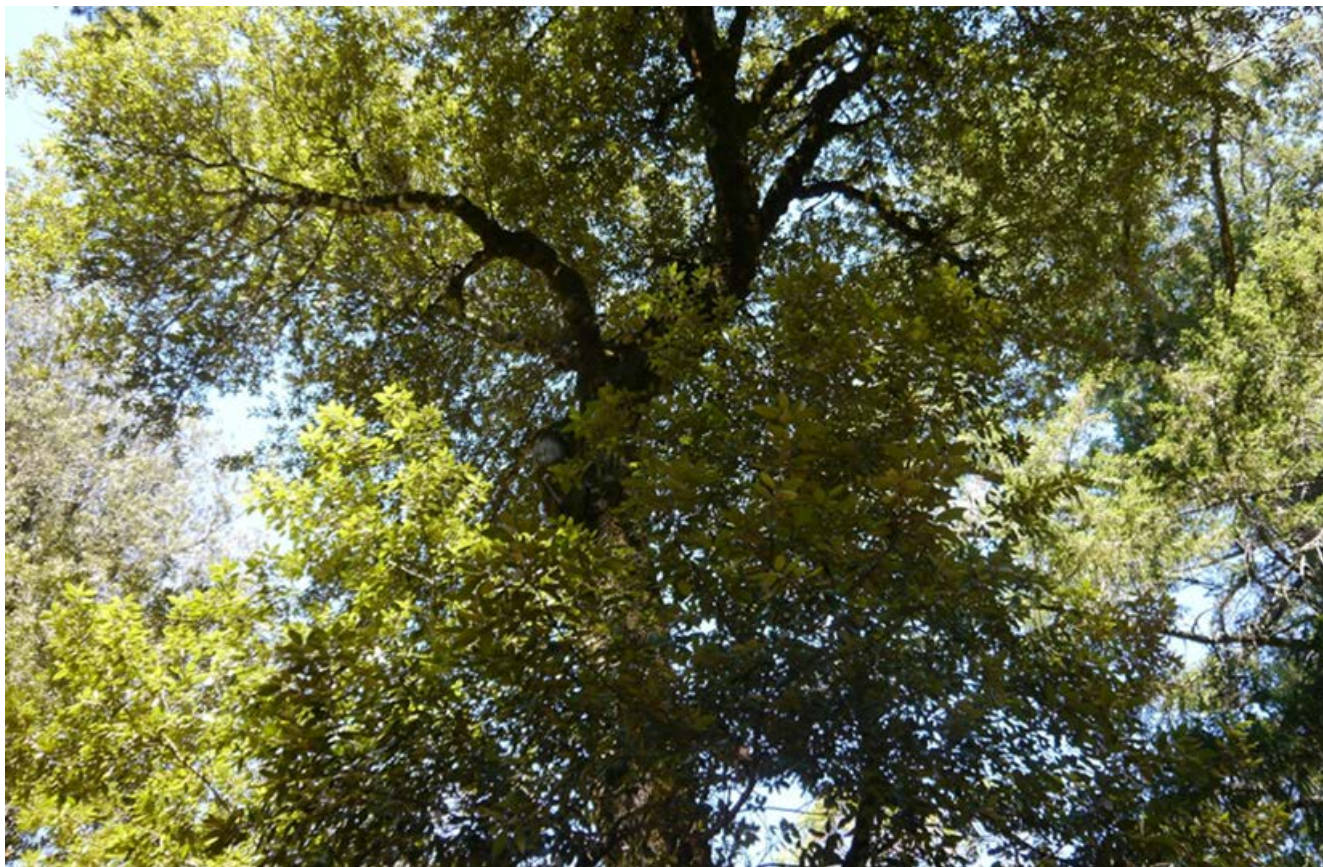
Once they had caught one, they closed up the wall board. After it was cooked, they ate it all up while Coyote watched, pretending he was already full.

Finally, they told him he should continue his journey. "Go on now," they said. "We're going to pick acorns." And Coyote said, "Let me go along!" But they said, "No."

Coyote kept on begging them: "Do let me go along! I'll knock the acorns down."

"Hmm," they thought. If he knocked down the acorns, that would make it easier for them to get a lot of good ones. They looked at each other again and then said, "All right."

So they left the house and walked to the place where they gathered acorns. Coyote picked up a stick and beat the branches of the tan-oak trees, like this one:



He beat the branches of tan oak trees everywhere - up the hill, down the hill, up the river, and down the river. The acorns scattered all over the place, and that's why the trees grow everywhere now.

And while the girls were busy picking up the acorns, Coyote ran downhill to the women's house and tore out the wall-boards. All the water and salmon came out and flowed down the hill.

When the women returned to their house, they saw what had happened and said, "Coyote spoiled it now! All right, let's go. Let's be transformed, for a different kind of people will come into being."

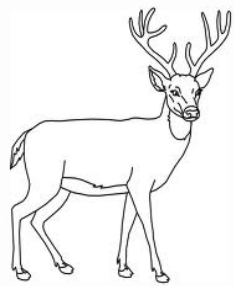
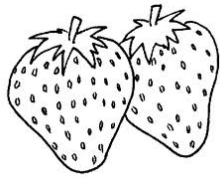
And that's how Coyote freed the salmon and gave acorns to the people.



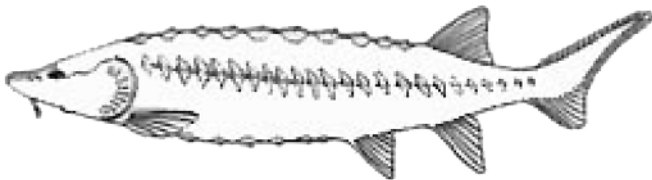
Name _____

Phonics: Initial Consonant 'S' worksheet

Draw a line to all the things that start with 's' and color out their images.



S s



Trace Letters and draw something else that starts with:

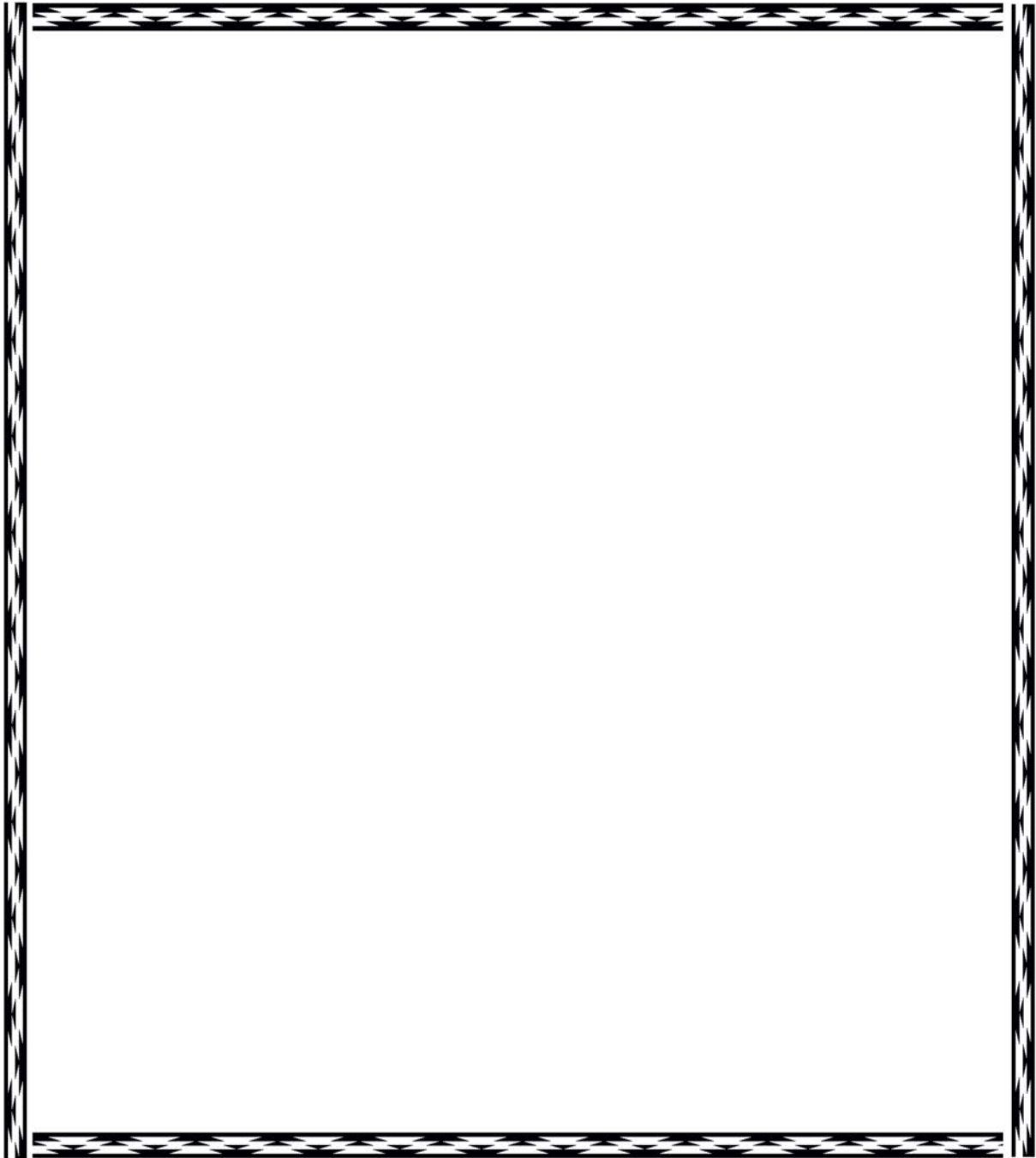
S

S

S

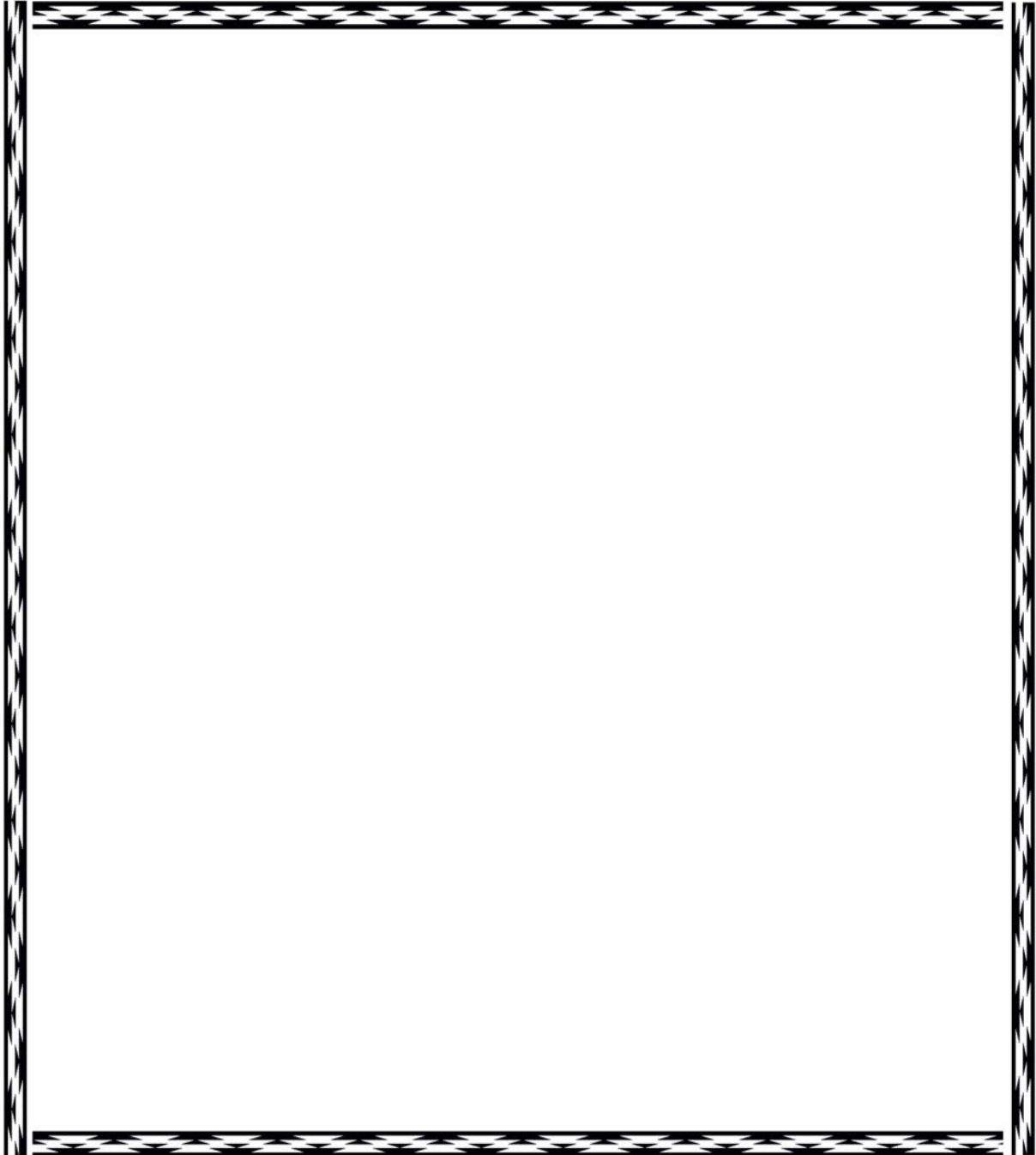
S

Name _____

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

My favorite thing to eat with my family is:

Name _____

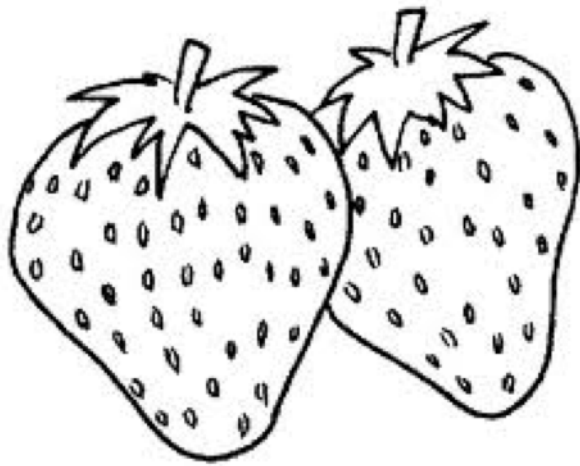
A large rectangular box with a decorative border. The border consists of a repeating geometric pattern of black and white zig-zags or chevrons. The interior of the box is blank white space, intended for a drawing or illustration.

My favorite thing to gather, hunt or fish is:

Name _____

Color Words worksheet

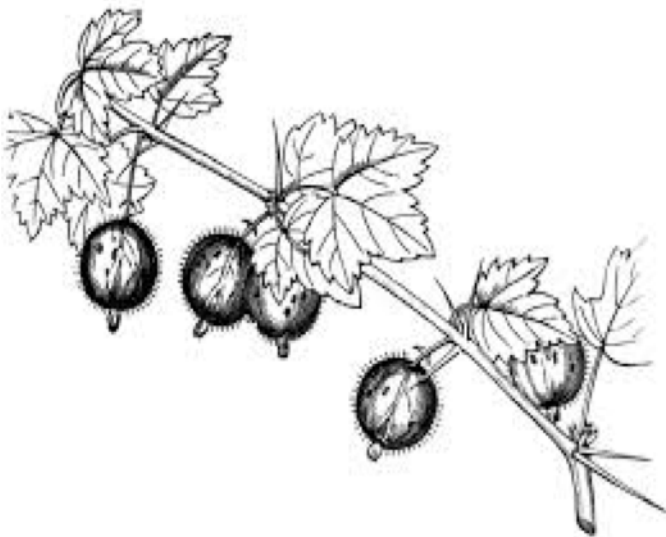
Color the strawberries **red**. Color the blackberries **black**. Color the gooseberries **green**. Color the grapes **purple**.



strawberry



blackberry



gooseberry

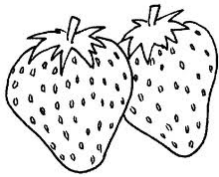
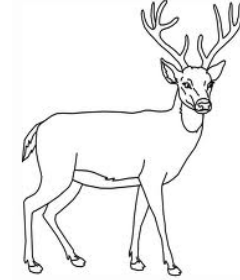
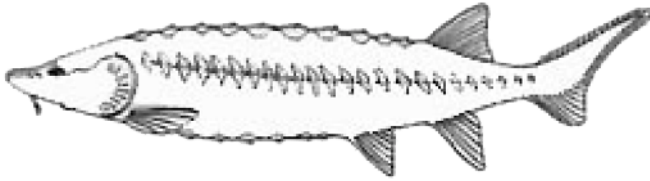


grapes

Pamíthvuuy: _____

Hûut úxxaakti? How does it sound?

Draw a line to all the things that start with 'a' in Karuk and color the pictures.



A a



Pamíthvuuy: _____

aaykúnish káru pírishkunish
(purple and green)



Ararahih: Karuk Language

Introduction: Greet the students by saying, **Ayukii, nanithvuy uum** _____. Ask a student: **Hûut iim íthvuuyti?** (student should respond in complete sentence, **Nanithvuy uum** ____). After asking several students their names, point to one student and ask another, **Akáay vaa uum** – Who is that? Repeat this with other students, and let them just say the student's names.

Grammar: Now introduce the pronoun **uum** (he/she/it). To ask, “What is her name?” I would say, **Hûut uum úthvuuyti?** There are two places where the ‘u’ sound comes in this sentence, both for “her,” which is **uum**, and for the beginning sound of the word for “to be named,” as in **úthvuuyti**. I can also just ask, **hûut úthvuuyti?**

Have students practice saying both phrases. Then tell them to try to guess how to say, “her name is ____” (**Uum úthvuuyti** ____). Explain that there is only one word for he, she, and it in Karuk. So you say the same thing if you are talking about a boy or man – even a coyote!

Discussion: Ask students if they can name the three main traditional foods that Karuk people eat (salmon, acorns and deer). Ask if they know the Karuk words for these (**áama, xuntáppan, púufich**). Ask them which categories these belong in: Plant, Animal, or Water Species? Make sure to point out that salmon is not only a water, or marine animal, which lives in salt water, but that it also lives in the fresh water of rivers, streams and lakes. Ask them if they like to eat them. Do they eat acorns? Tell them that while this native food is one that deer, elk, squirrels, birds, etc. love, we have to make them into acorn soup or bread for them to be really tasty. What is this called in Karuk? (**xuun**).

Visual Literacy: Show the **Ávaha** PowerPoint and tell them that **ávaha** means “food.” After you explain Slides 1-7 and help them practice the Karuk words, proceed to Slides 8-12 to help them retain their new vocabulary. Repeat these and ask, **Fâat uum pay** – What is that? Encourage them to use complete sentences to answer, **Pay uum** ____.

Music Activity: Show them the short video, making sure you have speakers hooked up.

Little Song about Food

Áama nu'áamtih	<i>We eat salmon</i>
Xuun nu'áamtih	<i>We eat acorn mush</i>
Áama xákkaan xuun káru púufich nu'áamti	<i>We eat salmon with acorn mush and deer</i>

After the students have watched the video, ask them to stand up and join in singing the song. You may wish to replay the video for the sound accompaniment. It might be fun for them to walk around the classroom in a line while singing: their footfalls will help keep time. This would also be a great to sing in other settings, such as during outdoor activities.

Ararahih: Karuk Language

Session 2: Follow up activities

Introduction: Repeat the communication activity briefly to solidify new language (**Ayukîi**, **nanithvuy uum** _____. **Hûut iim íthvuuyti?** **Akáay vaa uum?** **Hûut uum úthvuuyti?** **Uum úthvuuyti** ____).

Grammar: Now introduce the verb **am-/av-** (to eat), to which they were exposed to in the **áamtih** through the **Little Song about Food**. Without complicating things, let them know that **nu** means we, so the phrase **nu'áamtih** means “we eat it.”

Visual Literacy: Show the **Ávaha** Slides 8-12 again and ask, **Fâat uum pay** – What is that? Encourage them to use complete sentences to answer, **Pay uum** _____. Then ask, _____ **i'áamti hum?** Do you eat _____? Students can answer **hãã** or **pûuhara** to these “hum” questions. When you feel they are ready to move on, show Slide 13 and ask **Áama nu'áamti hum?** - Do we like salmon?

After they've responded, add, **xákkaan xuun?** – with acorn soup? After they've responded to that, add: **káru púufich?** – And deer?

Music Activity: Repeat the sound portion of the song and point to the photos on Slide 13 as they are mentioned.

Little Song about Food

Áama nu'áamti	<i>We eat salmon</i>
Xuun nu'áamti	<i>We eat acorn mush</i>
Áama xákkaan xuun káru púufich nu'áamti	<i>We eat salmon with acorn mush and deer</i>

Session 3:

Discussion: Ask students questions like, **Áama i'áamti hum?** Students should answer in complete sentences, e.g. **Hãã, áama ní'áamti!** If they want to say no, then explain that they will need to wrap **pûuhara** around the thing they don't do, e.g. “**Áama pu'áamtihara.**”

Phonics: Pass out the **Hûut úxaakti? - How does it sound**, Phonics Worksheet and read the instructions. Tell them to think about what the Karuk words are for these images, and think about what sound the word begins with. You might choose to help them find the first one, e.g. **áama**. Students should only color out those images that begin with the ‘a’ sound.

Colors: Explain that color words use the expression **–kunish** combined with something of that color, for example, the word for purple is **aaykúnish**, or “like grapes.” The word for green is **pírishkunish**, or “like grass.” Have students color the **aaykúnish káru pírishkunish** worksheet.

Lesson Evaluation

Suggested spreadsheet (found in the Kindergarten DVD)

Karuk Tribe's Nanu'avaha K-12 Curriculum									
GKL2 Lesson Assessment: Native Foods: What our ancestors ate, we can eat today									
Total # Participating Students:									
Activity & Visual Literacy: Naming and Categorizing Native Foods					Pre-assessment		Post-assessment		
					#right	Example answers	#right	Example answers	
1 Students know the difference between native and non-native foods.									
2 Students can sort foods into different categories.									
3 Students can name native foods.									
4 How do many people do that today?									
5 How acorns were cooked traditionally?									
6 How else can we cook acorns today?									
Sub-total					0		0		
% Known					####	% Learned	####		
Reading & Comprehension: Coyote Gives ...to the People					Pre-assessment		Post-assessment		
					#right	Comments	#right	Comments	
1 Students can name one of the First People.									
2 Students can explain what Coyote did.									
3 Students can explain why he did that.									
4 Students can explain what happened as a result.									
Sub-total					0		0		
% Known					####	% Learned	####		
Daily Phonemic Awareness					When letter is called out		Can spell Acorn Soup		
					#right	Comments	#right	Comments	
1 Students can name picture of seaweed and first sound.									
2 Students can name picture of sturgeon and first sound.									
Sub-total					0		0		
% Known					####	% Learned	####		
Total % Change in Knowledge:							####		
Karuk Language Lesson									
Total # Participating Students:									
Lesson Participation					Language Retention		New Vocabulary Learned		
					#right	Comments	#right	Comments	
1 Students can respond to introductory questions									
2 Students use learned phrase to form sentences with new words									
3 Students know the name for the three main traditional foods									
4 Session 2: Students respond with learned phrases and words									
5 Session 3: Students respond with learned phrases and words									
6 Session 3: Students color the correct images that start with 'a'									
Sub-total					0		0		
% Known					####	% Learned	####		
Karuk Language Lesson					Total % Change in Knowledge:				
							####		