



Indian Land Tenure
FOUNDATION



Karuk Tribe: *Nanu'avaha*

Grade K

Lesson 7: Plant Medicine

ELA Common Core Content Standards:

Reading Standards for Informational Text 2, 4, 7

Reading Standards for Foundational Skills 1

Writing Standards 8

Speaking and Listening Standards 1, 2, 3, 4, 6

Language Standards 5, 6

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 will learn how to identify Native plants.

Teacher Background: The land is full of medicinal plants and resources for the betterment of all creation. Not everyone is familiar with the benefits or the dangers of plants and vegetation of this region. There is a fine line separating poisonous from health-giving plants, and any one plant may switch categories depending on its location, season, time of blossom, part of plant used, and the preparation of plant materials. Learning about the medicinal properties of plants is an important responsibility to the people and their continuance.

Theme/Big Idea: The land takes care of us; we take care of the land

Big Questions: Who knows the plants, how to use, and how to take care of them?
Where do we get our foods and plant medicine?

Vocabulary: heal, cure, herbs

Karuk Vocabulary: -iip, sáan, hum, pírish

Materials:

Medicine Plants, display materials (included)

Medicine Plants, PowerPoint presentation (included in Kindergarten DVD)

Pepperwood leaves, aka California Bay or Laurel (included in Kindergarten Realia Set, but you will need to gather your own fresh leaves for the activity)

Cups for each student (not included)

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

Pírish, PowerPoint (included in Kindergarten DVD)

-iip, sáan hum pírish? Tree, Leaf or Plant Coloring Worksheets (included)

Teacher Preparation: If pepperwood trees grow near you pick a fresh sprig to show the class and enough leaves for each student to use in the activity. You will also need to boil enough water for making a small cup of tea for each student and have one cup for each student ready. Copy the **Medicine Plants** display materials to pass around during any point of this lesson and/or hang up around the room, as desired (you may want to laminate them).

Discussion Circle: Tell students that today we will continue learning about nature's gifts. Say, "Let's join together on a learning adventure to discover who we are and where we come from because it's important to the community that we learn this. "If you agree say 'plants,'" (then many students will call out plants!)

Building Background: Show students a sprig of pepperwood. Tell them that this is pepperwood, which can be used for medicine. Ask students if they've ever seen a pepperwood tree before, or know anyone who uses it for medicine. (Pepperwood is good for arthritis, colds, sore muscles, and minor sports injuries. You can make it into a tea or use it as a poultice)

Optional information to share: Pepperwood trees scientific name is *Umbellularia californica*, and are also known as Oregon Myrtle, California Bay Laurel, California Bay, California Laurel, Pepperwood, Spicebush, Cinnamon Bush, Headache Tree, Mountain Laurel, Balm of Heaven)

Introduce Vocabulary: Tell students that before we learn about plants that are used for medicinal purposes, which means to use the plants as a type of medicine to treat illnesses, we are going to talk about the meaning of some words in the PowerPoint that may be new to them. Ask students if they know the meaning of each word and help to clarify meaning, as needed.

heal – to take away the bad health from someone or something

cure – to heal or make well

herbs – plants used to cure sickness, to flavor foods, and/or to add scent to something.

PowerPoint Presentation: Tell children that there are many **healing** plants, and today we will learn about some of the common plants used to **cure** or help make people well when they are sick or hurt. These kinds of plants are called **herbs**. Warn students that they should NEVER pick, or eat any kind of plants without adult supervision, as some of them can be poisonous. Tell them that today we will learn about non-poisonous plants that can be used as medicine. Show the PowerPoint "Medicine Plants." Teacher reads the caption on each slide.

Discussion: Ask students if they recognized any of the plants on the PowerPoint. Did they see them some place before? Were there a lot of them, or just a few? Pass around the special object and let students take turns talking, or call on quiet hands.

Activity: Pass out fresh leaves to each student. When possible, give them a variety of new, old and damaged leaves, perhaps with some of the stem attached. Explain to students that the smaller, more brightly green colored leaves are the best for medicinal purposes.

Use the guided instructions to practice observing:

- Pick up the each leaf and look at it closely, trying to see each detail.
- Close your eyes and notice how they smell. Then open your eyes and choose two or three of the best leaves.
- Tear these leaves into small pieces, noticing how they feel in your fingers and how they smell again. Is the smell more intense/strong? Is it different than before they were torn? Can you try to describe the smell?
- Now drop the pieces in the cups. Pick up the cup and notice how the cup feels in your hands. Stick your nose deep into the cup and breathe in the scent. Has the smell changed?

Now, pour a small amount of the hot water you've prepared into their cups and have the students breathe in again. Ask them if they could imagine drinking this if they had a cold. Tell them that when diluted (which means that it is mixed with something to make it less strong), this tea can be drunk even if one isn't sick. Finally, pour in more of the hot water and allow them to try it if they'd like. They can fish out the leaves if they prefer, but it won't harm them to swallow unless they are allergic to the leaves.

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

Resources:

Website for information regarding pepperwood: <http://www.survivallandusa.com/Umbellularia-Californica-California-Bay-Laurel-Edible.html#sthash.H0DtsY2Z.dpuf>

Pamíthvuuy: _____

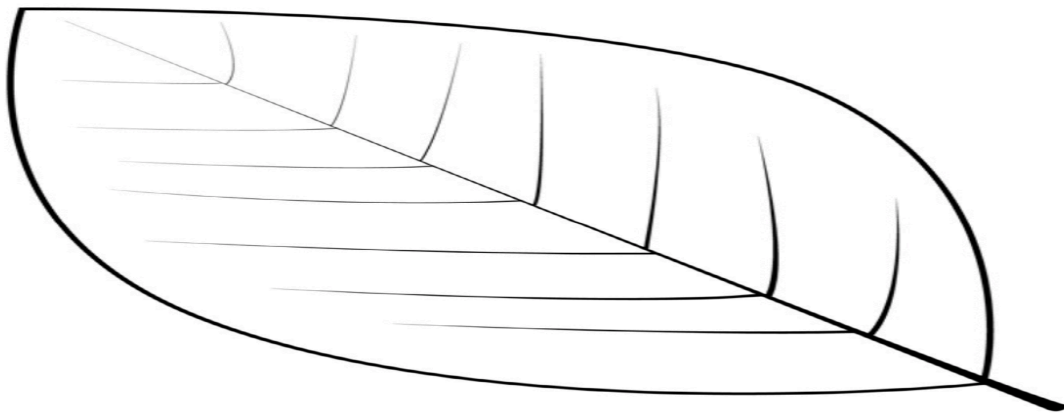
-iip, saan hum pírish?



pírish

Pamíthvuuy: _____

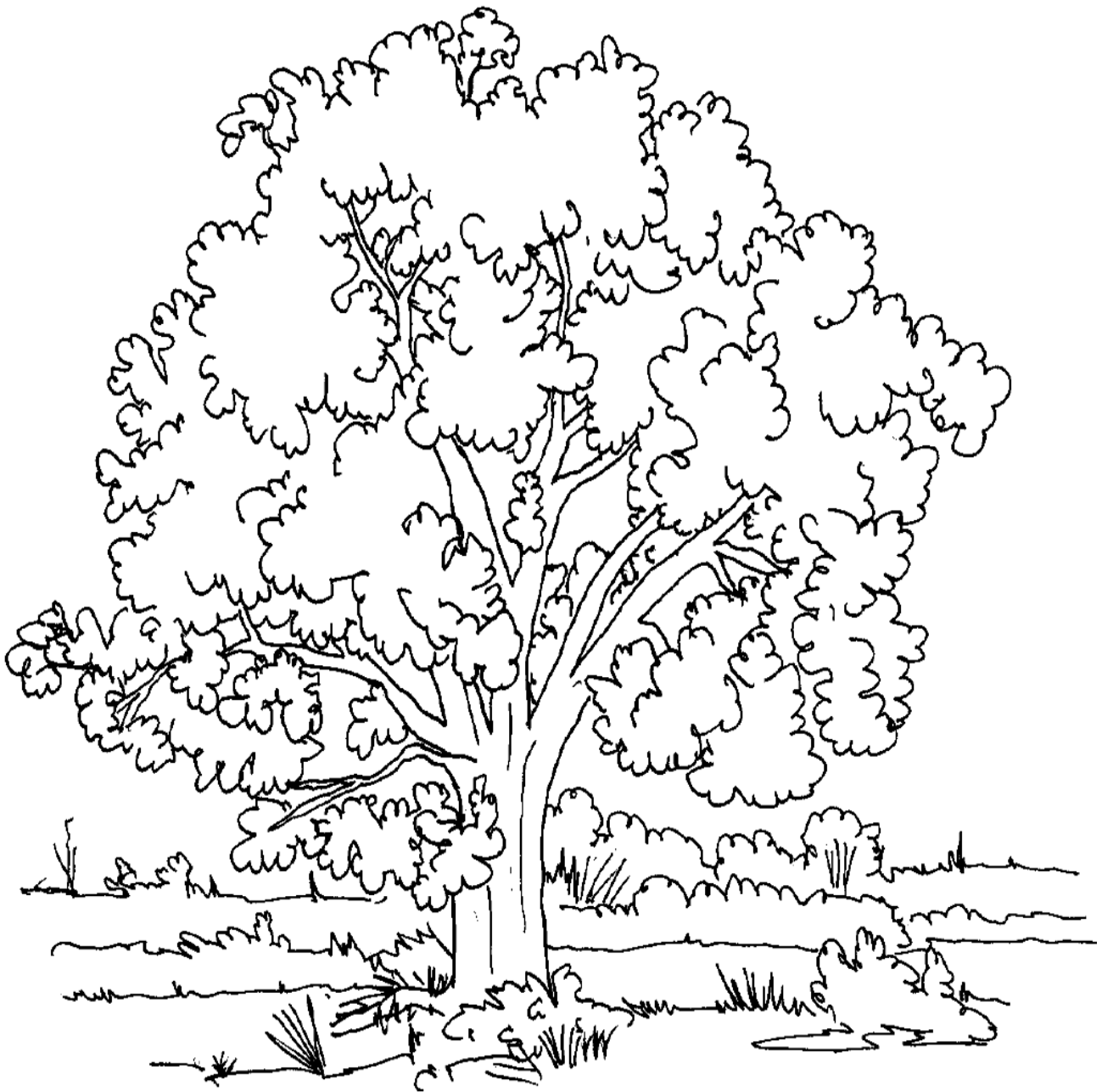
-iip, sáan hum pírish?



pahípsaan

Pamíthvuuy: _____

-iip, sáan hum pírish?



kusrípan

Araráhih: Karuk Language

Introduction: Ayukîi (students answer), then ask “Hûut kich?” (How are you, sg.) or “Hûut kich iimkun?” (How are you, pl.). By this time, they might remember to answer with “**Naa vúra yav/kâarim**” or “**Naa yéeship**.” You might respond with something like: “**Vaa vúra yav**” or “**Kêemachkoo(s)**” (You poor thing(s)). If someone responds that they weren’t well, reintroduce the verb learned passively in the Story of Bluejay (Kindergarten Lesson 5) and the question word “**hum**” by asking: **iim húm iyíkihiti?** (Are you sick?). This should be answered by **hãã/pûuhara**.

Vocabulary: Explain the meanings of the lesson’s vocabulary: **-iip**, **sáan**, **pírish** (Note: **hum** will be dealt with in the follow-up Grammar section).

-iip – tree, bush. This is a noun that occurs only as in combinations, e.g. as **-iip** in **pahiip** (pepperwood tree), or as **-ip** in **kúfip** (river willow).

sáan – leaf (or leaves). *Note: This is also the same word used for the big-leaf maple tree, but that might be confusing to add to the lesson.*

pírish – grass, leaf, bush, brush, plant (excluding trees) ; leaves of the tobacco plant; ALSO: 'medicine,' i.e. a preparation for magical purposes, not necessarily including plants

Visual Literacy: Show the **Pírish** PowerPoint and explain that the meaning of the presentation’s title is “medicine” and not just “grass” or “plant,” for example. With each slide (up to Slide 8), explain the names of the plants while you are teaching the students the difference between the tree, the leaf and the medicine plants.

pahiip – California Bay Laurel *tree*

pahípsaan – California Bay Laurel tree *leaf/leaves*

kusrípan – Madrone *tree*

kusripánsaan – Madrone tree *leaf*

kúfip (n) – velvet willow, river willow "pussy willow" *brush or tree*

pirish’axvâaharas - Mountain balm, or yerba santa – plant with a lot of pitch (axvâaha)

Grammar: Explain that **pírish** and **sáan** are root words. That means that they can be used alone and hold the basic meaning of the word, even if you add something to them. They can also be used to help describe something more, as we have seen in words like **pirish’axvâaharas** and **pahípsaan**. In Karuk, however, there is no word that just means “trees.” Each tree has its own name, and most of them end with **-iip** or **-ip**. **-saan**).

Activity: Have the students color out the worksheets and trace the letters that reveal the root word of the picture shown.

Follow-up Lessons:

A. Vocabulary: Show the **Pírish** PowerPoint again up to Slide 8 to help students remember the vocabulary words. Try to stay in the Karuk language while showing them each slide, e.g. “**Vaa uum pahiip.**” At Slide 9, ask students: **Vaa uum pahiip hum?** (Is that a Bay Laurel tree?) Students should reply **pûuhara! Vaa uum kusrípan!**

Grammar: Explain that while “hum” can be used to ask a question that can be answered with Yes or No, it is also used as a conjunction word. A conjunction connects things in a sentence, like “I like peppernut *and* madrone trees,” or “Do you want tea *or* water?” Show them Slide 10 and explain that “**hum**” here means “or.”

Activity: Holding up a peppernut leaf, have students respond to open and closed questions:

Open question: **Pay uum vúra –iip hum sáan?** (Suggested answer: **Vaa uum sáan.**)

Closed question: **Uum vúra pírish hum?** (Note! A peppernut leaf is both **sáan** and **pírish**, so the answer should be: **Hãã!**)

Grammar: At this point, you might want to explain that “**vúra**” really doesn’t mean anything specific, it just adds some emphasis or helps to make a sentence sound better, and it is used in Karuk quite often.

Visual Literacy: Continue showing the rest of the slides, asking closed questions and encouraging full answers. The main goal is that the students understand what the difference between trees, leaves and other forms of “pírish.”

B. You might introduce the suffix **-priik** (grove) and explain that this is also used in placenames, such as **pahípriik**, which is a Karuk placename for a Yurok village (Ertlerger? See Kroeber, 1925, p. 10). Ask students if they can guess what the literal meaning of this placename might reveal (pepperwood grove). Some suggested words to introduce:

itharípriik fir forest

kufípriik / kufipriha- willow grove

purípriik a placename, below Swillup Creek

xanthípriik black oak grove