



**ELA Common Core Content Standards:**

Reading Standards for Informational Text 7

Writing Standards 2

Speaking and Listening Standards 1, 3, 4

Language Standards 1, 4, 5, 6

**Estimated duration:** One 45 min.

Physical Education focused session

**Optional Karuk Language:** 45 min.

**World Language Content Standards:** The optional activities, lesson plan and materials found in the **Araráhih – 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 that physical exercise will help their bodies keep healthy and that managing for, gathering and processing Native Foods help prevent diet-related diseases.

**Teacher Background:** As stated in Kindergarten Lesson 8, the prevalence of obesity and diet-related chronic disease is increasing in the United States, and the Native American population shows the most devastating rates of all ethnic groups. Key to this fact is not only the major shift in diet, but also a major change in the lifestyle of Native Americans that came on the heels of Euro-American settlement. The devastating effects of being driven from their homes and ancestral lands, prohibited from managing for and accessing traditional resources, and denied fair compensation or opportunities for other forms of gainful employment left the indigenous population destitute.

For the Karuk and other Native Americans, hunting, fishing and gathering food activities are not only subsistence living measures with arguable economic benefits; they also contribute to the perpetuation of indigenous culture. While the Karuk people sometimes traded with other villages and tribes for specific foods, they worked with the environment to produce enough food to sustain themselves, the wildlife and health of the environment on which they depend. The many strenuous activities required to maintain food security also ensured the physical fitness of Native peoples, young and old, as attested by ethnographic and anthropological

reports.

<b>Theme/Big Ideas:</b>	Our bodies need to move!
<b>Big Question:</b>	How can keep our bodies healthy?
<b>Vocabulary:</b>	head, shoulders, knees, toes, eyes, ears, mouth, nose
<b>Karuk Vocabulary:</b>	<b>axvâah</b> (head), <b>takraav</b> (shoulder), <b>páthak</b> (knee), <b>fithih</b> (toe), <b>yúup</b> (eye), <b>tíiv</b> (ear), <b>apmaan</b> (mouth) <b>yúfiv</b> (nose)

**Materials:**

**Hunter/Gatherer Challenge** (included)

**Vocabulary and Grammar Worksheet:** Connect the Word and Picture (included)

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

**Axvâah káru takraav**, video by Geena and Sinead Talley (included in Kindergarten DVD)

**Karuk Vocabulary Worksheet** (included here, and an electronic version with embedded soundfiles in Kindergarten DVD)

**Preparation:** Review lesson background and discussion points. Print out one copy of the Hunter/Gather Challenge per group (this should be from 3-6 students) . Acquire the following for the physical activity:

- stop watches or timers,
- measuring tapes or sticks,
- weights or equally heavy stacks of books
- chalk or erasable pens for marking

**Discussion:** Ask students if they remember what diabetes is from the last lesson: (*suggested answer: it is a serious disease in which the body cannot properly control the amount of sugar in your blood*). Ask students what is important to maintain good health besides eating healthy foods (*you will want students to zero in on physical activity*). Ask them why Karuk people used to be so physically fit (*If needed, point to their Karuk Fall Healthy Meal worksheet from Kindergarten Lesson 8 and ask them how Karuk people got these foods*)? If they haven't already mentioned it, point out that in order to take care of the land, harvest and process their food, Karuk people had to be very active every day. Ask students what is needed to get deer meat? How far do people need to travel to get enough acorns to last all year? How heavy are these baskets of acorns? Do you need to be strong and fast to do all that?

**Preparation for Activity:** Tell students that they will do the Hunter/Gatherer Challenge: the object is to test their ability to do activities often required for harvesting Native foods. Standing on one leg is often needed in dip-net fishing; long jumping is needed to cross ditches or streams; balancing on your toes is needed to harvest foods that are high up, like elderberries;

packing heavy weights is needed to bring the large burden baskets of acorns back to the village site; and the silent squat is important in hunting animals.

**Activity:** Divide class up into three or four groups, or do as individual activity as part of your physical education class. You may choose to ask responsible students from upper grades to help measure students' performances and add up the totals for each group. A possible "prize" for the winner(s) might be to post their completed Karuk Healthy Meal worksheet in a prominent position in the classroom.

**Vocabulary and Grammar:** This worksheet may not be suitable for all, as students will need to be able to read the words and connect them to the picture. They should trace the letters and then add an "s" to the body parts that are more than one, whereby one example is given.

**Music and Movement:** Teach students the song and appropriate movements to "Head, Shoulders, Knees and Toes." Even if you aren't teaching the **Araráhih – Karuk Language** lesson, you may wish to show the **Axvâah káru takraav** video, that shows the song and movements both in Karuk and in English. Have students stand up and try the song first in English, then in Karuk! Song text is provided below:

Head, shoulders, knees and toes,  
knees and toes.

*axvâah, takraav, páthak, fíthih,  
páthak, fíthih.*

Head, shoulders, knees and toes,  
knees and toes.

*axvâah, takraav, páthak, fíthih,  
páthak, fíthih.*

And eyes, and ears, and mouth,  
And nose.

*Káru yúup, káru tíiv, káru apmaan,  
káru yúfiv.*

Head, shoulders, knees and toes,  
knees and toes.

*axvâah, takraav, páthak, fíthih,  
páthak, fíthih.*

**Optional Karuk Language Activity:** Teach the appended **Araráhih – Karuk Language** lesson.

**Resources:** California Adolescent Nutrition and Fitness Program: <http://www.canfit.org>  
American Indian Health: <https://americanindianhealth.nlm.nih.gov/eating.html>  
Karuk Literature: <http://linguistics.berkeley.edu/~karuk/links.php>  
Karuk Myths, A.L. Kroeber and E.W. Gifford, University of California Press 1980  
Literature Analysis: <http://www.learner.org/interactives/story/characters.html>;  
and tailored for children: <http://www.roanestate.edu/owl/elementslit.html>

## HUNTER/GATHERER CHALLENGE

*Team up and time/measure each person's results for each activity. For the Carrying activity, you may consider using a set weight, such as a ten pound sack of potatoes/flour, and count the number of times a person can carry that weight around the basketball court. Compare averages to other teams to find who scores highest.*

<b>Team # Names</b>	<b>One Leg Standing (Time)</b>	<b>Jump (Distance)</b>	<b>Toe Balance (Time)</b>	<b>Carry Heavy Load (Number)</b>	<b>Silent Squat (Time)</b>
1					
2					
3					
4					
5					
<b>TOTAL and divide by number of team members for average.</b>					

Name: \_\_\_\_\_

## Vocabulary and Grammar Worksheet

Trace the words, and draw a line to the picture. Add an "s" to the body parts that are more than one. One example is given:



head\_\_



shoulder\_\_



knees



toe\_\_



ear\_\_



mouth\_\_

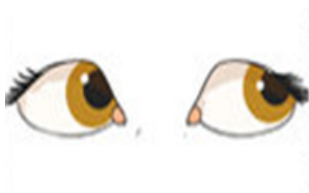


eye\_\_



nose\_\_

Pamíthvuuy: \_\_\_\_\_

**Karuk Vocabulary Worksheet***Draw a line from the Karuk word to the picture. One example is given:*yúfivpáthakaxvâahfíthihyúuptakraavtíivapmaan