



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.

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.

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. For the Karuk people, too, 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.

The environment is critical to the survival and development of a culture and society. The dependence of people on the environment is reflected in its socialization system, including ceremonial traditions, food culture and educational practices. The environment includes the life of our brothers and sisters of creation – animals, birds, bugs, fish, plants, rocks, and all the other beings surrounding us.

Theme/Big Idea: Who are we? Where are we? How did we get here?

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

Vocabulary: ancestor, relation, maiden name, cousin, uncle, aunt, grandpa, grandma

Materials:

Special Item, e.g., feather, rock, etc. for discussion circle (included in Grade 1 Realia Set)
Local heroes: Florence Conrad, text (included)
My Family, book (included; available at Karuk Tribal Libraries & eaglecrestbooks.com)
First grade worksheets (included)

Teacher Preparation: Write the following sentence on the board: i love my family. Make copies of both vocabulary worksheets for each student.

Discussion Circle: 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. Display the “Local Heroes” news article about Florence Conrad on a document reader, read and discuss the concept of local heroes. Ask students for examples in their lives.

Teacher shares information about his/herself, starting with your full name and the names of your parents (giving your mother’s maiden name). At this time give the definition of what maiden name means. Explain that many women nowadays do not change their maiden names to their husband’s last name when they marry; some couples do not choose to get married. Explain that families are made up many different ways—some families have two parents at home, one parent, grandparents, foster parents, step-siblings, etc. Then you might 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.

Tell students why knowing who we are and where we came from is important. Our family history, and heritage can be traced back hundreds of years. It can tell us who we might be related to in the community; it can also give us clues as to why we have become the people we are today.

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, their parents/caregivers first and last name (if they know), where they live now and if they have always lived there. 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.

Daily Language Practice

Have children correct the following sentence: i love my family

Preparing to Read

Tell children that today we will read a couple of short stories about families. We will then compare and contrast the two stories (identify what is the same and what is different).

Developing Story Vocabulary

*cousin *uncle *grandpa *grandma *ancestor *relation

Display ***Vocabulary Black Line Master*** (included in this lesson) on the document reader. Read the first

sentence for children. Point to the underlined word and have them read it aloud with you. Ask what they think it means. Clarify definition. Follow a similar procedure for remaining sentences.

Read Aloud ***My Family*** published by Eagle Crest books. Remind students to look for the “big idea” and important details as you read. Ask students to summarize this story.

Vocabulary

Assign students ***Vocabulary Worksheet 1***. Read the directions aloud. Read each sentence and the answer choices. Help students choose the correct answer choice. Students write the answer on the blank. (The first sound of the answer has been written in for them.)

Explicitly teach vocabulary, using a large poster board

“Sound Game” Best Practices Vocabulary Direct Instruction Procedure

This explicit direct instruction procedure must be used for the vocabulary instruction part of each lesson plan in order to meet the requirements for the Common Core Standards.

Vocabulary instruction should begin with the teacher saying the word out loud, then clapping out the syllables counting how many. [Example: “*cou-sin*”] Ask the group what the beginning sound in that word is.

All students and teacher answer chorally [Example: “*kuh*” for the “*cou*” syllable sound] and the teacher begins writing the first phoneme/letter or letters that make one sound of the vocabulary word on the poster paper or oversized index card.

Ask the students to say the sound when teacher says “sound.”

Repeat for next, doing the same for all following phonemes [Example: “*zin*” for the “*sin*” syllable sound] and then put your finger back to the beginning of the word and repeat slightly faster. Then sweep your finger beneath the word from left to right and say “blend.” Lead the students in blending the sounds to make the word [Example: “*cousin*”].

Repeat. Then point to word and say “read three times for the teacher” and all students to read the word three times.

Assign students ***Vocabulary Worksheet 2***. Students complete worksheet on their own or during small group time.

Journal Write – Let students know that they are expected to use some of the day's vocabulary words in their journals. Students write about somebody in their family.

Art Activity – ***Family Coloring Worksheet*** or have students draw a picture of their family.

Vocabulary – Black Line Master

1. This is my grandma.
2. Who is your grandpa?
3. I see my uncle.
4. I like to play with my cousin.
5. My ancestors lived a long time ago.
6. My sister is my relation.

Name _____

Vocabulary Worksheet 1

Circle the correct answer and write the answer on the line.

1. My father's sister is my a_____.

brother sister aunt mother

2. My father's mother is my gr_____

grandpa grandma aunt cousin

3. My mother's brother is my u_____.

brother uncle aunt sister

4. My mom's mother is my gr_____.

mother grandma aunt sister

5. My uncle's children are my c_____.

sisters parents aunts cousins

Name _____

Vocabulary Worksheet 2

Choose a word from the word box to complete each sentence.

grandpa	dad	sister	aunt
grandma	mom	brother	uncle

1. My _____ takes me to Pikyav ceremonies.
2. I like to cook with my _____.
3. My _____ and I go hunting.
4. I am going fishing with my _____.
5. My _____ tells me stories.
6. I help my _____ make acorn soup.
7. I like to go to the river with my _____.
8. My _____ takes care of me.

Name _____

Family Coloring Worksheet



Karuk Woman Leaves Legacy of Loyalty, Love and Laughter

By Malcolm Terence, Two Rivers Tribune Contributing Writer

Florence Conrad, who was a river hero for many more frequently called “Mom,” by her family and many friends, died March 4, 2012 at her home in Somes Bar. She was 70 and was a member of the Karuk Tribal Council.

Her dedication to her family, the tribe, the membership and each other was inspirational.

She was buried next to her husband in the family cemetery in Somes Bar. After the burial, many folks returned for an ample pot-luck supper, including salmon cooked traditionally on stakes around a pit by J. J. Reed with assistance from Ken Brinks and Ron Reed.

Florence was born December 4, 1941, in Forks of Salmon and was a graduate of Yreka High School. After that she joined the Army and, when she returned to Siskiyou County, she met and married Willis Conrad, Jr. Eventually, she worked for the U.S. Forest Service in the fire department.

Together Florence and Willis had six children. Along with three step-children, Florence and her husband adopted and raised three grandchildren. Florence also helped to raise her nephews and niece.

Florence was proud of all of them and her house filled to the brim with photos of them. She was especially proud of those attending college.

In her three terms on the tribal council, she faced opposition only once and she won that election by a landslide. She gave special emphasis to issues of child welfare and health



Florence Conrad

care. She was a strong supporter of dam removal, both on the council and in hearings and public demonstrations.

A crowded public hearing on the dams in Yreka in 2010 was typical. When it was her turn to speak, Florence stood up and came to the microphone in front of the official hearing table. First thing, she turned her back to the hearing officials. She told the crowd, “I will never turn my back on the people who elected me.”

“My family came here...my family came here a long time ago. The only time I’ve ever left the river was when I served in the military.”

This article was originally published in the Two Rivers Tribune and adapted for this lesson plan. Permission to reprint was obtained.

See more at:

<http://www.tworiverstribune.com/2012/04/karuk-woman-leaves-legacy-of-loyalty-love-and-laughter/#sthash.ri05I8nG.dpuf>