

ELA Common Core Content Standards:

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

Estimated duration:

2 sessions, 1 hour each

Goal: Students will learn about marine life in relation to the traditional customs and cultural practices of the Hupa, Karuk, and Yurok people. They will learn about the Karuk People’s culture of trading with their neighboring tribes, and about some of the life forms that are used and identified as significant for these local tribes.

Teacher Background: The survival and successful continuation of American Indian tribal identity is dependent upon their ability to know, retain, and pass on special connections and knowledge of their homelands regarding their ceremonial, traditional, and cultural practices.

The ocean is a large part of the cultural existence of the people. Many of the stories and legends include the ocean, whether directly or indirectly, and the ocean is a contributing factor in a large majority of cases. The Karuk, as well as their neighbors the Hupa and Yurok people, use shells to make ceremonial dance regalia, and as a form of money. Every item used on ceremonial dance regalia has a spirit, which joins with the human/physical world during traditional ceremonies to help put the world back in balance.

- Theme/Big Idea:** We will make the world better
- Big Questions:** How does the ocean affect our Tribal communities?
- Vocabulary:** shellfish, inland, breakers, permanent, adorn, ornament

Materials:

- Vocabulary Black Line Master (included)
- Shells and Traditional Regalia Picture Cards (included)
- Shell samples (not included)
- How Shells Found an Ocean Home**, from Yurok Tales (included)
- First Grade worksheets (6 included)

Preparation:

Cut out picture cards individually

Write the following sentence on the white board: *are the shells to small.*

Look up the address of the local tribe's fisheries department

Discussion Circle: Tell students that today we are going to learn about shellfish and the ocean. Tell them that the Karuk people traded for shells with their Yurok neighbors, who live downriver from them from below Orleans all the way to the Pacific Ocean. Nowadays, Karuk people buy them, trade for them, or collect them on the ocean themselves. Local Tribes use shells, such as abalone, for many ornaments. One place you find them is on women's dresses. When the woman or girl walks with these dresses on, the sound the shells make sounds like water trickling down a stream. 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 "*yuxtháran*¹" (then students will call out "*yuxtháran*," which means abalone in the Karuk language).

Singing a Shell Song

Sing the song "Abalone Shell," written for this lesson to help students learn to say this difficult word. Choose to sing to a tune of your choice.

Yuxtháran, yuxtháran,

You are hard to say.

Yuxtháran, yuxtháran,

Let us hear your sound.

Yuxtháran, yuxtháran,

Help us say your name.

Yuxtháran, yuxtháran,

Tell us where you're found!

Daily Language Practice

Have children correct the following sentence *are the shells to small.*

Developing Vocabulary

*shellfish *inland *breakers *permanent *adorn *ornaments

Display Vocabulary Black Line Master 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 using the definitions below found at www.learnersdictionary.com or your own. Follow a similar procedure for remaining sentences.

shellfish - an animal (such as a crab) that has a hard outer shell and that lives in water

inland - away from the coast

breakers - waves that curl over, breaking into foam against the shore

¹ Yuxtháran is the Karuk word for abalone: the animal, shell, or an ornament made from this shell. The pronunciation is something like "youx-THAH-ran", whereas the "x" sound is like the Spanish "j" sound – a kind of gargling sound.

permanent - lasting or continuing for a very long time or forever

adorn - decorate

ornaments - a small, fancy object that is put on something else to make it more attractive

Preparing to Read

Tell students that you are going to read them a traditional Yurok story titled **How Shells Found an Ocean Home**. Remind them that the Yurok people are the Karuk peoples' closest neighbors and that many Karuk people have Yurok relatives. This story takes place during a time when animals, including shellfish could talk to each other just like people. Let the students know that when the story is finished we will talk about what the story is about, the main idea, and a few of the important details.

Read Aloud

Remind students that in Yurok creation stories "Woge" (pronounced Wah-gay in the Yurok language) are a pre-human race of spirit beings that lived on the earth before people. Some of them left the earth when humans arrived, some stayed in the form of plants, animals, rocks, shellfish etc.

Read **How Shells Found an Ocean Home**, stopping to ask children questions as you read.

Strategy Focus: Compare/Contrast

Comprehension Skill: Topic, Main Idea, Details/Summarizing

Review what children have learned about topic, main idea, details, and summarizing

*The topic of a story is what the story is about

*The main idea is the big, important idea in the story.

*The details tell more about the main idea.

*To summarize a story, you use the topic, the main idea, and a few important details to tell about the story in a few sentences.

Ask students to identify the topic, main idea, and details of **How Shells Found an Ocean Home**. You may want to record their answers on a large poster board.

Topic – shells

Main Idea – Shells did not always live in the ocean

Details – 1) shells once lived inland

2) shells wanted to live in the ocean because it had more water

3) shells went to the ocean in canoes

Ask children to use this information to verbally summarize the story.

Comprehension Check

Assign students **Comprehension Check** worksheet on the document reader. Read the directions to students aloud. Read the questions and answer choices. Help students rule out the obviously wrong answers, and choose the correct answer. Ask them to fill in the circle of the correct answer choice.

Whole Group Activity:

Ask students if they remember what shellfish are (give definition if necessary).

Hold up pictures of different kinds of shellfish and help students identify them. Ask students if they've ever seen, or eaten any of these shellfish.

*crab *abalone *mussel *lobster *dentalium *shrimp *olivella *clams

Ask them to identify which of the shellfish were used traditionally.

mussel – food source/the shell is used as a woman's eating spoon

clam – small clam shells were used for regalia (necklaces and ceremonial dresses)

olivella – regalia (necklaces and ceremonial dresses)

abalone – food source and regalia (necklaces, ceremonial dresses, quivers)

dentalium – money and regalia (necklaces)

Show students samples of actual shells.

Show them pictures of the regalia items and help them identify the different kinds of shells that are being used.

"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 all the common core standards listed for this lesson.

Vocabulary instruction should begin with the teacher saying the word out loud, then clapping out the syllables counting how many.

Ask the group what the beginning sound in that word is.

All students and teacher answers chorally 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 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.

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

Spelling: sh, ch

Assign students *Sh, Ch Worksheet* and display on the document reader. Teacher/students read the words in the word box. Teacher/students read each sentence, and decide which word best fits in the blank. Write the correct word in the blank to complete each sentence (students may finish this worksheet on their own).

Journal

Students write about something they learned today and draw a picture. They may also choose to do a first grade color sheet.

Optional

Invite a guest speaker knowledgeable about the ocean and its resources, possibly a professional from the oceanography field. Be sure this person is capable of presenting information at a K-2 level. Encourage speaker to bring examples of shells and marine life for the students to learn about.

Vocabulary

1. We can eat shellfish from the ocean
2. I want to go inland where it is warm.
3. We heard the breakers crashing onto the shore.
4. The shells made a permanent home in the ocean.
5. My mom will adorn herself with a long abalone necklace.
6. I like to have a lot of ornaments on the tree.

How Shells Found an Ocean Home

In Woge (Wah-gay) times, all shells went to the ocean from inland along the shores of the Klamath River and its streams. They once lived upriver in the earliest of times where the inland people used them as money as well as ornaments to adorn their clothing

1
Why did the shells want to live in the ocean?
(more water)

One day the shells decided among themselves to live in the great ocean which they had heard about. They heard that there was a lot more water in the ocean than the rivers and streams. (1)

2
Who does "they" refer to?
(shells)

Dentalia, Clamshell, Abalone, Snail, Olivella, Mussel, Thimbleshell and all others of their kind got into a double file of boats and started moving down the Klamath River. More shells joined them at every village until there were many boats. The shells had no paddles, so they stood up in the boats, each one holding onto the shoulders of the shell in front of it. They sang and danced as they had seen the Indians do in their boats and found they could move along down river by the motion of their dancing. (2)

3
What kind of boats do you think they used?
(canoes)

In the front boats were the large Dentalia, then the small, then the Dentalium beads. Abalone followed these, then the little Clamshells, then Thimbleshells and the dark Snail Shells. Olivella and Mussel shells were the last in line. It was a beautiful parade. The people lined the shores of the river to watch as the shells danced by. (3)

"Come back to see us from time to time," the people called, "for we shall miss you."

"We shall" called the shells. "And you must come down to the ocean beaches some time to gather us as you wish."

4
How did the shells get into the ocean?
(tipped over their boats)

When the boats reached the ocean and crossed the breakers safely, Dentalia went north where they tipped over their boats and drifted through the water to the sand below. Small clamshells followed them but not so far north. They also made their way as far south as Crescent City and Pebble Beach to make their permanent home. (4)

Abalone boats went south. Mussel boats now separated and went both north and south. They did not go far. They tipped over near the mouth of the river where they can be found to this day. True to their word, the people still gather shells along the ocean beaches and find many uses for them.

Name _____

Fill in the circle for the correct answer choice.

How Shells Found an Ocean Home – Comprehension Check

1. Who is the story about?
 - shells
 - money
 - boats

2. Where did the shells want to go?
 - the ocean
 - the creek
 - the store

3. The shells went into the ocean from what river?
 - Nile
 - Feather
 - Klamath

4. Who joined the shells at every village?
 - rocks
 - more shells
 - people

5. The people used shells for?
 - money
 - to build their houses
 - to dig

Name _____

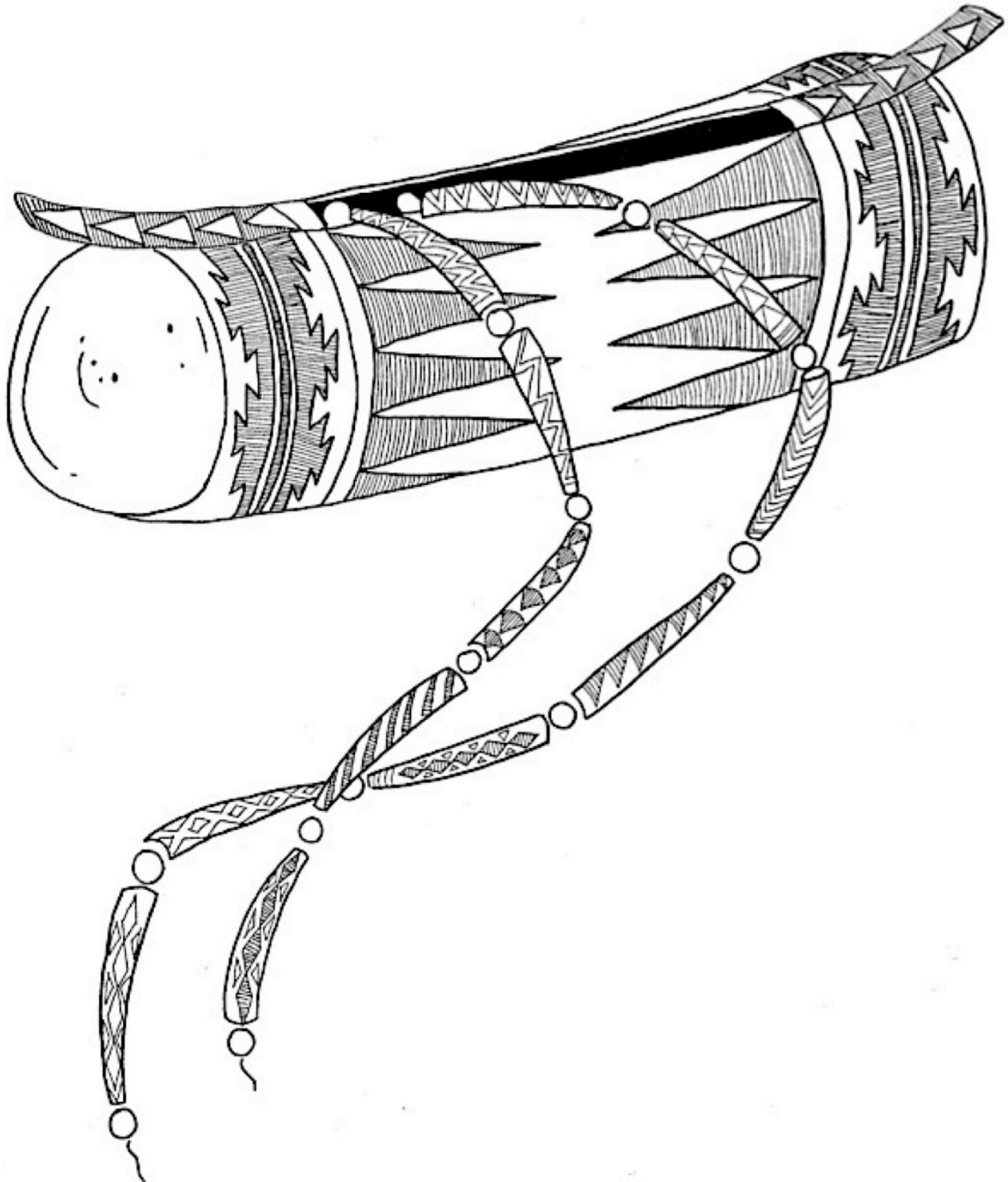
Sh, Ch Worksheet - Write words from the box to complete each sentence

fish	shells	showed	she
shiny	teach	each	Brush

1. _____ gathered small clam _____
_____ for her dress.
2. The shells looked _____ in the water.
3. My brother _____ me how to hook an eel.
4. My dad and I _____ caught five _____
_____ to take to the Jump Dance.
5. My grandpa is going to _____ me a song to sing
_____ at the _____ Dance.

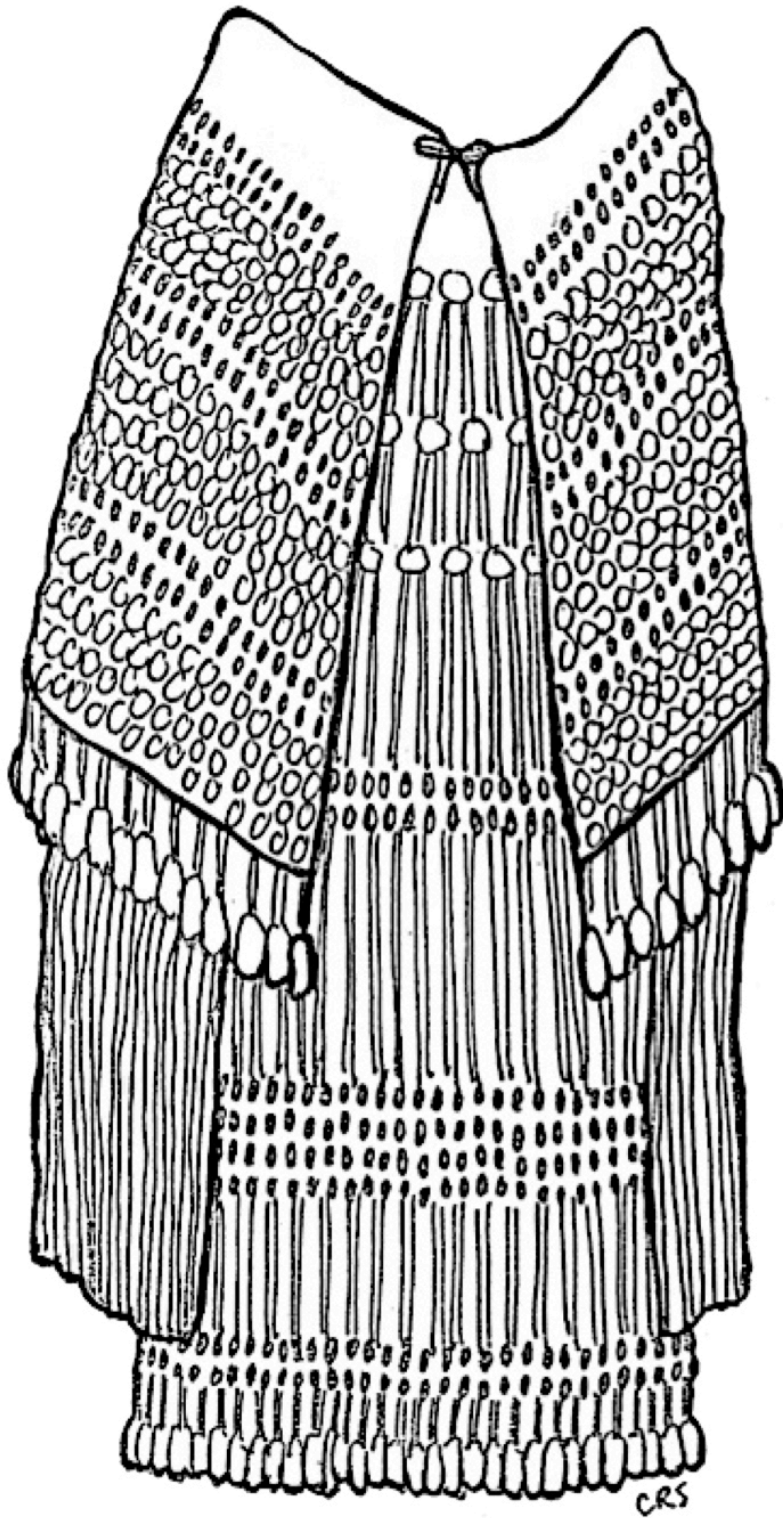
Name _____

Jump Dance Basket Color Worksheet



Name _____

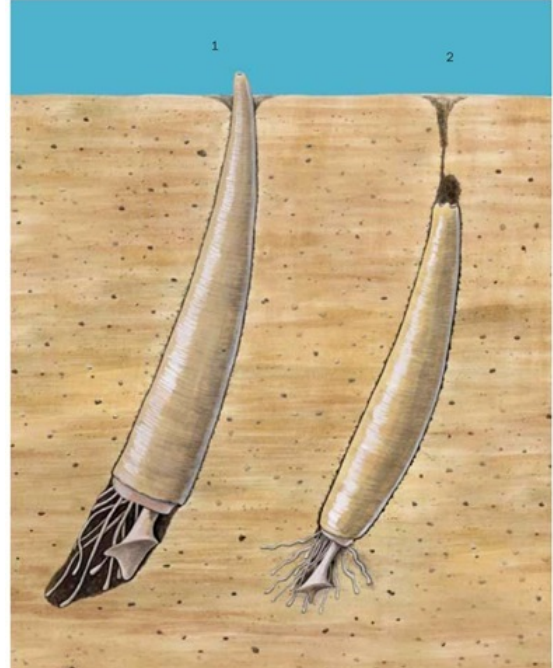
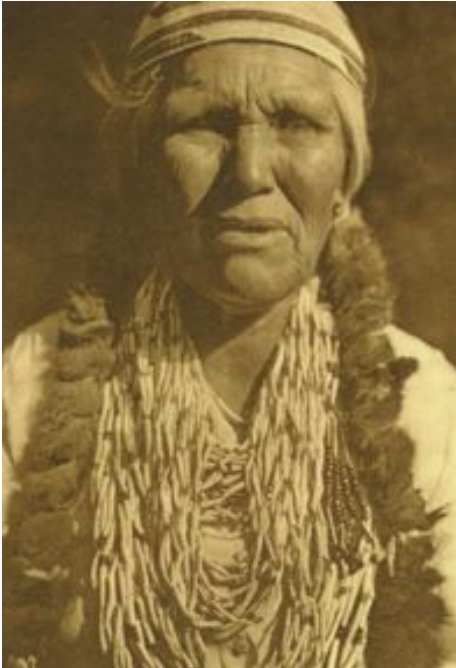
Ceremonial Dress Color Worksheet



Name _____

Woman's Brush Dress Regalia Color Worksheet





pithváva - the largest size of dentalium has 12 to a string (this string has 13...)

ishpukatunvéech'iikiv - necklace made of small dentalia shells



xanvaat - a small clam shell used for ornament



yuxtharánkaam an entire abalone shell used as pendant



yuxtháran abalone (animal, or shell, or ornament made from shell)



axchahaxúnanach - mussel shell



Karuk Language Vocabulary

axchahaxúnanach - mussel shell

ishpuk / ishpuka - dentalium shells (used as money); money

ishpukatunvéech'iikiv - necklace made of small dentalia shells

pithváva - largest size of dentalium, 12 to a string

sápruuk - olivella shell

xanvaat - small clam shell used for ornament

yuxtháran - abalone (animal, or shell, or ornament made from shell)

yuxtharánkaam - an entire abalone shell used as pendant