

ELA Common Core Content Standards:

Reading Standards Informational Text 1
 Reading Standards: Foundational Skills 1, 2, 3
 Writing Standards 2, 8
 Speaking and Listening Standards 2, 4, 5, 6

Estimated:

2 sessions, 2 hours each

Goal: Students will gain exposure to the significance of plants, the medicinal properties of plants, and the vegetation of the land.

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. This includes location, season, time of blossom, part of plant used, preparation, possible mixtures, and methods of cooking and/or steeping, cooling, application, and cleaning/storing.

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 and plant medicine?
Vocabulary: medicine, train, knowledgeable, maiden, ceremonies

Materials:

Vocabulary Black Line Master (included)
The Peppernut Story from *After the First Full Moon in April*, by Josephine Peters (included)
 First Grade Worksheets – Noun Worksheet, Long ‘o’ Word Choice Worksheet

Extension Activity Materials:

4 half pint jars
 3 ounces beeswax
 1 ounce plastic jars (one per child)
 pepperwood leaves
 glass or ceramic pot

propane or electric burner
 cheese grater
 strainer
 mortar and pestle

Preparation: Write the following sentence on the whiteboard: *“I want to playe in the tree,” said joan.*

Discussion Circle: Tell students that today we will be learning about plant medicine. Say: “Let’s join together on a learning adventure, to discover who we are and where we come from. If you agree this is important say *“pahiip¹.”* (This is the Karuk word for Peppernut Tree, or California laurel or bay tree) Students will call out *“pahiip”*).

Oral Tradition: Sing “There was a peppernut outside yesterday²” to the tune of your choice.

<i>vaa káan papaah</i>	<i>There was a peppernut,</i>
<i>vaa káan papaah</i>	<i>There was a peppernut,</i>

<i>îikam</i>	<i>outside</i>
<i>îikam</i>	<i>outside</i>

<i>hárivari</i>	<i>When?</i>
<i>Ipít!</i>	<i>Yesterday!</i>

vaa káan papaah îikam ipít *There was a peppernut outside yesterday!*

Daily Language Practice: Have children correct the sentence: “I want to playe in the tree,” said joan.

Preparing to Read: Tell children you are going to read them a story called *The Peppernut Story*. This story is from a book written by Josephine Peters and Beverly Ortiz. The title of the book is *After the First Full Moon in April*. Ask children why they think a book about herbs/plant medicine is called *After the first Full Moon in April*. (Josephine picks plants to make salves after the first full moon in April, because this is when they are the most potent.)

Building Background: Talk with students about the important job of being a medicine woman. Explain to students that in order to become a medicine woman you have to train for many years. Ask them if they know someone who helps to heal people who are sick. (Examples; medical doctor, Brush Dance medicine woman, nurse, councilor, Jump Dance medicine man, herb doctor, acupuncturist, massage therapist, and sweathouse people).

¹ Pronounced “pa-heap”.

² Sound file for “vaa kaan papaah îikam ipít” is found at the UC Berkeley online Karuk Dictionary at <http://linguistics.berkeley.edu/~karuk/karuk-texts.php?text-id=VS-10>

All of these people have to train for many years before they can practice medicine. Some people go to college to learn about medicine. You might see them working in a doctor's office or hospital helping and caring for people who are sick. Some learn medicine from the elders in their community. They also learn by fasting, prayer, and going to the high country.

Developing Story Vocabulary

*medicine *train *knowledgeable *maiden *ceremonies

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 using the definition below or your own. Follow a similar procedure for remaining sentences.

medicine - something is used to treat disease, heal bad feelings, renew or make better, or relieve pain

train - to teach skills needed to do something: to give instruction to (someone)

knowledgeable - having information, understanding, or skill that comes from experience or education

maiden - unmarried girl or young woman.

ceremonies - formal events that are a part of a social or religious occasion

Read Aloud: Read *The Peppernut Story* (included in this lesson). Stop to help students clarify details as you read.

Evaluate: Ask students if they liked the story, why or why not.

Comprehension - Problem Solving: Ask students:

- What is the problem in the story? (Peppernut wanted to be a medicine woman, but she had no arms or legs.)
- How was the problem solved? (She rolled around in front of the people at the Brush Dance to let them know she had medicine.)
- How do you think Peppernut feels at the end of the story? (proud, happy)

Grammar – Nouns: Assign students Nouns worksheet and display worksheet (included in this lesson) on the document reader. Read the directions in the box at the top of the page aloud. Teacher/student reads the sentence. Teachers help students identify the nouns. Students circle the nouns.

Spelling - Long 'o': Assign students **Long 'o'** worksheet and display on the document reader. Read the directions aloud. Review the words in the box. Help students do the first sentence. Students complete worksheet on their own.

Daily Phonemic Awareness/Phonics: Help students write down the ingredients for pepperwood salve. Write "Pepperwood Salve" on the whiteboard. Ask students to help you identify the proper sounds/letters in each word of the ingredients.

Journal Write – Students write and draw about something they learned today.

Optional Activities: *Make pepperwood salve with students* (teacher may copy the pepperwood salve student worksheet included in the plastic pocket divider of this lesson for students).

Pepperwood Salve Ingredients

1 cup crushed pepperwood leaves
2 cups olive oil
1 ½ ounces grated beeswax

Fill 2 pint jars (or 4 half pint jars) half full with broken up pepperwood leaves, (loosely fill do not pack leaves tightly). Fill the jars with olive oil. Cover tightly with a lid and place in the sun. (window sill, porch etc.) Leave in the sun for 2 weeks; shake the jar each day. After 2 weeks, strain the contents to separate the leaves from the oil. Heat the oil in a ceramic pot or glass pot (do not use aluminum) and add 3 ounces grated beeswax. Stir mixture until beeswax is completely melted. Let cool for a few minutes then pour into 1-ounce jars.

Note: Mixture will be very hot when melting beeswax. Do not pour into plastic jars too soon, or the jars will melt.

Take a fieldtrip to gather pepperwood leaves and nuts. This can be a walking field trip if you find trees close by.

Pepperwood nut options

1. Dry some of the nuts in the oven and crack them to eat (they're good for your blood).
2. Put nuts in a basket or bag and let them dry naturally. Crack them, peel off the inside skin, and pound them into powder with a mortar and pestle. (If you add a little water to turn it into a paste it is an effective remedy for infected sores that won't heal or staph infection.)

Vocabulary

1. They have gone to pick medicine plants.
2. You must train very hard to be an herb doctor.
3. Both of them were knowledgeable about plant medicine.
4. The young maiden was very smart.
5. I plan to go to Brush Dance ceremonies again this year.

The Peppernut

(story as told by Josephine Peters)

A long time ago when they had the brush dances, they'd say the little peppernut used to go out and roll around in front of the crowd to try to let people know she had medicine. Now we use the peppernut. We crack them, and we use the little nut inside for a lot of things. We can use it for healing diabetic sores, bedsores, any kind of infected sore, impetigo, boils. It'll draw blood poisoning...It's an old Indian tale, and it told that the peppernut was good for a lot of things. Vivien (Hailstone) used to tell it.

The Peppernut Story

(Story as told by Vivien Hailstone)

Not everyone could be a medicine woman. One had to train for many years and come before the most knowledgeable one for the test. In our story, there is a mouse, a frog, and a peppernut in training.

The mouse came before The-One-Who-Was-There and said, "I have been working very hard to meet the test."

"Indeed you have," The-One-Who-Was-There replied. "There is something about you that I have noticed also. You have a very long nose. It starts high in your forehead and ends out over your chin. That is very well, however, for this is the way that you are."

Next came the frog. "You have seen the training that I have been going through," she said.

"Yes," said The-One-Who-Was-There. "You have been studying the ways with great care. There is something I have noticed about you however. You are covered with bumps. They cover much of your body. That is very well, however, for that is the way that you are."

Now it was time for the little peppernut to come before The-One-Who-Was-There. Others who had failed to pass the test said to her, "You will never become a medicine woman. You don't have legs."

"Oh," cried the little peppernut, as tears came to her eyes.

They said, "You don't have any arms either." Feeling so bad, the peppernut began to dance, and she cried. She rolled back and forth before The-One-Who-Was-There, rolling this way and that, crying and singing her little song.

When the choice was made, it was the peppernut maiden who passed the test and became the medicine woman. The peppernut leaves are still used in religious ceremonies today.

Name _____

Circle all of the nouns in each sentence.

Nouns Worksheet

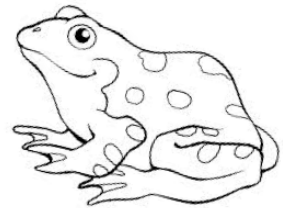
A noun is a person, place or thing.

1. You have to train for many years to become a Medicine Woman.

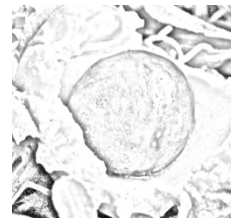


2. Mouse has a very long nose.

3. Frog worked very hard to pass the test.



4. The peppernut maiden passed the test to be a Medicine Woman.



5. Peppernut leaves are still used for medicine.

Name _____

Write words from the word box to complete each sentence.

Long 'o' Word Choice Worksheet

know	show	oak	soaks
float	boat	grow	throats

1. Can you _____ me where to gather peppernuts?

2. The _____ can _____ on the river.

3. Acorns _____ on tan _____ trees.

4. My grandma _____ her acorn flour before she makes acorn soup.

5. Is pepperwood tea good for a sore _____ ?