



ELA Common Core Content Standards:

Reading Standards for Literature 1
Reading Standards: Foundational Skills 3, 4
Writing Standards 1, 8
Speaking and Listening Standards 1, 2, 6
Language Standards 1, 2, 4, 6

*Estimated:
1 hour session for Language
and 1 hour session for Karuk
Language*

Goal: Students will gain visualization skills and sensory recognition. They will acquire insight into how it was before there were roads and modern day conveniences.

Teacher Background: *Nanu'avaha* means “our food” in English. Native American people depended on the environment around them to provide for all of their needs, including food. The Karuk located their villages near the rivers known as the Klamath and Salmon Rivers, as salmon was a mainstay of their diet. They also depended heavily on the tan oak groves for their gift of acorns in the fall. Knowledge of edible plants such as huckleberries, mushrooms, and “Injun” potatoes was common knowledge to Native people of the region. Knowledge of medicinal plants was less common.

While many Native Americans, including the Karuk Tribe, still use their Traditional Ecological Knowledge to practice the maintenance of their land- and waterscapes to harvest traditional foods, these customs are less widely practiced for a variety of reasons: impacts on inter-generational education, loss of tribal homelands, and reduced availability of resources through environmentally damaging land and water uses over the past century.

Native people also used and maintained an intricate network of trails leading from one village to the next, one gathering spot to the next. These trails had specific rules to be followed while walking on them, specific places to stop and rest. A trail was treated as a living thing, and given great respect as was all of creation.

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?

Materials:

Visualization narrative by Phil Albers. **Indigenous: Being From a Special Place on Earth** (included)
Vocabulary Black Line Master (included)
Naming Words Black Line Master (included)
Proofreading black Line Master (included)
Second Grade Worksheets (included)

Discussion Circle: Tell students that we live in a place that is very different from other places. Ask students what towns and cities they have visited and encourage them to describe those places. Decide on a town that most students are familiar with to do comparative exercises, for example, Eureka or Yreka.

Today you will read them a story called **Indigenous: Being From a Special Place on Earth**, and then we will compare and contrast this story from the town your class has chosen. Tell students, “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 *nanu’ithívthaaneen*¹ (*our land*) (then students will call out “*nanu’ithívthaaneen*”).

Developing Story Vocabulary: Display **Vocabulary Black Line Master** (included in this lesson) on the document reader and read the first sentence aloud. Ask students what the word *indigenous* means. Clarify meaning. Repeat for the rest of the sentences. Model how to figure out what the vocabulary words mean, based on context clues. Ask children to use what they know to figure out the meaning of each key vocabulary word. Have children explain how they figured out each meaning.

indigenous – produced, living, or existing naturally in a particular region or environment

visualize – to form a mental picture of (someone or something)

ridge – a long area of land that is on top of a mountain or hill

breeze - a light gentle wind

rustle – to make a soft, light sound because parts of something are touching or rubbing against each other, a crunching sound

brush – scrub vegetation, small bushes

surrounded – to be on every side of (someone or something)

ancient– very old; having lived or existed for a very long time

sway - a slow movement back and forth; to swing gently

exist - to have actual being; to be real

¹ Pronounced something like na-nu-eh-THIEVE-thah-neen. See Karuk Pronunciation Guide (included in binder).

twigs - a small shoot or branch; those on the ground are usually without its leaves

grove - a small group of trees; *especially*: a group of trees that produce fruit or nuts

Preparing to Read: Remind students what it means to visualize what they are hearing, e.g. that they are trying to create a picture in their mind as a story is being told. Make sure students all have a clear understanding of the words and their meanings before reading the story.

Turn off the lights and ask students to relax by taking a deep breath, have students close their eyes, tell students to try and create a visual picture in their mind of the story.

Reading: Read the visualization narrative **Indigenous: Being from a Special Place on Earth** (included). After reading the story ask students what they visualized.

Comprehension: Evaluate the students' comprehension by posing questions, such as:

- Where did the story take place (in the woods, forest, by a creek)?
- As you listened to the story how did you feel (calm, relaxed, safe, connected to the land)?
- Where did the people stop as they traveled back to their village (the resting place)?
- What was hidden there for them to use (eating baskets, cooking tools)?
- What fell from the trees as the wind blew (acorns)?

Compare/Contrast: Compare **Indigenous: Being From a Special Place on Earth** to the place your class has decided to use as a model, e.g. Eureka, using a Venn diagram.

Similarities:

- there are houses
- there are trees and birds
- they are both close to the Pacific Ocean

Differences:

- City/country
- Food bought in stores/food provided by nature
- There are a lot of people/they don't see any people

Grammar: Display the **Naming Words Black Line Master** (included in this lesson) on the document reader. Assign students **Naming Words** worksheet. Read aloud the words in the word bank, then ask students if they know what kind of words these are (they are naming words, nouns), Ask a volunteer to re-read the first word and tell whether it names a person, place, or thing. Repeat with the rest of the words in the word bank.

Read aloud the directions to students. Ask a student to read the first sentence. Ask for a volunteer to tell which noun from the word bank best fits in the blank. Repeat.

Ask students to look again at sentences 7 and 8. Tell them that these two sentences have proper nouns. Ask them if they remember what a proper noun is. Explain if necessary. Ask students what the proper nouns are in these two sentences.

Activity: Display the **Proofreading Black Line Master** (included of this lesson) on the document reader. Assign students **Proofreading** worksheet. Read the directions aloud to students. Ask for a volunteer to read the first sentence. Ask students what needs to be changed in the sentence to make it correct. Make corrections, and then have children write the sentence correctly on their copy. Repeat with the rest of the sentences, or let children finish on their own.

Journal Write – Students write about the difference between city life and country life. They should draw a picture that contrasts these two lifestyles/settings.

Optional: Language, language! (included): Karuk language lesson on huckleberries and acorns.

Field trip to acorn or huckleberry sites with a cultural practitioner.

Name _____

Choose a word from the vocabulary list that best completes each sentence and write it on the line.
Circle the proper nouns.

Vocabulary

1. Native Americans are _____ to this land.
2. Did you _____ acorns falling from the tree during the story?
3. I saw a mountain lion up on the _____.
4. The _____ gently blew my hair.
5. I heard the leaves _____ as the lizard ran away.
6. The _____ was so thick we couldn't walk through it.
7. We were _____ by the sounds of birds singing.
8. Creation stories are as _____ as the world.
9. The acorns fell as the tree limbs began to _____.
10. Just because you can't see something doesn't mean it does not _____.
11. We picked _____ off the huckleberry bushes.
12. The _____ of trees was covered with snow during the winter.

Vocabulary Black Line Master

1. Native Americans are indigenous to this land.
2. Did you visualize acorns falling from the tree during the story?
3. I saw a mountain lion up on the ridge.
4. The breeze gently blew my hair.
5. I heard the leaves rustle as the lizard ran away.
6. The brush was so thick we couldn't walk through it.
7. We were surrounded by the sounds of birds singing.
8. Creation stories are as ancient as the world.
9. The acorns fell as the tree limbs began to sway.
10. Just because you can't see something doesn't mean it does not exist.
11. We picked twigs off the huckleberry bushes.
12. The grove of trees was covered with snow during the winter.

Name _____

Choose a word from the word bank that best completes each sentence and write it on the line. Circle the proper nouns.

Naming Words

brother	woods	shade	trees	brush
creek	huckleberries	relative	plants	trail

1. I like to climb _____.
2. We went for a walk in the _____.
3. We rested in the _____.
4. The _____ was freezing cold.
5. Where did my little _____ go?
6. The _____ led into the village.
7. Shelly picks the biggest _____.
8. Uncle Charlie is my _____.
9. The _____ was so thick we couldn't go any further.
10. Please teach me about medicine _____.

Name _____

Proofread each sentence. Correct any errors.

Proofreading

1. Whin should you pick acorns.

2. we bothe saw the huckleberries in the bushes?

3. which plants ar herbs!

4. when will you teech me how to hunt.

5. wosh the plants befor you use them.

Indigenous: Being From a Special Place on Earth

Visualization

Here, in Northern California, just a few strong mountain ridges inland from the salty Pacific Ocean you are walking through the woods. It's a warm afternoon with a nice breeze that blows through your hair. The air smells like pepperwood and the river. You look around at the huckleberry bushes next to the trail. You look up at the trees around you as you walk. Listen to the wind rustle their leaves. As you walk you see many birds. Listen to the birds sing the songs their parents taught them. Do you hear the sound of the small animals in the brush alongside the trail? Do you see the squirrel running along with an acorn in its mouth? Up, up, up the tree it scampers.

You are surrounded by many different kinds of trees: oak trees, pepperwood, fir, madrone. All ages of trees from babies to ancients sway and dance, stand, and exist. How lucky you are to see these special places. Dry leaves and twigs crunch under your feet as you walk along the trail, the signs of seasons past. The trail is nice and wide, well-traveled since time began for people.

You know you will keep walking until you reach the resting place with shade and a creek with water that is icy cold and good to drink. All people stop here at the resting place, so eating baskets and cooking tools are kept there in a hiding spot. If you're lucky, a friendly relative will be on the trail and stop to visit with you before continuing home to their village where they'll share your news with the other family in the house and the sweathouse.

As you keep walking and see the woods getting lighter and opening up into a grove of large tan oak trees. The trees are big, with thick trunks that reach up to the sky and have long branches. The wind blows, acorns drop like rain, gifts from the tree and the earth. Plop, plop, plop. You hear them dropping all around you. Try to walk without stepping on them. Aaah, there is the creek. Let's sit down to rest.

Language, language!

Púrith karú Xúntáppan – huckleberry and tan oak acorn

“Yáxxa pay ôok – look at this!” Hold up the photograph of a huckleberry bush. Repeat, **“Yáxxa pay ôok.”**

“Fâat uum pay – What is this?” Point to a huckleberry. Repeat, **“Fâat uum pay?”** Students may know the English word. You may want to prompt them to think about what it is called in Karuk by saying, **“Hûut ipítih?** (What are you saying?)

The Karuk word for huckleberry is *púrith*. Karuk doesn't distinguish between plural and singular except for nouns and their adjectives, so that if students want to say “Those are huckleberries,” they should respond the same way: **“Váa uum púrith”** (that is a huckleberry).

Next, use a motion to include the whole plant and ask, **“Fâat uum pay- What is this?”** The word for huckleberry bush is *purith'ípan*. Children should respond with, **“Váa uum purith'ípan”** (That is a huckleberry bush).

If you would like to try this exercise with the tan oak acorn, use the same method:

“Yáxxa pay ôok – look at this!” Hold up the photograph of the acorn. Repeat, **“Yáxxa pay ôok.”**

“Fâat uum pay – What is this?” Point to an acorn. Repeat, **“Fâat uum pay?”** Students may know the English word. You may want to prompt them to think about what it is called in Karuk by saying, **“Hûut ipítih?** (What are you saying?)

The Karuk word for the tan oak acorn is *xúntáppan*. Students should respond then with, **“Vaa uum xúntáppan”** (that is an acorn). If students want to know the name for leaf, it is *sáan*. The tan oak leaf is *xunyêpsa'an*. The word *xunyêep* means “good (or “best”) acorn soup tree.” (-yêep may be disassembled into *yav* (“good”) + *ip* (“tree”). You could point out the *yav* “hidden” in this word too.

Next, show the photo of the tan oak acorn tree and ask, **“Fâat uum pay- What is this?”** The word for a tan oak acorn tree is *xunyêep*. Children should respond with, **“Váa uum xunyêep”** (That is a tan oak acorn tree).

Hold up the photo of acorn soup, and ask: **“Fâat uum pay – What is this?”** Some children may know to respond with **“Váa uum xuun!”** Finish with, **“Vur uum amáyav!”** This means, “they are delicious!”



púirith – huckleberry

purith'ípan – huckleberry bush



xuntáppan – tan oak acorn

xunyêpsaan – tan oak leaf



xunyêep – tan oak tree



xuun – acorn soup

Amáyav!