



ELA Common Core Content Standards:

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

Estimated:

1 session, 2 hours

Goal: Students learn of the tools and resources needed for sustainability. The students should also begin to recognize the amount of energy and effort required for finding and making the items necessary for survival.

Teacher Background: Baskets were an integral part of everyday life for the Hoopa, Yurok, and Karuk Indians. Tribal folks use baskets to catch, gather, cook, and serve food; they use them for storage of food supplies, as ceremonial regalia, for our caps, and for many other essential things. Laverne Glaze, Karuk master basket weaver explains, “Baskets were used for everything – I mean EVERYTHING - and it’s been that way for years. You can cook with them, wear them on your head, catch fish with them... I clean huckleberries with mine. I do everything with them.”

The Karuk and their neighbors, the Hupa, and Yurok people, use mainly willow and hazel sticks to make baskets. Hazel bushes need to be burned by low-intensity fire every two or three years before the new strong and strait shoots are suitable to be used for basketry. Traditionally, controlled burning was employed on a regular basis as a land management tool. In the early 1900’s this burning was outlawed in the United States, but in recent years is beginning to find agency-wide support.

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? What baskets do we use to gather/prepare acorns?

Vocabulary: *infants *tray *mortar *pestle *decorative *container
 *techniques *processing *types *flexible *shoots *scrape

Materials:

Controlled burn photographs (8 included)
 “Northern California Indian Basketry” DVD (included)
 Vocabulary Black Line Master (included)

KWL Chart template (included)

Assorted Acorn gathering/preparation pictures or actual baskets (photos included)

Second Grade Worksheets (included)

Preparation: Cut out the cultural burn photos separately. Send out the letter to parents/guardian asking if they have any traditional Native American baskets for acorn gathering/preparation that they could bring into class to show the students. Set up big screen and have DVD “Northern California Indian Basketry” ready to play. Draw a KWL chart on the whiteboard or oversize poster board (template included).

Discussion Circle: Tell students that today we are going to talk about traditional Karuk baskets and basket materials. Ask students if they know anyone that weaves baskets, or gathers basket materials. Let students take turns talking about what they know about traditional basket weaving.

Activity: Write the title “Traditional Baskets” above the KWL chart. Ask students what they know about baskets and basket materials. Record their responses below the section marked “Know.” Ask what they want to know. Record responses under the “Want to know” section. Wait until the end of the lesson to fill in the “Learn” section.

Building Background: Explain to students that basket weavers often use hazel sticks to make baskets. In order to use the hazel, however, the plant must have been burned at least one year ago. As long as the fire was not too hot, the plant will have survived, and the following year it will send up new, straight and healthy shoots that are suitable for basket materials. Show students a picture of the forked hazel bush. Tell them that if hazel is not burned, it looks like this (P1), and you can't weave with it.

Burning the hazel bushes also gets rid of bugs: these bugs otherwise burrow tiny holes in the stems, which make the hazel easy to break. Show students the buggy stick (P2), and then the long, straight ones (P3).

Fires can be very dangerous, and children should never start fires. Some adults, however, know how to set a fire so that it only burns where they want it to. This is called a controlled burn. Indigenous peoples all over the world have been using this low-intensity burning since time immemorial to cultivate their landscapes and improve their food and fiber resources. Show students a picture of the fire fighters starting a controlled burn (P4). The fire department makes sure to have a long water hose ready to be extra safe. Show P5/P6.

The Karuk people who have knowledge of cultural burns know that they should never start the fire at the bottom of the hill, but that fires should be set from the top of the ridge and followed slowly down to the waterways. Many people are beginning to understand that now, too, and they always start controlled burns near the top. Show P7. This helps make sure the fire stays under control and doesn't burn too hot. This type of fire doesn't burn up the trees, only the brush. Next year this place will have lots of long beautiful, straight hazel sticks. Show P8.

Tell students that today we will learn about the different types of baskets that are used to gather, store, prepare, and cook acorns.

Developing Key Vocabulary

*infants *tray *mortar *pestle *decorative *container *techniques *processing
*types *flexible *shoots *scrape

Display Vocabulary Black Line Master (included in this lesson) on the document reader and read the first sentence aloud. Ask students what the word *infant* 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.

infant – child in the first year of life; baby

tray – plate

mortar – bowl used for grinding

pestle – rock used for crushing or grinding

decorative – pretty

container – object used to hold something

technique – skill or special ability

processing – get something ready

types – kinds

flexible – bendable without breaking

shoots – new growth

scrape – to rub off the top layer

Preparing to see DVD: Tell students that you are going to watch a DVD called Northern California Indian Basketry, which talks about baskets made and used by local tribes. Read the comprehension questions for the movie “Northern California Indian Basketry (included in this lesson). Do not read the answer choices; you will go over them with students after the movie. This will help students identify parts of the movie that they will be asked about later.

Play DVD “Northern California Indian Basketry.”

Comprehension: After the movie assign **Comprehension** Worksheet. Teacher/students read the comprehension questions and answer choices out loud. Discuss answer choices helping students eliminate the wrong answers until they get the correct answer for each question.

Sequencing Activity: Hold up the basket photographs (included in this lesson) one at a time and ask students if they know what kind of basket it is and what it’s used for?

Cooking Basket (to cook)

Burden Basket (gathering wood, or acorns)

Leaching Basket (to leach out bitter tannic acid from acorns)

Hopper Basket (when pounding acorns into flour, this basket keeps flour from spilling)

Soup Bowl - Eating Basket (to eat soup)
Sifting Basket (for winnowing the skins from the acorns)
Storage Basket (store acorns)

Then as a whole class have students sequence the basket pictures. Have them tell you which basket they would use first if they were gathering acorns, storing acorns, sifting acorns, pounding acorns, leaching acorns, cooking acorns, and eating acorns (1 – burden basket, 2 – storage basket, 3 – sifting basket, 4 – hopper basket, 5 – leaching basket, 6 – cooking basket, 7 – soup bowl/eating basket).

Strategy Focus: Details: Fill in the “Learn” column of the K-W-L Chart.

Journal Writing

Students write about something they learned today, and draw a picture to go with it.

Spelling Words/Phonics Review

Assign **Spelling** Worksheet.

Optional Activities

Acorn Mobile Project: Explain to students what a mobile is, and explain how you will make one together. Have students color the pictures on worksheet 1a and 1b (copied earlier on cardstock). Tell students that they are going to match the items that belong together. They will then cut them out and glue the matched pair back to back with a piece of string in the middle. After they have glued the pictures to the string they will tie the string to the dowels (You may want to tie the string to the dowels in head of time).

Acorn Soup Preparation: Students crack, grind, leach acorns, and make acorn soup with cultural practitioner. Acorns should dry about 3 months in the shell before cracking. After peeling the skins and cutting away bad parts, grind the acorns into flour – not too fine. Leach the acorn flour in the sink using a flat basket and porous cloth like muslin. Saturate the acorn flour with water, leaving enough water in the basket to cover the acorn flour with 1/3 inch water. Let the water drip slowly into the basket of wet acorn flour all day and night. In the morning turn off the water, wait for the water to drain from the basket, and then scoop the wet acorn meal into a pot. Add three times as much water, bring the water to a boil (stirring constantly when the soup is hot), and boil for 3-5 minutes. Serve it up and enjoy!

Cultural resource person tells “Acorn Maidens” story.

Have a guest speaker come in to do a cultural presentation about baskets, showing how each basket is used in gathering/preparing acorn soup.

Take a field trip to gather acorns. Use a burden basket and/or explain to students that we now use paper bags or other items in place of a burden basket.

Steps to Making Acorn Soup

- Step 1 – Acorns are gathered and dried.
- Step 2 – Acorns cracked and shells removed.
- Step 3 – Acorns sifted (also called winnowed) to remove the thin skin.
- Step 4 – Acorns are pounded into flour.
- Step 5 – Acorn flour is leached to remove tannic acid.
- Step 6 – Rocks are heated in the fire.
- Step 7 – Water and acorn flour are placed in a cooking basket and hot rocks are added. The rocks are stirred constantly until the soup is done.

KWL Chart

Topic: _____		
What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

Vocabulary

1. I put the infant in the baby basket.
2. The tray held many things on it.
3. The acorns were ground in a mortar.
4. We used a pestle to pound the acorns
5. My mom made a small decorative basket.
6. Lots of acorns were stored in the container by the stove.
7. I was taught two techniques for weaving water-tight baskets.
8. The women were processing the acorn flour.
9. What type of basket are you making?
10. If the sticks are not flexible, they will break.
11. The hazel shoots are best for making baskets.
12. You need to scrape the bark off of them.

Name _____

Northern California Indian Basketry Comprehension Questions

1. When do you pick hazel sticks?
 - a. winter
 - b. summer
 - c. spring
2. What must be done to the hazel before the sticks can be picked?
 - a. spray them with herbicides
 - b. burn them the year before
 - c. soak them in water
3. Where does gray willow grow?
 - a. on the prairie
 - b. by the river
 - c. San Francisco
4. What part of the gray willow do you use to weave baskets?
 - a. the roots
 - b. the leaves
 - c. the hair
5. When do you gather willow roots?
 - a. after the sun has dried them out
 - b. during a snow storm
 - c. after the river has risen and dropped

6. What color is bear grass when dry?
 - a. pink
 - b. black
 - c. tan

7. What part of the maidenhair fern do you use?
 - a. the stem
 - b. the leaves
 - c. the root

8. What color does maidenhair fern make on a basket?
 - a. orange
 - b. black
 - c. yellow

9. When do you pick woodwardia fern?
 - a. before it freezes
 - b. in the middle of the night
 - c. before a football game

10. What do you use to dye the woodwardia fern red?
 - a. a red ink pen
 - b. soot
 - c. alder bark

Northern California Indian Basketry

Key - Comprehension Questions

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 - e. soot
 - f. alder bark

Name _____

*Write the correct word that completes each sentence.***Spelling: long *a* sound**

1. We cut a fire _____.

trayl trail

2. If it _____ they cannot burn well.

rains ranes

3. _____ will be very careful.

Thay They

4. Do not _____ with fire!

play play

Phonics Review: th, wh, sh, ch

5. Please _____ me how to make a basket.

teach cheer

6. _____ me how to pick sticks

Share Show

7. _____ does hazel look like?

When What

8. Did a bug eat into _____ stick?

that with

Dear Parent/Guardian:

We are currently learning about the local Native peoples' strong connection to the land and resources. On _____, we are planning to assemble a cultural items display of acorn gathering/storage/preparation baskets. We hope you can help create this display by bringing in any baskets you may have associated with acorn gathering, storage, and preparation. We invite you to come, share your knowledge with us.

With gratitude,

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With gratitude,

Cultural Burn Photos



unburned hazel (p1)



buggy stick (p2)



Karuk basket weaver, Karen Lenk. Hazel sticks grow straight after a burn (p3)



Karuk Tribe Grants Coordinator, Jaclyn Goodwin, brings fire back to willow stands along the Klamath River to enhance the quality of basket materials. (p4)



Fire fighters starting a controlled burn (p5)



The fire department has a long water hose ready to be extra safe. (P6)



Fire burns downhill more slowly.



This type of fire doesn't burn up the trees, only the brush.



Burden Basket



Storage Basket



Hopper Basket



Sifting Basket by Laverne Glaze



Cooking Basket



soup bowl – eating basket