



ELA Common Core Content Standards:

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

Estimated duration: Two 1 hour sessions

Goal: Students will develop knowledge and understanding of traditional Karuk land-related values and special relationships to the environment that form the foundation for Indian cultural identity and sense of place on earth.

Teacher Background: The cultural heritage of most Native American and Alaska Native peoples, including that of the Karuk People, incorporates sophisticated traditional ecological knowledge into all components. This Native Science is derived from “a lived and storied participation with the natural landscape.”¹ As such, American Indian cultures and the environment in which they were developed are intricately connected.

The environment includes the land, objects on that land, all vegetation, the soil, the air, the water, and all creatures and animals that live on the land. In this lesson, these concepts are presented to promote a mindful relationship between the students and the land.

The objective is to develop the students’ feelings of care and respect and encourage students to become lifelong caretakers of the natural world. Traditional Native views and beliefs will help students develop this caring and respectful attitude towards nature and land, and to understand their responsibilities for contributing to the preservation and nurturing of the natural environment.

- Theme/Big Idea:** We All Take Care of Each Other
- Big Questions:** Who knows how to respectfully use the natural environment to provide for the needs of their family?
- Vocabulary:** beneath, major, obsidian, nature, survive, definite, knowledge, harmoniously, traveled, engraved, anonymous

¹ quote from Leroy Little Bear, J.D., former director of the Native American Program at Harvard University

Materials:

KWL Chart (included)

Nature and the Northern California Indians, DVD (~18 min. Included in Grade 2 binder)

Nature and the Northern California Indians – Comprehension Worksheet (included)

Cultural Resource Cards (42 included)

Directions for “Go Fish” cultural resource card game (included)

List of card matches for “Go Fish” cultural resource card game (included)

Vocabulary Black Line Master (included)

Honoring the Earth, poem (included)

Session 1

Preparation: Set up for watching a DVD. Pre-read the Directions for “Go Fish” and preview the card matches. Make several copies of the list of card matches for the “Go Fish” card game, and

Discussion: Tell students that today we will learn how the Karuk people used the environment around them to provide for all of their needs. The things from nature, commonly known as natural resources, are considered gifts from the creator, and we always give thanks for them. Say, “If you agree that it is important to the community that we learn this, say *“pananú'uup”*² (our treasures). Students will call out *“pananú'uup.”*

Display the **KWL chart** on the document reader or write up on the board. Write “Nature and Northern California Indians” in the heading. Ask students what they know about the things in nature that we can use for food, medicine, tools, or other useful things. Record their responses below the section marked “know”. Ask what they want to know, record responses under the “Want to Know” section. Wait until after the movie, and comprehensions questions to fill in the “Learn” section.

Preparation for Activity: Tell students they will be watching a short documentary titled **Nature and the Northern California Indians**. Ask them if they know what a documentary is (*Suggested answer: movie or a television or radio program that provides a factual record or report*). Tell them that after the documentary is over, they will be answering questions about it. You may wish to read the **Comprehension Questions** aloud to help them focus their attention on details.

Activity: Play DVD **Nature and the Northern California Indians**. After it is over, ask them if they have any questions about it. Together with students, help clarify if needed.

Comprehension: Assign Comprehension Worksheet. Teacher or student reads each question, and answer choices. Rule out the obviously wrong answer choices, and discuss why the correct answer is right. Tell students to circle the letter for the correct answer.

Activity: Solicit response from students to fill in the “Learn” section of the KWL chart.

Optional: Cultural Resources Card Game “Go Fish”

Directions for “Go Fish” cultural resource card game (included)

List of card matches for “Go Fish” cultural resource card game (included)

² Pronounced pah-nah-NUH-ooop

Session 2

Discussion: Ask students to summarize what they learned from the last session and revisit the completed **KWL Chart** as needed. Tell them that today, they will continue on their journey learning how the Karuk people live together with their environment. Say, “If you agree that it is important to learn this, say **pananú’uup** (our treasures).” Students will call out “**pananú’uup**.”

Vocabulary: Display the **Vocabulary** Black Line Master (included) on the document reader and read the first sentence aloud. Ask students what the word “*beneath*” means. Clarify meaning. Repeat for the rest of the sentences. Model how to figure out what the vocabulary words mean, based on context clues. Encourage students to draw from their own experience to figure out the meaning of each key vocabulary word and have them explain how they figured out each meaning. Vocabulary words in this activity are repeated here below:

beneath - under

major – one of the most important

obsidian –volcanic glass used to make arrow heads and knives, usually black

nature – the natural world around us

survive – to live

definite – for sure, certain

knowledge – information, understanding, or skill that you get from experience or education

harmoniously – in balance with

traveled – went some place

engraved – carved, or cut into

anonymous – not named

High Frequency Words: Ask students to circle the high frequency words on vocabulary worksheet as you read the word aloud.

1) touch 2) year 3) brother 4) beautiful 5) young 7) great 9) quiet

Preparing to Read - Predict/Infer: Tell students that they will read a poem called **Honoring the Earth**. Ask students to predict what it will be about.

Reading: Display the **Honoring the Earth** poem on the document reader and have students take turns reading aloud two lines each.

Evaluation: Ask students if they liked the poem. Why or why not? Ask if their prediction about what the poem was going to be about was true or false. Pass around the “special item,” and let students take turns talking.

Journal Write: Students write about three things they liked learning about today. They can either draw a picture to go with it, or color a color worksheet. This can also be a form of evaluation of the lesson.

Vocabulary

1. The salmon slipped beneath the net and didn't even touch it.
2. The Jump Dance is a major ceremony for the Karuk people.
3. My brother knows how to chip obsidian into arrowheads.
4. The wild flowers in nature are beautiful.
5. Will the young buck survive hunting season?
6. Do we have a definite date for our camping trip?
7. Some elders have great knowledge about our traditions.
8. We should live harmoniously with nature, so as not to destroy it.
9. Everyone was quiet as we traveled down the river.
10. I engraved my dentalium³ shells with straight, even lines.

³ Dentalium refers to tooth shells, which are a kind of seashell. They are used in jewelry and regalia, but are also a traditional form of money for Native peoples.

Honoring the Earth

I thank the earth beneath me,

For there I stand and walk.

I thank the air around me,

Which helps me breathe and talk.

I thank the sun so warm and bright,

So far away in heaven's height,

To keep me safe 'til morning light,

For the deer and the acorns falling from the trees,

For the plants and their medicines in our teas,

For fruits and nuts and berries that grow beside the way,

For birds and bees and flowers, we give our thanks today.

Blessings on our meal, our family, and all the world we say.

Anonymous

Go Fish

Directions

4-6 players

Object of the game: To pair up as many natural resource cards with the items they are used for/made into. For example, the elk is a match for an elk horn purse, or elk horn spoon.

DO NOT match an elk with an elk.

Dealer gives out 4 cards to each player

Players take turns asking any of the other players for a card that matches one of theirs. For example, if you have a picture of a maple bark skirt, you would ask someone, "Do you have a maple tree?" If yes, the player gives you the card with a maple tree on it. If no, then the player says, "Go fish."

If they give you a card that matches yours, lay the pair of cards (ex. maple bark skirt and maple tree) face up in front of you, and then you get another turn.

If the other player does not have what you asked for, they should tell you to "go fish," and then you draw a card from the pile. If the card you draw is a match for one of yours, you lay the pair face up in front of you, and it is the next person's turn.

Play until all the matches are paired up.

Go Fish

Cultural Resource Cards - Matches

<i>Natural Resource</i>	<i>Use</i>
abalone	necklace
abalone	ceremonial dress
deer	drum
deer	Deerskin Dance
deer	deer meat – food
dentalium	money
elk	man’s spoon
elk	elk horn purse
hazel sticks	basket
iris	iris fiber net
maple tree	maple bark skirt
mussel	woman’s spoon
obsidian	arrow heads
otter	quivers
pepperwood	herbal tea (leaves)
redwood trees	canoe
Port Orford cedar	house
salmon	salmon cooked on sticks – food
woodpecker	Brush Dance head roll
woodpecker	Jump Dance head dress
yew tree	sinew back bow

KWL Chart

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

Name _____

Nature and the Northern California Indians

Comprehension Questions

1. What was a major food for California Indians?
 - a) peas
 - b) carrots
 - c) acorns
2. When do you gather acorns?
 - a) winter
 - b) fall
 - c) summer
3. What are the most common fish eaten in Northern California?
 - a) salmon
 - b) crabs
 - c) sharks
4. What kind of shell did Karuk people use for money?
 - a) dentalium
 - b) abalone
 - c) crab
5. Where did Karuk people store their shell money a long, long time ago?
 - a) under the house
 - b) in the bank
 - c) in an elk horn purse
6. What tree was used to make canoes?
 - a) maple
 - b) redwood
 - c) alder
7. What was used to chip obsidian?
 - a) knife
 - b) wood
 - c) bone/antler
8. What kind of wood were bows made of?
 - a) fir
 - b) yew
 - c) redwood
9. What was used to make glue?
 - a. sturgeon
 - b. flour and water
 - c. sand
10. When are pine nuts gathered?
 - a. winter
 - b. in the middle of the night
 - c. fall

Nature and the Northern California Indians

Comprehension Questions - Key

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