

ELA Common Core Content Standards:

Reading Standards for Literature 1, 2, 3, 4
 Speaking and Listening Standards 1, 2, 3
 Language Standards 1

Estimated:

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 these cultures’ 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. 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 in ceremonial 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:** marine, shellfish, exoskeleton, inland, breakers, adorn

Materials:

- Vocabulary Black Line Master (included)
- Shells and Traditional Regalia Picture Cards (included)
- Shell samples (not included)
- Optional (not included): beads, shells, sinew and leather for students to make a multi-strand necklace. Make sure these materials are in good quality, as they may be used in a ceremony
- Text **Indian Clothes** adapted from the original text by Julia Starritt in 1957 (included)
- Second Grade worksheets (6 included)

Preparation:

Cut out picture cards separately. Prepare document reader for Vocabulary Black Line Master

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.

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 "yuxtháran¹" (then students will call out "yuxtháran," which means abalone in the Karuk language).

Oral Tradition: 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!

Developing Vocabulary: Tell students that they will learn vocabulary to help talk about the natural resources found at the ocean. Teach vocabulary using a large poster board with the following words written, and have them guess at their definitions before adding them to the poster:

Marine – having to do with the sea or ocean

Shellfish – animal (such as a crab) that has a hard outer shell and that lives in water

Exoskeleton – hard, protective covering

Ornaments – small, fancy object that is put on something else to make it more attractive

Tell students that the next three vocabulary words are in the text that you are going to read titled **Indian Clothes**. Add them to the poster, but wait until completing the reading exercise before adding definitions. This way, the students can guess their meanings using context clues.

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. See Karuk Pronunciation Guide (included in binder).

inland - away from the coast

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

adorn - decorate

Preparing to Read - Visualization: Ask students to close their eyes and create a picture in their mind as you read *Indian Clothes* adapted from the original text by Karuk speaker Julia Starritt in 1957.

Read the text *Indian Clothes* aloud (included). Finish writing the definitions to the last three words, having students guess their meaning first.

Discussion Circle: pass around the special object (shell) and let students take turns talking about what they visualized.

Ask students if they have ever seen traditional Karuk clothing, such as the dresses describe in the text.

Ask students what the main function of the text is (to describe the clothing and explain which materials are used to make them).

Assign Comprehension Check Worksheet and place on the document reader (included). Read the directions with students. Do the first one together. Students complete worksheet on their own.

Activity: As a whole class activity, identify shellfish used for ceremonial dance regalia. 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 are 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)

Optional: Show students samples of actual shells (not included).

Journal: Option 1 - Students write about the ocean and shellfish. Remind them to use at least one of the vocabulary words. Draw a picture to go with it.

Option 2 - Students write about the ocean and shellfish. Remind them to use at least one of the vocabulary words. Draw a picture to go with it.

Structural Analysis: Contractions: Assign students **Contractions Worksheet**. Students complete on their own.

Art: assign color worksheets, or students can draw their own illustrations relevant to lesson.

Optional: Necklace making

Students will help make a multi-strand necklace (three or five strand traditionally) for a guest speaker that will be coming at a later time. A teacher, or other adult creates a basic pattern; each student makes one strand of the necklace using the same pattern. The teacher sews the strands onto a piece of leather. Note for teachers: females on their “moon time” (monthly menses) should not touch the beads/necklace.

Students may also make a single strand necklace for themselves. Use the necklace clasps so the necklace doesn't have to fit over their head. Tie three double knots when fastening it to the clasp. Leave a short “tail”, when cutting the excess sinew (string). Use a lighter to burn these ends. This will keep the knot from pulling loose.

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.

Indian Clothes

adapted from the original text by Julia Starritt in 1957²

<p>1 What are dresses made out of? (buck-and deerskin)</p>	<p>Traditional Karuk clothing is made of buckskin¹. The women's dresses are cut from just one deerskin, and the women and girls are just wrapped in it.</p>
<p>2 What is the first thing used to decorate the dresses? (beargrass braid)</p>	<p>The aprons that tie onto the front are made of buckskin. The good dresses are made beautifully and are pretty to look at. First beargrass is braided and added to them². Then, the aprons are adorned with digger-pine nuts, abalone shells, and olivella shells³.</p>
<p>3 What kinds of shells were used adorn the aprons?</p>	<p>Our people traded for the shells with their neighbors downriver who lived at the seaside and inland from the ocean. The abalone shell is chopped up small and a hole was drilled into the pieces. These ornaments are attached to the apron in pretty patterns. The dresses are not long. When the girls walk with them on, the sound of the shells are like the breakers on the coast.</p>
<p>Who did the Karuk trade with to get shells? (downriver neighbors, the Yurok Indians)</p>	<p>The women's caps are made with hazel twigs and pine-roots. They are decorated with bear-lily leaves and five-finger fern and chain fern - and the chain fern is died a red color. The structure of a cap is woven with the pine-roots, and the beargrass and the black five-finger fern and the red chain fern are overlaid to make the colorful patterns.</p>

² Original Karuk text found at http://linguistics.berkeley.edu/~karuk/karuk-texts.php?text-id=WB_KL-86

Name _____

Fill in the circle for the correct answer choice.

Indian Clothes – Comprehension Check

1. Where do the Karuk downriver neighbors live?

- on an island
- on the mountains
- inland from the ocean

2. Why did they drill holes into the abalone shells?

- to attach them to the aprons
- to give them air to breathe
- to anger their relations

3. What is the sound like when girls walk with the dresses on?

- like a whistle
- like birds chirping
- like the ocean breakers

4. How is the dress, not the apron, worn?

- over the shoulders
- wrapped around the waist
- buttoned up the back

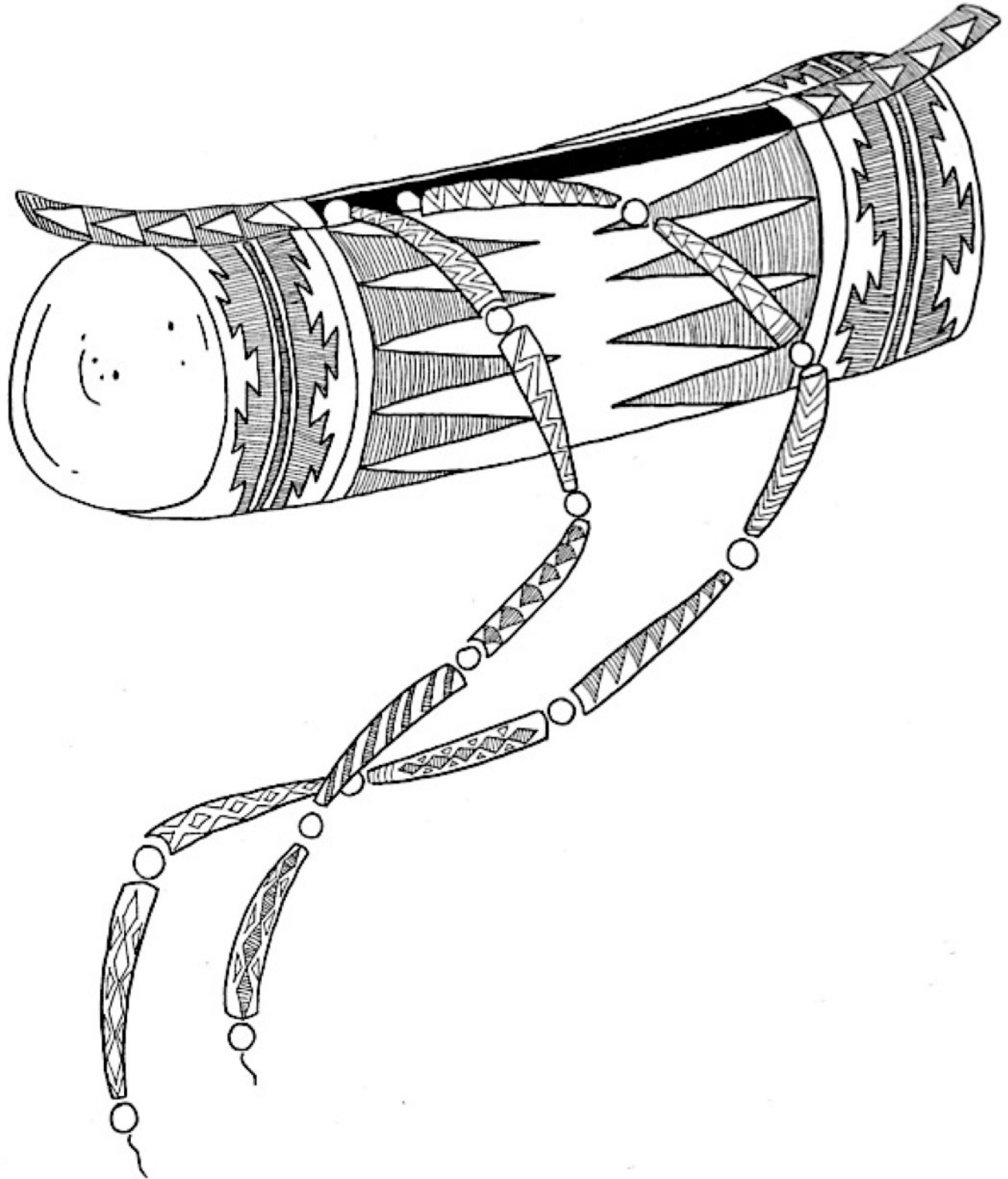
Name _____

Contractions Worksheet - Write the contraction for each pair of words.

1. _____ make a necklace with shells.
I will
2. _____ going to give my first necklace away.
I am
3. I bet _____ choose beautiful beads.
you will
4. _____ chosen clam shells for our necklaces.
We have
5. Oh no, I _____ tie the knot well!
did not
6. _____ got an idea.
I have
7. _____ going to use my dentalium to buy jerky.
I am
8. _____ going to use dentalium for money?
You are
9. The store _____ going to trade dentalium for toys.
is not
10. I _____ shop at the store with dentalium?
can not
11. _____ the way things are.
That is

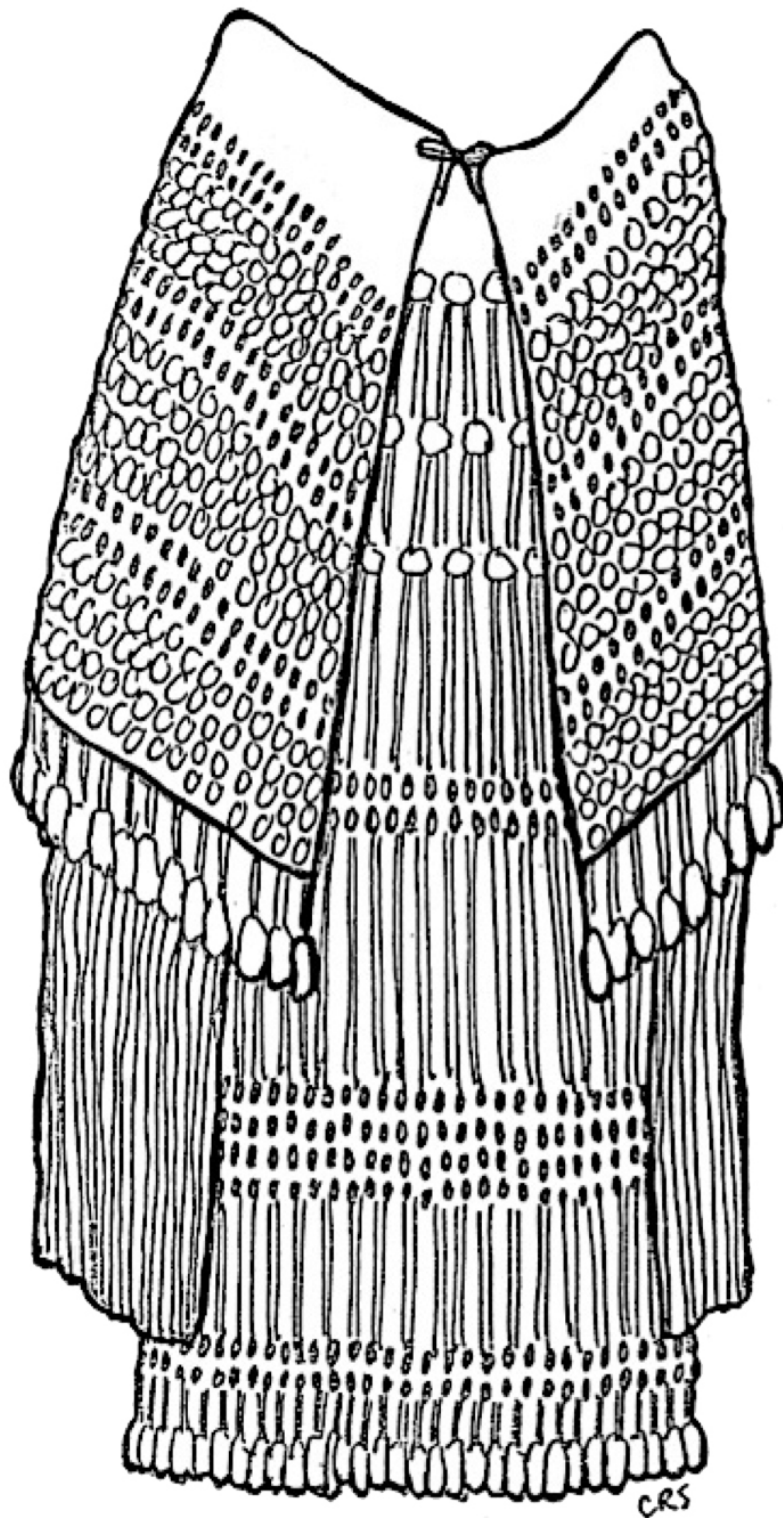
Name _____

Jump Dance Basket Color Worksheet



Name _____

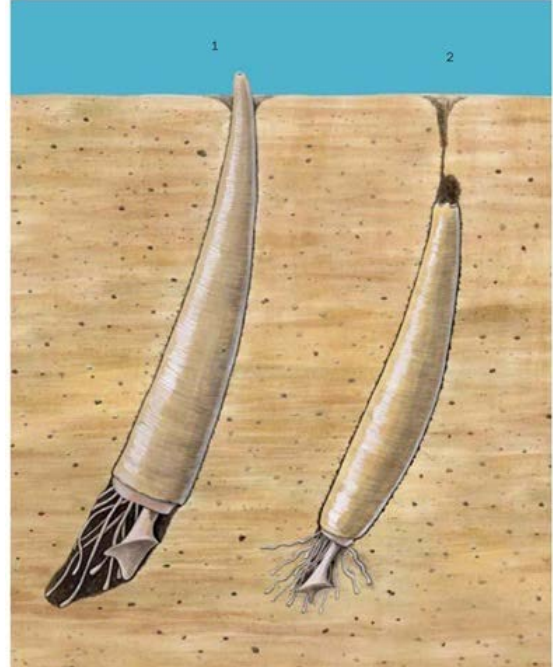
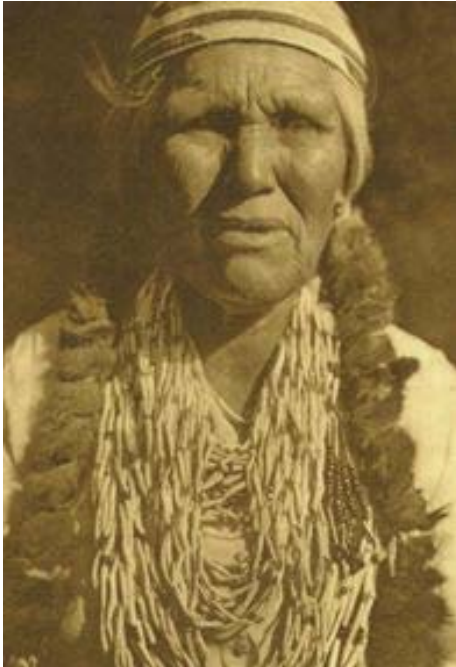
Ceremonial Dress Color Worksheet



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 - the largest size of dentalium, 12 to a string

sápruuk - olivella shell

xanvaat - meaning a small clam shell used for ornament

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

yuxtharánkaam an entire abalone shell used as pendant