



ELA Common Core Content Standards:

Reading Standards for Informational Text 1, 2, 4
Writing Standards 2
Speaking and Listening Standards 1, 2 (optional 3)
Language Standards 1

Estimated duration:
2 sessions at 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 on content: 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.

Teacher Background on Vocabulary: There is a large body of academic research that shows that students often have difficulties using words they have found in dictionaries for a variety of reasons: one of which is they tend to focus on one aspect of a definition and understand this to be synonymous with the word itself. The University of Illinois’ Center for the Study of Reading found that “Definition-based instruction does not reliably produce the ability to use a word correctly, nor does it consistently increase comprehension of text containing the instructed words.”¹

There may be students who have already mastered some, or even all, of the vocabulary in this lesson. The purpose of the activities for learning/teaching vocabulary is based on recommendations for fourth grade students. The focus is not simply to explicitly teach vocabulary, but moreover to guide

¹ Digital file of the March 1993 Technical Report can be downloaded at https://www.ideals.illinois.edu/bitstream/handle/2142/18019/ctrstreadtechrepv01993i00570_opt.pdf

students in learning the art of defining words and in reflecting on the value of these definitions as the words are put into context.

Theme/Big Idea:	We will make the world better
Big Questions:	How does the ocean affect our Tribal communities?
Vocabulary:	oceanography, lexicography, breakers, adorn, marine, shellfish, exoskeleton, permanent

Materials:

Defining Words: Template (included)

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)

Comprehension Check and Interrogatives Worksheets (included)

Optional: Additional Fourth Grade worksheets (4 basic-level worksheets included)

Preparation: Cut out picture cards separately. Write each vocabulary word as the heading on posters, or write them onto a blackboard. Print out worksheets for each student if they do not have a workbook.

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 fourth grade 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. Explain to them that a scientist who studies the ocean is an oceanographer. Ask them if they can guess how to define “oceanography,” pointing to the first vocabulary on a poster/board. Let them guess at the meaning, and ask them if they know what part of speech it is. Once they have decided that it is a noun, write “(n) after the word. Next, have them come to an agreement on the best definition and write it under the word.

Tell them that today they will learn a little about the ocean’s gifts. 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 “*yuxtháran*²” (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 and Definitions

*oceanography *lexicography *breakers *adorn *marine *shellfish *exoskeleton *permanent

Pass out the template for **Defining Words**, and show them how the word has been defined in the example and ask them if the definition they drafted matches the dictionary definition. Tell them that they will complete their own vocabulary list after the class comes to a consensus on a definition for each word. Proceed with the next word on the board/poster (lexicography), and give students the hint that they are learning about not only oceanography today, but also lexicography. By defining each of these words, they are learning to be lexicographers!

Once students have come to a consensus on the definition for lexicography, have them fill out the template for this word. Continue with each word, but asking them not to write the definitions of the next words into their templates until after they have tested them in their Vocabulary Worksheets. Assign the **Vocabulary Worksheet**, and once complete, ask them if their definitions fit the sentence context. If yes, then ask students to complete their templates defining words.

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 in this lesson).

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.

² *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.

Ask students what the main function of the text is (to describe the clothing and explain which materials are used to make them). Ask them if their definitions of breakers and adorn make sense in the context of *Indian Clothes*.

Assign **Interrogatives** Worksheet. Read the directions with students. Do the first one together. Students complete worksheets on their own.

Whole Group 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. Ask them to identify which of the shellfish were used traditionally.

*crab *abalone *mussel *lobster *dentalium *shrimp *olivella *clams

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)

Show them pictures of the regalia items and help them identify the different kinds of shells that are being used.

Research and Journal: Students look up information on oceanography, then write about the ocean and shellfish in their journal that references their sources but does not copy word-for-word (plagiarize). Remind them to integrate at least three vocabulary words into their own texts.

Optional: Depending on the ELA level of your students, you may wish to have them brush up on their use of contractions in the **Contractions Worksheet**. For students who have finished their work quickly, you may give them the coloring worksheets for independent work.

For students who have finished their work quickly, you may give them the coloring worksheets for independent work, or students can draw their own illustrations relevant to lesson.

Optional: Necklace making

Students could work together to make a multi-strand necklace (three or five strand traditionally) for a guest speaker that will be coming at a later time. Showing students examples of traditional necklaces, a Cultural Practitioner could explain differences in styles of necklaces. Cultural 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.

Name _____

Defining Words: Template

Use the following template to finish your mini-dictionary on words from today's lesson. The first word is finished for you.

Word	Part of speech	Definition
oceanography	(noun)	: the science that studies the ocean.
lexicography		:
breakers		:
adorn		:
marine		:
shellfish		:
exoskeleton		:
permanent		:

Name _____

Vocabulary Worksheet: Shells, Dentalium and Ocean

Choose from the following vocabulary words to best complete each sentence:
oceanography, lexicography, breakers, adorn, marine, shellfish, exoskeleton, permanent

1. We can eat most _____ from the ocean safely.
2. If an animal doesn't have bones, it may have an _____ that supports and protects its body.
3. Last night we heard the _____ crashing onto the shore from our camping spot.
4. Some say that the ebb and flow of the ocean are as _____ as the rising and setting of the sun.
5. My mother will _____ herself with a long abalone necklace for the upcoming ceremonies.
6. We are learning about _____ in our science class this year – even about the different shells you can find!
7. The Atlantic Ocean can be divided into five water layers, each of which supports a different type of _____ life.
8. Thanks, but if I wanted to write definitions all the time, I'd study _____!

Interrogatives Worksheet Indian Clothes

adapted from the original text by Julia Starritt in 1957³

Read the text below, then formulate a question that would be answered by the word underlined in each paragraph. Remember to use the appropriate interrogatives (who, whose, what, where, when, why, how) and proper punctuation in your complete sentences. The first one is done for you.

<p style="text-align: right; margin-right: 10px;">1</p> <p>What are traditional dresses made out of?</p>	<p>Traditional Karuk clothing is made of <u>buckskin</u>₁. The women’s dresses are cut from just one deerskin, and the women and girls are just wrapped in it.</p>
<p style="text-align: right; margin-right: 10px;">2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</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 <u>adorned with</u> digger-pine nuts, abalone shells, and olivella shells₃.</p>
<p style="text-align: right; margin-right: 10px;">3</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Our people traded for the shells <u>with their neighbors downriver</u> 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 style="text-align: right; margin-right: 10px;">4</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The <u>women’s</u> 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>
<p style="text-align: right; margin-right: 10px;">5</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Smell the warm scent of the basket caps and beargrass braids, and listen to the sound of the shells as the girls walk by you in the <u>summer months</u> of ceremonies.</p>

³ 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, then write a sentence below that is not an interrogative. Pay attention that you are using the correct spelling, grammar and punctuation. The first one is done for you.

Indian Clothes – Comprehension Check

1. Where do the Karuk downriver neighbors live?
- on an island
 - on the mountains
 - inland from the ocean

The Karuk downriver neighbors live 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
-
-

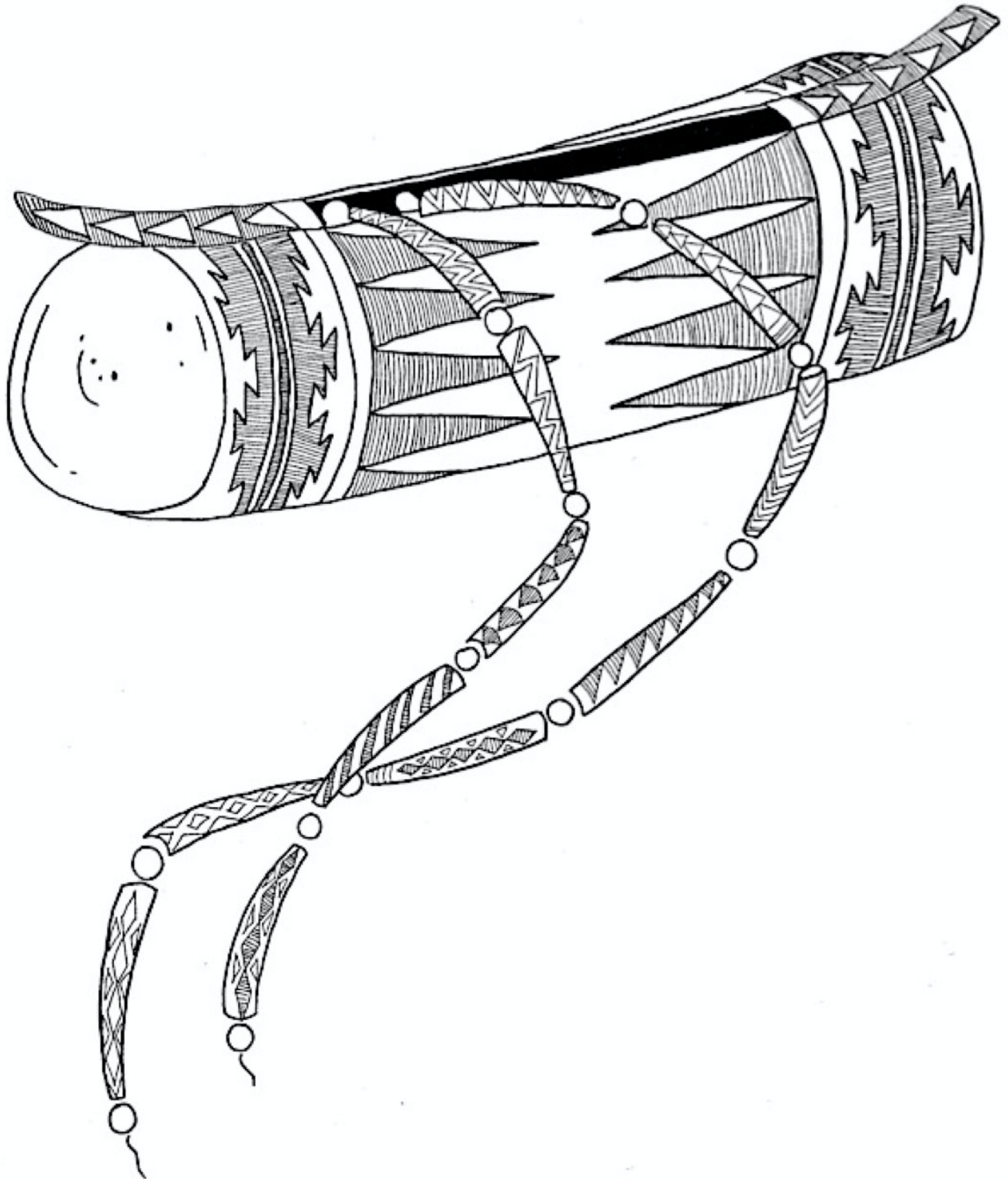
Name _____

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

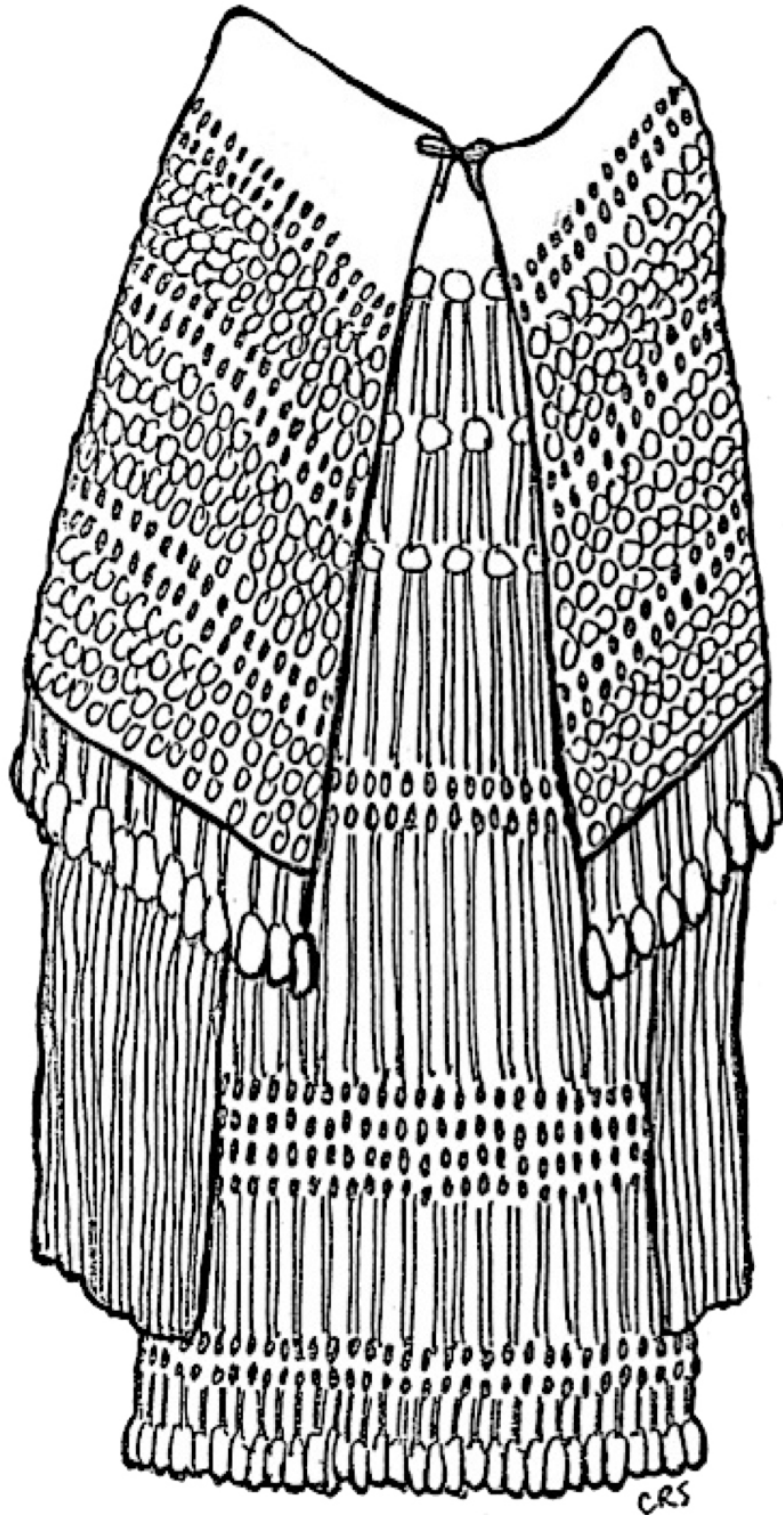
Name _____

Jump Dance Basket Color Worksheet



Name _____

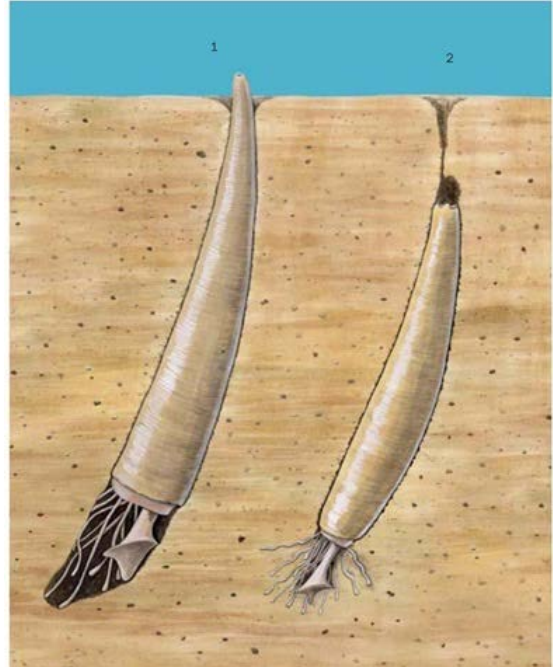
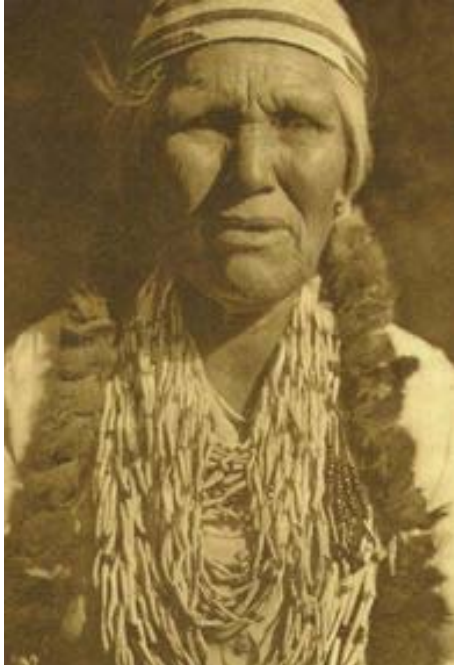
Ceremonial Dress Color Worksheet



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