Native American Curricular Lessons
from ITEPP's 1996 Summer Institute

Facilitated and Edited by: Laura Lee George, ITEPP Director
Zo Devine, ITEPP Instructor
Elizabeth Reyes, Classroom Teacher
Dena Ammon Magdaleno, Classroom Teacher
Buffy Mitchell
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Developed by participants in
Native American Curriculum Development Workshop
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Humboldt State University
Arcata, CA 95521
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This publication of the Native American Curricular Lessons from ITEPP’s 1996 Summer Institute is a testament to the urgency of the need for quality curricular materials regarding Native Americans. During the American Indian Education Summer Institute held in July of 1996 at Humboldt State University, classroom teachers and educators enthusiastically spent their creative energies and talents to develop the lessons and units that are included herein. Sponsored by the Indian Teacher and Educational Personnel Program (ITEPP) and facilitated by American Indian classroom teachers who are graduates of ITEPP, the institute participants explored issues relevant to the education of America’s indigenous peoples, researched materials that are available at the ITEPP Curriculum Resource Center, and began the process of including Native American topics, stories, and perspectives into their classrooms.

This publication will hopefully spark others to explore their curriculums and to make concentrated efforts to end the tradition of omission, stereotyping, and distortion of Native Americans in America’s schools. The omission of the Native American experience is so vast and the distortion of the cultures are so prevalent that America’s school children leave school believing that the Hollywood Indian image is the truth. American children are so steeped in fictitious images of America’s Indians from Peter Pan, Fievel Goes West, John Wayne movies, sports mascots, product labels, and the influence of 500 years of written materials from outside of the culture that they enter kindergarten with a fear of these “Indians.” Our own Indian children do not relate to these distorted caricatures and also fear them. At about the fourth grade when the developmental processes start internalizing information, Indian children realize that this distorted image is being projected onto them, it is devastating to their self image and self esteem. Statistics tell the rest of the story.

I take this time to thank each instructor, resource person, staff member, and participant for their energies, time, and commitment to this project.

Laura Lee George,
ITEPP Director

A special thank you to the ITEPP staff and the Center for Indian Community Development for their contributions to making this project a success.

Thank you;
Ruth Bennett, Ph.D.
Buffy Mitchell
Jene McCovey
Phil Zastrow
Lorraine Taggart
Overview
This unit focuses on the legend “The Acorn Maidens.” The purpose of the unit is to develop an appreciation of the importance of legends in local Native American cultures.

Other Units
It is one of three units about acorns in this publication. The other units are Acorn Math and California Oaks.

Extensions
Additional acorn stories, materials and resources from Northern California tribes are available at the Indian Teacher Preparation Program at Humboldt State University and Center for Indian Community Development.
Materials
A collection of different types of acorns
Chart paper
Markers

Activities
1. Whole Group Discussion: Give the students an opportunity to examine and discuss the acorns. Ask questions such as: What are these? What do you notice about them? How do they feel in your hand?

2. Make a classroom chart. It could include:

<table>
<thead>
<tr>
<th>Acorns</th>
<th>What We Know</th>
<th>What We Want to Know</th>
<th>What We Learned</th>
</tr>
</thead>
</table>

3. We will discover the answer to many of our questions by learning a California Native American Legend—"The Acorn Maidens."

Resources
"The Acorn Maidens," Whispers From The First Californians, Gail Faber and Michele Lasagna, 1980, Magpie Publications
Materials
Copies of “The Acorn Maidens”

Activities
1. Introduction to Story:
   Discuss the purpose of legends among Northern California tribes. Legends were used to teach lessons, explain the way things came to be and entertain. Explain to the students that “The Acorn Maidens” is a legend that explains how acorns came to be and why they look like they do.

2. Discuss and list the vocabulary:

   Yassaras: Spirits (Karuk)
   Maiden: young, unmarried woman
   Human Place: earth

3. Tell the story of "The Acorn Maidens."

Extensions
Write your own how it came to be stories.
Read and discuss other legends of how things came to be.

Resources
“The Acorn Maidens,” Whispers From The First Californians, Gail Faber and Michele Lasagna, 1980, Magpie Publications
It is said that acorns were once Yassaras (Spirits). Life Giver came and told them, “You are going to go. You must all have nice hats, but you must weave them.”

When they started to weave their hats, they said, “We must all wear good looking hats.”

Then suddenly, Life Giver told them, “You’d better go. Human being is ready.” Black Oak Acorn had not finished her hat. She picked up her big pole basket. And, Tan Oak Acorn did not clean her hat. The uneven straw ends stuck out the side of her basket, so she just wore it wrong side out when she finished it.

The post Oak Acorn finished her hat and cleaned it well. Then Tan Oak Acorn said, “Wouldn’t I be the best acorn soup, although my hat is not cleaned?”

Then they went. They spilled from the heavens into Human’s place. Then they said, “Human will spoon us up. They were Yassaras, too, but they were heavenly Yassaras.”

The acorns shut their eyes and turned their faces into their hats when they came to this earth.

Tan Oak began to wish bad luck toward Post Oak Acorn and Maul Oak Acorn just because they had nice hats. She was jealous of them, in turn, wished her to be black.

Nobody likes to eat Post Acorn and Maul Oak Acorn because they don’t taste very good. Their soups are black. Maul Oak Acorn is too hard to pound.

They were all painted when they first spilled down. Black Oak Acorn was striped. When one picks it up off the ground nowadays, it is still striped.

Tan Oak Acorn was also striped, but she did not paint herself much, because she was mad that her hat was not finished.

When they spilled down, they turned their faces into their hats. And nowadays, they still have their faces inside their hats.
Character Study For "The Acorn Maidens"

Materials
Acorns
Various tools to crack the acorns

Activities
1. Second retelling of the legend of "The Acorn Maidens."

2. Group Discussion:
   List names and characteristics of the Acorn Maidens in story
   Black Oak - unfinished hat, striped
   Tan Oak - straw sticking out, a few-stripes
   Post and Maul Oak - nice hats, no stripes

3. Group Activity:
   Have students sort the acorns into piles.
   Give them tools to attempt to crack and pound the acorns.

   Note: Acorns are bitter before leaching.

4. Have the students write about why they think the acorns turned their faces when falling?

Extension
Have students analyze the effect of each Acorn Maiden's preparedness for coming to earth.

Have the students write a personal narrative about something they weren't prepared to have happen.

Resources
"The Acorn Maidens," Whispers From The First Californians, Gail Faber and Michele Lasagna, 1980, Magpie Publications
Materials
Paper
Crayons or markers

Activities
1. Third retelling of the legend of “The Acorn Maidens.”

2. Divide the class into groups to illustrate an aspect of “The Acorn Maidens.”
   Suggestions:
   - sequence: acorns weaving hats, getting prepared, spilling down hats: each of the Acorn Maidens wearing their particular hat
   - conclusion: the results of the Acorn Maidens coming to earth—the different varieties of oak trees, various types of acorns eaten

Extension
Create a Venn diagram to explore the difference between myth and legend.

Myth: A story of religious significance.
Legend: A story of long standing that has evolved overtime.

Resources
Materials

Enough paper for each student to cut into an acorn shape for writing and illustration

Activities

1. Fourth retelling of the legend of “The Acorn Maidens.”
2. Review chart from lesson 1. Make additions. Discuss what we’ve learned.
3. Have each student illustrate one of the Acorn Maiden characters and tell how they would help the people.
5. Conclusion: Discuss why this is a California legend. Why isn’t it an African or Florida tribal story? Expand on the individuality of each culture, peculiar to geography, resources, and history.

Extension

Get additional acorn or other legends from the ITEPP office to compare and contrast. Some of the stories available are:

- “Acorn Gathering,” The Tolowa Language, The Center for Indian Community Development, 1972
- “He Grows Up,” He Was Dug Up, A Northern California Story, by Ruth Bennett, Center for Indian Community Development
- “Acorn Bread Roll Down,” Peek-wa Stories-Ancient Indain Legends of California, Grover C. Sanderson, 1992

Resources

“The Acorn Maidens,” Whispers From The First Californians, Gail Faber and Michele Lasagna, 1980, Magpie Publications

Indian Teacher and Educational Personnel Program, Humboldt State University, Arcata, California 95521 (707) 826-3672
Native American Curricular Lessons: Susan Bradley, ACORN MATH

Developed by
Susan Bradley

Grade Level
K-3

Goal
Using acorns the students will use skills in problem solving, estimation, story problems, measurement, and attributes.

Objectives
Students will ask 21 or less yes-no questions, estimate the numbers of acorns, create patterns using leaf prints, use measurements in problems, create math stories using acorns, and sort leaves and/or acorns using a variety of attributes.

Subjects
Math
Science
Language Arts

Overview
This unit focuses on math skills including: problem solving, estimation, story problems, measurement, and other units using acorns.

Other Units
It is one of three units about acorns in this publication. The other units are “The Acorn Maidens” Literature Unit and California Oaks.

Extensions
Additional acorn stories, materials, and resources from Northern California tribes are available at the Indian Teacher Education Personnel Program at Humboldt State University and Center for Indian Community Development.
**Objective**
Students will ask 21 or less yes-no questions that will assist them in discovering what objects are hidden in a brown paper bag.

**Framework Area: Math**
Standard 1: (K-4)Mathematics as problem solving

**Activities**
1. Present a small, brown paper bag filled with acorns and, without letting them know what is inside of the bag, have the students ask questions about it’s contents.

2. Questions must have yes/no answers. Example: yes, it has color; yes, it is edible; no, it is not a toy.

3. If the students do not discover the answer in 21 questions review the answers and start again the next day.

**Teacher Tips**
Use chart paper to write the questions and answers.
Form equations by counting the “yeses” and “noes”:

Example:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It has color</td>
<td>1. It is not a toy</td>
</tr>
<tr>
<td>2. It is edible</td>
<td>etc.</td>
</tr>
</tbody>
</table>

\[ 2 + 1 = 3 \]
Objectives
Students will estimate the numbers of acorns, correctly recognizing larger and smaller quantities in relation to each other.

Framework Area: Math
Standard 5: (K-4) Estimation

Activities
Day #1:
Depending on the age and experience of the class, place 12 or less acorns in a small glass jar and accept any and all guesses on the number of acorns contained in the jar. Count the acorns with the whole class.

Day #2:
Use the same number of acorns in a larger jar and repeat.

Day #3:
Depending on the responses, either keep the same number in a different jar or go to another number using a small jar again. After many days of estimating acorns, use 3 odd shape jars to guess which has the largest number of acorns or the smallest number of acorns.

Resources
See Math Their Way or Box It or Bag It for more ideas in estimation.

Math Their Way, The Math Learning Center, Salem, Oregon 97302
Box It or Bag It Mathematics, The Math Learning Center, Salem, Oregon 97302
Objectives
Students will create patterns using leaf prints.
Students will see patterns in nature created by the veins in leaves or the number of leaflets on a stalk, or leaves.

Framework Areas: Math
Standard 13: (K-4) Patterns and Relationships

Activities
1. Make leaf prints using stamp pads or carefully dipped and wiped in thick tempera.
2. Press leaves to use for a pattern-using the actual leaves.
3. Trace and cutout Oak leaves from construction paper to make larger patterns on adding machine paper, cards, etc.

Resources
Theme Works, Creative Publications

Teacher Tips
Pattern needs to be introduced visually and rhythmically before this activity can be successful for all children. In Kindergarten, chant patterns for the first month or so before creating them. Also name AB pattern first and all other chanted patterns. See Math Their Way by Mary Bareta Lortan.
Objective
Students will sort leaves and/or acorns according to their variety of attributes and classification using observation, comparison, categorization, and order.

Framework Area: Math
Standard 9: Geometry and Spatial Sense

Activities
1. The students (and teacher) bring in samples of a variety of Oak leaves and acorns.
2. Separate the leaves and the acorns into groups first by size.
3. Discuss the differences and the similarities of the groups. Example: Are more of the leaves shiny or dull? Do they have a smell? How many have insect damage?
4. Recollect the leaves and acorns.
5. Continue separating the leaves and acorns into groups by color, shape, type, cap, leaf edge.
6. Separate by color and compare. Example: The same kind of acorns will produce some variation in color and size.

ITEPP Suggestion: Have the students write their findings down in a booklet and illustrate the booklet, or as a class ask the students to tell you their findings.

Make a chart for the classroom.

Resources
Posing and Solving Problems with Story Boxes, Donna Burke, Allyn Snider
Box It or Bag It Mathematics, The Learning Center, Salem, Oregon, 97302
Objectives
Determining each student's height using non standard measurement in terms of acorns, 10-acorn sticks, or unifix cubes

Framework Area: Math
Standard 10: Measurement

Materials
Acorns and leaves, heavy paper, construction paper, unifix cubes, tape

Preparing for the Activity
Have tools for measuring ready. Use Unifix cubes, real acorns, or 10-acorn sticks made from heavy paper patterns of an acorn shape glued on a “measuring stick”. Students will use one of these three tools to measure.

Activity
1. In partners, have the students measure each other in acorns, 10-acorn sticks, or unifix cubes to determine how many acorns long their partner is (in acorns, 10-acorn sticks, or unifix cubes)
2. In the same manner, measure and examine leaves.

Resources
AIMS Fall into Math and Science, Fresno Pacific College, 1984, Grades K-1.

Teacher Tips
Young children will enjoy measuring each other in acorns. If the acorns roll too much, have the student draw a chalk line the length of the person to be measured, draw a body poster to measure or cut a string as long as the person to be measured and measure these with acorns.
Developmentally advanced children will see that acorns are not all the same size and may wish to switch to unifix cubes, a standardized acorn pattern or 10-acorn sticks. You might use both the unifix cubes and the 10 acorn stick to compare the number of acorns and number of unifix cubes.
Objective

Students will create mathematical stories using acorns orally, through play, and on paper.

Framework Area: Math

Standard 1: (K-4) Mathematics as problem solving

Activities

1. The teacher will model many ways of expressing math story problems with acorns using the directions below.

2. Children will create story problems on storyboards that they have made and colored.

Resources

Posing and Solving Problems with Story Boxes, Donna Burk, Allyn Snider
Box It or Bag It Mathematics, The Math Learning Center, Salem, Oregon 97302

Directions

Creating math story problems;
1. Children should color the tree and create characters to go acorn picking in their picture. Mount the tree on construction paper or tagboard to create a storyboard.

2. In small groups (Give younger children 5 or less acorns to create stories with) demonstrate the math story process with acorns on your own sample storyboard. Tell many acorn math stories using addition and subtraction. Be sure to include the equation in your discussion of the problem.

Check for Understanding

Have the children tell you the equation, the question to ask, or other characteristics of the story problem, NOT simply the answers. When a child does respond with the answer, ask him/her to explain their thinking. Be sure to have some students demonstrate their own stories before “turning them loose” on their own storyboards. In pairs have the children tell number stories to each other.
Older students should write their equations on chalkboards or small pieces of paper. Developmentally ready kindergarten students can use pre-made numbers. (K&1 students must have number concept before writing equations.)

With kindergarten students, my concern is that they understand the operation, either + or -. The answer is not as important, and the concept of "equals" is developmentally inappropriate for many. (I introduce the entire equation with kindergarteners in other settings)

3. With the very youngest children, wait until they are comfortable telling number stories before introducing the number question. With developmentally ready first and second graders, repeat your stories, but ask them what the question is for each problem. In the beginning most children will be asking the following questions; How many are there altogether? How many are left? The next steps questions will be questions like; How many more acorns were in Betty’s basket?

Moving into writing story problems;

1. Ahead of time, make model story problems using the same tree and paper acorns, but different people or settings. You could even put a large rock in your picture behind which to hide acorns. Have a model for each problem that you develop. Mount your models on black construction paper. Write out or type your problems, cut them out and glue them on the back of your models. INCLUDE THE EQUATION THAT GOES WITH THE STORY. Some stories are attached without the equations.

2. Demonstrate your models in either a large or small group. I prefer small groups whenever possible, especially with younger children. After practicing as many number questions as your group can sit for, send your children off in pairs to work on their own problems. The acorns are now paper acorns that can be glued onto the story picture.

3. As you observe your children working, be sure that their pictures match their stories. If you see there is a problem, it probably means that those children have not had enough practice with the actual acorns. Be sure those children use amounts that are not larger than six. I suggest pulling the group that is having difficulty and having them work on the original storyboards with real acorns. They can also act out the story using large props. If they work in pairs they can check each other. Ideally an adult or older student should check their stories and questions.

4. Finally, have as many children as possible dictate their stories to you or another adult or older student so that they can concentrate on the math. As they get older and more experienced at writing story problems they can write their own. BE SURE STUDENTS WRITE THE EQUATIONS THAT GO WITH THE STORY PROBLEM.
If there are 3 acorns hanging in the tree and 3 acorns on the ground, how many acorns are there altogether?

A girl has picked up 5 acorns and put them in her basket. She sees 5 more on the ground. When the girl picks up all the acorns, how many will she have in her basket?

Some girls picked up 10 acorns and put them in their basket. They put their basket down while they stopped to have some lunch. A squirrel wanted some lunch also and grabbed 5 acorns out of the basket. How many acorns did the girls have left in their basket?

The girl picked up 8 acorns so far. She saw half as many sitting under a tree. How many acorns did she see under the tree? How many acorns will she have altogether when she places those acorns in her basket?

I know I had 9 acorns in my basket before I left the last tree, but when I looked I had only 6. How many acorns did I lose?

I have 12 acorns in my basket. I should be able to find half as many under the next tree. How many acorns will I find under the next tree? How many acorns altogether will I have in my basket?

I have 5 acorns in my basket. I am guessing that there will twice as many under the next tree. How many acorns will I find under the next tree? When I put those acorns in my basket, how many acorns will I have altogether?
Developed by
Claudia Ululani

Grade Level
2-4

Goal
Integrate the Northwestern tribal relationships to acorns and Oak trees into the existing classroom curriculum.

Objectives
Students will use a plant key to identify plants, identify a variety of Oak trees, identify the parts of a tree, compare its leaves and its fruit and understand the acorn as it relates to life/lore of tribes of Northwestern California.

Subjects
Art
Science
Performing Arts
Language Arts

Overview
This unit focuses on California Oaks. Its purpose is to integrate the Northwestern tribal relationships to acorns and Oak trees into the existing classroom curriculum. Oak trees produce a distinctive fruit we call an acorn. Acorns have been a staple food for Native peoples across the United States including Northwestern California. The story “The Acorn Maidens” is useful in this unit because it gives descriptions of the acorns from a variety of Oak trees native to Northern California. The story is a valuable resource for understanding cultural value of California Oak trees.

Other Units
This is one of three units about acorns in this publication. The other units are “The Acorn Maidens” Literature Unit and Acorn Math.

Resources
Additional acorn stories, materials, and resources from Northern California tribes are available at the Indian Teacher Education Personnel Program at Humboldt State University and Center for Indian Community Development.
Objectives

Students will:
- memorize dialogue and improvise characterization.
- experience first hand the communication technique of a story teller.
- understand the acorn as it pertains to life and lore of tribes of Northwestern California.

Cultural Background

In Northwestern California the Tan Oak acorn was a dietary staple.

Activities

1. Read the play script of *The Acorn Maidens* together as a class (see attached).

2. Discuss: Why is this tree important to Northwest California Indians? How can telling a story about a thing influence the way we feel, think, and act toward that thing?

3. Have different students perform the play *The Acorn Maidens* for the class. They can perhaps improvise on characterization, props, and flavor of the presentation.

Resources


Play script of the *The Acorn Maidens* by Sandra Sterrenberg and Dena Magdaleno
The Play script by Sandra Sterrenberg and Dena Magdaleno

Characters:
- Life Giver
- Narrator
- Tan Oak Maiden
- Canyon Live Oak Maiden
- Black Oak Maiden
- White Oak Maiden

Life Giver: "The following legend is called 'The Acorn Maiden.' It is told by the Native people of Northern California."

Narrator: "It is said that once acorns were Yassaras. They lived up above. Life Giver came and told them."

Life Giver: "You are going to go. You must all have nice hats, but you must weave them."

Narrator: "When they started to weave their hats they said:"

ALL: "We must wear good-looking hats."

Life Giver: "You better go. HUMAN is being raised."

Black Oak: "I have not finished my hat."

Tan Oak: "I have not cleaned my hat and the uneven straw ends stick out the sides of my basket. I will wear it wrong side out."

Live Oak: "I have just finished my hat out good. It is finished and cleaned well."

Tan Oak: "I will be the best acorn soup, though my hat is not cleaned."

Narrator: "Then they went. They spilled from the heavens onto HUMAN'S place."
Narrator: “They shut their eyes and then turned their faces into the hats when they came to this earth. That is the way the acorns did.”

Maidens cover their eyes with their hands as they turn slowly in a circle.

Tan Oak: “Canyon Oak Acorn and White Oak Acorn have such nice hats. I wish them bad luck on earth.”

White Oak: “Oh, Tan Oak is jealous of our nice hats.”

Narrator: “Nobody likes to eat Canyon Live Oak Acorn and White Oak Acorn. They do not taste good.”

Live and White Oak: “Our soup is black.”

Narrator: “All of the acorns were painted when they first spilled down.”

Live Oak: “I was striped when I spilled from the heavens, and I am still that way when HUMAN picks me off the ground.”

Tan Oak: “I was also striped, but I didn’t paint myself much because I was mad. My hat was not finished.”

White Oak: “When we spilled down, we turned our faces into our hats.”

Narrator: “Nowadays, they still have their faces inside their hats. Tan Oak is the one used by the HUMANS because it tastes best even though she did not finish her hat.”

Narrator and Life Giver: “The story is told.”

Based on the legend “The Acorn Maidens,” as retold by N.I.C.E. in Eureka, CA.
Objectives

Students will:

• use a plant key to identify plants.
• be introduced to a variety of Oak Trees.
• identify the parts of a tree and compare its leaves/fruit for identification purposes.
• understand the acorn as it pertains to aspects of life and lore of tribes of Northwestern California.

Activities

1. Read “The Acorn Maiden” story and write down the “clues” on the types of Oaks.

2. Students will need a leaf, an acorn, and some background information about the tree they were taken from.

3. It would be optimal for the students to actually be in the presence of the tree they are attempting to identify. This could be a possible field trip to the forest to hunt for Oak trees and collect acorns for leaching, cooking, and planting. If this is not possible then good, clear photographs of the Oaks can work.

4. A student will be guided to determining that they are looking at an Oak tree by the presence of acorns. Once the student has established that they are looking at an Oak tree and not some other kind of tree, have the student open to page 1 of the California Tree Finder fieldguide to key out which species of Oak they have found. The field guide leads the student through a step by step comparison of leaf shape, leaf color, acorn size, acorn texture, and location of tree to zoom in on the identity of that particular Oak.

5. Have students compare the clues in “The Acorn Maiden” story with those in the California Tree Finder. Write down their findings.

Resources

California Tree Finder, Tom Watts, 1963, Nature Study Guild
Forest Trees of the Pacific Slope, George B. Sudworth, 1967, Dover Publications
“The Acorn Maidens” Whispers from the First Californians, Gail Faber and Michelle Lasagna, 1980, Magpie Publications
Objectives

Students will:
- be introduced to the concept of life cycles.
- list the sequence of events in the life cycle of the Oak.
- develop manual dexterity with paper and scissors.
- learn vocabulary words: acorn, seedling, sapling.

Activities

1. Discuss life cycle of the Oak tree. Which part of the Oak tree is the seed? Answer: Acorn. How might the Acorn get planted in ground? Answer: Falls from the tree and animals walk on them, squirrels and people carry them away, bury them, and forget them.

2. After discussing the life cycles and seeing examples of the stages of growth for an Oak tree, draw a picture of each step in the development of the Oak tree.

3. Arrange the pictures of each stage in a circle, sequencing the pictures in the proper order (acorn, seedling, sapling, young tree, mature tree-with growing acorns, people and animals carrying away and burying acorns).

4. Cover the cycle with another paper and for each stage cut a window opening to reveal the stage.

5. This top paper can be turned like a wheel to reveal each step in life cycle of the Oak.

Extensions

Grow an Oak tree from an acorn as a science project.
Have students create a display of acorns and their uses.
Have students make booklets of the life cycle and the uses of acorns.
Objectives

Students will:
• illustrate a science paper.
• be introduced to the many varieties of Oak trees that grow in California.
• identify the parts of a tree and compare Oak leaves and fruits for identification.
• understand the acorn as it pertains to life and lore among traditional Northwestern Indians.

Activities

1. Students will need a leaf, an acorn, and some background information about the tree they were taken from. Use the key *Identifying California Oak Trees* to identify the Oak leaves the students have collected. The students can then use these leaves to make illustrations for the key.

2. Use white paper cut to the same size as the pages in *Identifying California Oak Trees*. Place the paper over an individual leaf. Use a crayon which most closely matches the true color of the leaf and rub it across the top of the page. A rubbing or etching of the leaf should come through. This page can be added to the students own copy of *Identifying California Oak Trees*.

3. Next to the leaf, the students can draw a picture of the Acorn Maiden that goes with it.

4. Have the students note what kind of hat did the Maiden make for herself? Is she a helpful Maiden? Does she make good acorn soup? Can your illustration show us the Maiden's personality? Can your illustration help us to identify the best acorns to collect for cooking?

Resources

*Identifying California Oak Trees* activity, or alternate resource, *Oaks of California* by Bruce Pavlic, 1992, Cachuma Press
Native American Curricular Lessons: Frank Ferguson, HOMES AND LEGENDS

Northwestern California Homes and Legends

Overview

Three tribes of Northwestern California are the Hupa, Karuk, and Yurok. These tribes use natural materials for many purposes including building homes. They used plants specific to their environments. Traditionally legends were told to teach children social values, consequences of actions, and to convey a sense of history. There are often many versions of a story. Comparing oral story versions to written version can teach as well as entertain.

Developed by
Frank Ferguson

Grade Level
3

Goal
Integrate teachings about the Indians of Northwestern California. Teach about the use of natural materials for homes and other purposes and the purpose of legends.

Objectives
The student will identify plants/animals, create a scale floor plan of a house or sweat house, compare oral and written legends, create "how and why" stories and identify 10 local plants that were used by Indians of Northwestern California.

Subjects
Language Arts
Social Science
Math
Art
Science
Objective
The student will identify four or more plants or animals used by the Indians of Northwestern California.

Materials
N.I.C.E Third Grade Curriculum Kit: Time and Natural Resources, filmstrip, part 1
Chart paper

Activities
1. Children will discuss what they need for living: food, water, clothing, and shelter.
2. Show N.I.C.E Third Grade Curriculum Kit filmstrip, part 1 and use audio tape.
3. Reshow filmstrip and have a class discussion about the filmstrip. Have the students take notes for each filmstrip frame.
4. Have the students make charts comparing their own culture and those of the traditional Indian cultures of Northwestern California.

Resources
N.I.C.E. Third Grade Curriculum Kit: Time and Natural Resources (Available at Humboldt County Schools Educational Resource Library or the Indian Action Council Library, Eureka, CA.)
Objective

The student will create a scale floor plan of a family house or a sweathouse.

Materials

Floor plans of a family house and sweathouse.
1/2 inch grid paper
Hupa, Yurok, and Karuk Indian House Patterns

Activities

1. Students visit the traditional village Sumeg at Patrick's Point State Park, Trinidad, CA., or another location.

2. Students are given copies of drawings and floor plans of a family house and a sweathouse.

3. Using 1/2 inch grid paper, students draw floor plans of one house using a scale of 1/2 inch equals three feet.

4. Students construct paper houses using Hupa, Yurok, and Karuk Indian House Patterns from Indians of Northwest California History/Social Science and Literature Based Units.

Resources

Floor plans of a family house or sweatlodge:

Indians of Northwest California: History/Social Science and Literature Based Curriculum Units, Klamath-Trinity Joint Unified School District Indian Education Programs, Hoopa, CA., pp. 72-73.
Objective
Students will compare oral and written versions of local Native American legends.

Materials
Tape of the legend “Coyote and Indian Maidens in the Sky” as retold by Ray Baldy
Copies of the legend “Coyote and the Stars”
12”x18” white art paper

Activities
1. Students listen to Ray Baldy telling the “Coyote and Indian Maidens in the Sky” story.
2. Students read “Coyote and the Stars” from Indians of Northwest California pages 247-248, written in nine paragraphs. The two versions are compared.
3. Students use 12”x18” white art paper and divide it into eight frames. They draw an illustration for each paragraph (paragraph 1-8).

Extension
Small groups can each read and or act out one of the paragraphs.

Resources
Star Stories told by Ray Baldy, an audio tape, ITEPP Curriculum Resource Center, Humboldt State University, Arcata, CA.

ITEPP Note: Do not discuss whether a version of a legend is right or wrong, good or bad. Focus on comparing the differences found between oral and written versions.
Let's Write a Story

**Objective**
The student will create "how and why" stories based on their own or their family's experiences.

**Materials**
Three "how and why" stories from *Yurok Tales*

**Activities**
1. Discuss the types of stories Native Americans told and why.
2. Teacher reads to class at least three "how and why" stories from *Yurok Tales*.
3. The class and teacher analyzes the story structure and discusses how it conveys values and history.
4. Students write their own "how and why" stories.
5. The students share stories and are video taped reading them.

**Resources**
*Yurok Tales*, adapted by Rosemary Bell, Bell Books, 1992. (Can be ordered from Bell Books, PO Box 385, Etna, CA 96027 or it can be found in the Humboldt State University Library, call number E 99 Y97 H64 1992, Hum. Co. Coll.)
Objective
Student will identify ten local plants that the Indians of Northwestern California used.

Materials
Twenty-four plant cards from N.I.C.E. Third Grade Curriculum Kit.
"List of Arcata Marsh Plants"
Blank map of Arcata Marsh

Activities
1. Discuss plants we use; what type, how they are used, why we use them.
2. Study twenty-four plant cards from N.I.C.E. Third Grade Kit. Identify ten that are used by Native American people and that also grow around the coast.
3. Look for these plants on a field trip at the Arcata Marsh.
4. While at the marsh, draw pictures of the plants.
5. Fill in blank map of the Arcata Marsh showing where plants were found.

Resources
N.I.C.E. Third Grade Kit; Time and Natural Resources (available through the Humboldt County Schools Educational Resource Library or the Indian Action Council Library, Eureka, CA.)
"List of Arcata Marsh Plants," by Louise Watson is available at Arcata Marsh Interpretative Center, Arcata, CA.
Overview

The book *Guests* is a fictional writing based on the Algonquian Indians. It is about a boy who has more important worries than to greet "guests". It takes place at the time of the arrival of the Pilgrims.

Resources

*Guests*, Michael Dorris, 1994, Hyperion Paperbacks
Objective
Students will understand the feelings of Algonquian Indian boy during the early colonial period and the first thanksgiving with the new settlers.

Materials
*Guests* by Michael Dorris and list of questions below

Activities
Read *Guests* aloud and discuss using the following questions.

1. *Chapter 1:* What is wampum? Why is Grandfather upset about the wampum? What is foreshadowed at the end of Chapter One?
2. *Chapter 2:* Tell about the autumn harvest. Who is Trouble and how did she get her name?
3. *Chapter 3:* What was the “old lady” voice that Moss heard? What made Moss feel welcome in the forest?
4. *Chapter 4:* What was perplexing Trouble? What is the “away time” referred to by Moss?
5. *Chapter 5:* Why doesn’t Moss show Trouble the porcupine quills? Why does Trouble tell the story of “Running Woman”?
6. *Chapter 6:* How do you think Eggshell got her name? What caring task does Moss do for Trouble?
7. *Chapter 7:* What upset Grandfather at the gathering? Why does Grandfather tell “How the People Lost Each Other”?
8. *Chapter 8:* What happened to Trouble when she returned home? Why does Mother tell “The Beaver and the Muskrat Woman”? What discovery does “Moss” make?

Extension
Students may keep a literature journal to answer questions and keep record of activities and thoughts while reading the story.
Objective
Students will practice reading comprehension and speaking skills by retelling native stories from the book as close to the original version as possible.

Materials
Copies of the legends from the book, Guests:
- “Running Woman”, page 66
- “How the People Lost Each Other”, page 94
- “The Beaver and the Muskrat Woman”, page 109

Activities
1. Students break into groups of three.
2. They practice reading aloud the legends from Guests.
3. From memory, students recite the legends.

Extensions
Research other stories to retell.
Have native or other students tell a family story.
Invite a storyteller to tell other stories.

Resources
Objectives

Students will research Algonquian Wampum and tell all they learned about the economics of the other Tribes they find in their research.

Materials

Internet Address: http://www.lib.uconn.edu/NativeTech/wampum/wamphist.htm

Note: Students can connect to hot links from the ITEPP home page:
http://www.humboldt.edu/~hsuittepp/

Activities

1. After finishing Guests by Michael Dorris, students will look up wampum in various resources including the Internet.

2. Begin by reading the beginning of the book where Moss breaks Grandfather's wampum belt.

3. Students will present their work to the class; pictures, oral presentation, written report, etc.

Extensions

Research the economic/monetary systems of other Native cultures.
Create your own wampum belt.
Write about what you would put on your own wampum belt.
Tell the story of your wampum belt.
Objectives
Students will create names for themselves in the Algonquian tradition. Students will write stories about why they chose their names.

Materials
Guests by Michael Dorris

Activity
1. Review the part in the story about how several of the characters got their names: Cloud, Moss (later Thunder), Two Halves, Shale, Trouble, Grandmother Boulder, Grandfather Sun-in-His-Eyes, Eggshell.

If the story is not given, practice creating these stories. Accept several tales!

Resources
Guests, Michael Dorris, 1994, Hyperion Paperbacks

Extensions
Have the students name other relatives in their families. Write/tell about why they named them as such.
Have students watch the video, I Am Different From My Brother: Dakota Name Giving, by the Native American Public Broadcasting Consortium. Available at ITEPP.
Objective

Students will understand the importance of the porcupine quill in Native societies.

Materials

Internet address  http://www.uconn.edu/NativeTech/quill/index.html

Activity

1. After reviewing the role of the porcupine quill in Guests, students will research porcupine quills on the Internet for other uses in the Algonquian and other cultures.

2. Students will present their work to the class: pictures, oral presentation, written report, etc.

Legends

Guests, Micheal Dorris, 1994, Hyperion Press

Note

Pages in Guests where the porcupine is mentioned:

Page 41: discovery and initial discussion with porcupine.
Page 45: the memory of Mother making a box and decorating it with quills.
Page 47: eating the slippery elm as porcupine does.
Page 49: Moss is stung by the quills; compares quills to the forest floor.
Page 63: quills still in his hand.
Page 103: advice from porcupine.
Page 113: remembering porcupine.
Page 117: Moss tells Grandfather about porcupine.
Native American Curricular Lessons: Darlene Magee, THE KLAMATH RIVER

The Klamath River

Overview

The importance of the Klamath River as a cultural and natural resource, an environment to be protected, a mode of transportation, and source of food will be explored in this unit.

Developed by
Darlene Magee

Grade Level
4-6

Goals
This unit teaches about the importance of the Klamath River as a cultural and natural resource, an environment to be protected and a source of transportation and food.

Objectives
The student will learn the names and locations of the Riverine Peoples that reside along the Klamath River. Students will develop an understanding of the traditions of the Klamath River region tribes.

Subject
Social Studies

Photo credit Loren Bommelyn
Objective
To identify the Klamath River from its beginning at the Klamath Lake in Oregon and the Tribes along its course.

Materials
Map from the National Geographic Atlas of the World.
Map of California Counties.
Map of Tribal locations throughout the State of California.
Map of Karuk territories.
Maps of Yurok, Shasta, and Klamath territories.

Activities
1. Label and identify the Klamath River from a map of Northwestern United States.
2. Label and identify locations of Tribal groups along the course.
3. Label and identify traditional village sites along the course of the Klamath River throughout its entirety in California.

Legends
Creation legends from the Karuk and Yurok Tribes.

Extensions
Students present family collections of cultural materials in class.

Resources
Objective
To identify the Klamath River as a natural resource as well as an environment to be protected.

Materials
*Environmental Protection of Native American Lands: A Cultural Approach. Integrated Environmental Studies, 1995,* by the Center for Indian Community Development, at HSU.

Activities
1. Discuss and define “natural resource” with the students. Have the students give examples of natural resources.
2. Discuss what things or situations might cause damage to a natural resource.
3. Have students identify ways that can protect an environment and determine who might be responsible for protection of a natural resource?
4. Have students discuss ways the Native Americans of the Klamath River region traditionally protected their natural resources.

Legends
See *N.I.C.E. Curriculum Kits* for specific legends on Natural Resources.

Extended Activities
Have a basket weaver present to discuss the materials used to weave baskets and how the materials are gathered.

Resources
Objective
To identify the Klamath River as a mode of transportation.

Materials
Photographs of Native Americans using dug-out canoes to travel
Photographs of the remoteness of the area
Pamphlets of recreational rafting/kayak companies, jet boat tours (Contact AAA Insurance Company, the Humboldt County and Del Norte County Visitor Bureaus.)

Activities
1. With students research and identify ways that the Klamath River was traditionally used for transportation. Compare that with the contemporary transportation use of the Klamath River.
2. Discuss why the Klamath River was used for transportation and determine if it is used to travel today.
3. Discuss who used the river as transportation and in what way. Determine who uses it now and how.

Legends
See Legends from the N.I.C.E. Curriculum Kits.

Extension
The teacher might read from Clarence E. Pearsall, a story of his travels with AH-PAH Indians in their canoe.

Resources
News from Native California: “How a Canoe Is Carved”
Filmstrip from the N.I.C.E. Curriculum Kits, “Building a Yurok Canoe”
Objective
To identify the Klamath River and beyond as a supplier of food for the people who reside along the river banks.

Materials
Photographs which depict the people's harvesting the Resources of the Klamath River.
Photographs of types of Natural Resources within the Klamath River.
Photographs of People who build the devices that harvest the foods in the Klamath River.

Activities
1. Have students do research to find out what types of food are located in the Klamath River.
2. Discuss the variety of ways that the food might be harvested.
3. Research how the foods would be prepared and stored for future use. Show filmstrip on the fishing process at Ishi Pishi in Karuk country.
4. Discuss food sources as natural resources.

Legends
“The Legend of Buzzard and Dog Salmon”
The legend of “How Coyote Brought Salmon to the Klamath River” (Yurok and Karuk)

Extension
The Teacher might have the class sample smoked salmon which might be purchased commercially.

Resources
Objectives
The student will learn the names and locations of the Riverine Peoples that reside along the Klamath River. Students will develop an understanding of the traditions of the Klamath River region tribes.

Materials
Maps
Photographs of the houses and village sites along the Klamath River
The video *Our Songs Will Never Die*

Activities
1. As a class, research where the traditional Klamath River region villages are located, what types of houses the People lived in, and the types of terrain the Klamath River flows through.
2. Show the video *Our Songs Will Never Die*.
3. Identify/discuss unifying factors that the Klamath River Region Peoples share.
4. Discuss/identify “tradition”. How it comes about, what it means, how it is kept alive.

Legends
A song from the White Deerskin Dance.

Extensions
Go on a field trip to a Jump Dance or White Deerskin Dance in the fall of the year.

Resources
*Our Songs Will Never Die*, video by Shanandoah Film Production, Arcata, CA.
Goal
Integrate information and understandings about Native American tribes into existing project based curriculum.

Objectives
The student will learn about the history of tribes, famous Native Americans, California tribes, diversity amongst tribes, and stories, myths, and legends.

Subjects
History
Social Science
Literature

Overview
The student will understand and apply information concerning:
- relationship between the United States and Native American tribes,
- famous Native Americans,
- California tribes,
- the great diversity amongst Native American tribes and their locations,
- Native American stories, myths, and legends, by doing research and using the information about the tribes to complete projects.
Project
Small Booklet of Chronological Events between the United States and Native Americans

Length
8-12 sessions

Objective
The student will develop an ability to understand and apply information concerning the history of the relationship between the United States and Native American tribes by researching specific events in specific time periods and then applying that knowledge to create a small chapter booklet.

Materials
Blank sheets of paper 8.5” x 11” cut in half,
Construction paper in a variety of colors,
Colored pencils or crayons,
Brads, rings, string, book tape, scissors, and
Many sources of information.

Activities
Anticipatory Set
1. With the students, make a list of the current knowledge of US and Native American events in American History.
2. Tell students they are going to learn about six distinctive time periods of US and Native American relations.

Input
General Directions
ITEPP suggestion: The timeline could focus on issues. Examples are: European Governments and US Federal Indian policies, Education, Removal policies, etc. Create a separate chapter about California and Northwest Indians because policies were unique to those areas.

2. Each time period will represent a chapter in the small booklet.

3. Each small booklet includes: a cover, table of contents, chapters, and a glossary.

4. Each chapter must include a time line of events, written materials, and illustrations. Teacher needs to gather all the possible sources of information available for the students to use in their research. Check encyclopedias, the local library, contact the Bureau of Indian Affairs, and the Internet.

5. Use half sheets of blank paper to make the small booklet.

Guided Practice

1. Students use the many sources of information to "gather" as much information from each time period as possible. Have students make the information brief but complete, a summary of events. This information should be on 1/2 sheets of paper with a 1/2 inch margin on the side to be bound.

2. Students draw, copy, or make collage pictures to be used in each chapter. These, too, will be on 1/2 sheets of paper with a 1/2 inch margin on the side to be bound.

3. Collate the chapters - writing and pictures. Decorate edges with authentic designs.

4. Once the chapters are finished, have the students make the Table of Contents and the Glossary of Terms.

5. Finally, have the students make a cover for the small booklet. Use construction paper folded in half. Offer a variety of colors.

6. Put small booklet together. It works better if the cover is cut along the fold. The booklet can be bound with rings, brads, string, or book tape.

Check for understanding

1. Make sure all students understand the directions of the project before beginning.

2. During the guided practice, help individual students with problems or concerns.

Closure

At the end of the unit/lesson have the students share their projects/small booklets. They may share in small groups or may be read by exchanging booklets.

Independent Practice

Students should take work home every night. Complete a chapter every 2 days.
Project
Poster of Famous Native Americans - Yesterday and Today

Length
5-7 sessions

Objective
The student will develop an ability to understand and apply their knowledge of accomplishments of famous Native Americans both past and present by researching information (background accomplishments) for five individuals from the past and five individuals from present day, and creating a large poster which would include written summaries and pictures of the individuals. The poster should be designed in such a way as to display the information creatively.

Materials
Many sources of information, posterboard, scissors, glue, and colored pencils or crayons.

Activities
Anticipatory Set
Ask students to make a list of famous Native Americans in history and another of famous contemporary Native Americans.

Input
1. Gather as many sources of information as possible concerning past and present Native American biographies.
2. Have students research five individuals from the past five individuals from the present-gather information. In written form, have the students summarize the information on each individual.
3. Find a picture of each of the ten famous Native Americans of their choice.

**ITEPP Note:** This may be challenging. Not all famous Native Americans had their images captured in photograph or paint. For example, Crazy Horse never allowed anyone to take a photo or paint a portrait so images that exist may not be accurate.

4. Organize the written summaries and pictures of the five historical individuals on half of a posterboard creatively.

5. Organize the information about the five contemporary individuals on the other half.

**Guided Practice**

1. Students choose ten famous Native Americans from the past and present.
2. Research and gather information on the ten individuals.
3. Use the writing process to refine the ten summaries.
4. Organize all information and illustrations on posterboard.
5. Decorate the poster to make it pleasing to the eye.

**Check for Understanding**

1. Make sure all students know what to do during the input or direction phase.
2. Help individual students during the guided practice solve problems and write a refined summary.

**Closure**

1. Revisit the anticipatory set of the lesson and see if students can make two new lists of famous Native Americans from the past and the present.
2. If a student adds a new name to the list, have them briefly describe the person(s) background and accomplishments. This insures exposure to many individuals.

**Independent Practice**

Students should work on the research and written portion of the project nightly.
Project
Information Folder on California Indians

Length
5-9 sessions

Objective
The student will understand, analyze, and apply knowledge of an individual California Indian tribe by researching a single California tribe and studying various subjects, then using the information about the tribe to put together an information folder.

Materials
Many sources of information, folders, scissors, glue, and colored pencils or crayons.

Activities

Anticipatory Set
1. Get responses from students: If you were to study a specific culture, what would you need to know about them.
   General Categories: Geography or location (topography, vegetation, fauna, climate); life studies (dress, food, relationships, survival, language); religion and ceremonies; artwork; crafts; myths, legends, and stories; history of tribes (did the tribe move); current information about the tribe.

Input
1. Begin by listing all the various Tribes of California (search in libraries, World Wide Web, call the Bureau of Indian Affairs for list).
   ITEPP Note: This list should be made in advance. It insures there is enough time to get responses from tribes.
2. Gather all the information possible on the Tribes of California.
   ITEPP Suggestion: Have students write to the various tribes requesting information and keep in a file. This should be started at least eight weeks before the lesson.
3. Once students get the resources, have them begin gathering information and illustrations. Use computers for information searches or graphics if available.

4. Have students summarize their findings in writing.

5. Use folder (manila or colored) to display the written summaries and illustrations. Folders must include written summaries and illustrations from each category above.

6. Place information on all 4 sections of the folder. Reserve bottom half of the back.

7. The bottom half of the back of the folder is to be used to place a short quiz using the information in the folders. Write answers on 3x5 card and attach to back of folder.

8. Make folders as colorful and attractive as possible.

9. Once complete, the folder can be shared with other members of the class or school.

Guided Practice

1. Begin by helping students gather or find all information.

2. Students record information and make illustrations.

3. Students refine their information in writing.

4. Students organize and place information and illustrations on the folder.

5. Students then take the information in their folders and make a short quiz (short answer, fill in, or T/F). Write quiz on folder (Back page-bottom half, be sure to leave room for answers on 3x5 or smaller card).

Check for Understanding

1. Make sure all students understand the general directions concerning the unit/lesson.

2. Make sure all students understand how to gather information and how to organize on the folder.

3. During guided practice help individual students with problems and concerns.

Closure

Spend the last day having the students exchange folders while others read and take quizzes.

Independent Practice

Students should take work home every night. Be clear about how far along in the project a student should be on specific dates.
Project
Board Game - Map of the United States

Length
8-12 sessions (Group work)

Objective
The student will develop an ability to understand, analyze, and apply their knowledge of the great diversity amongst Native American tribes in the United States (names, locations, differences) by making a large map of the United States, labeling the physical features, locating and labeling the names of the original lands of Native American tribes and where they are now (due to removal and relocation policies, tribes are often not currently occupying ancestral territory), and finding five interesting facts about each tribe, then using the map to create a game board to be used to learn the location, differences, names, and facts about the various North American Tribes.

ITEPP suggestion: After making the map and completing the labeling/locating process, have the students select a state or region, focusing on the tribes in that state or region. There are over 580 tribes in the United States. It would be very difficult to find five facts regarding each of the tribes in 8-12 sessions.

Materials
Many sources of information,
An accurate map locating the various tribes,
Posterboard,
Permanent markers and small, colored pencils or crayons.
Activities
Anticipatory Set

1. Discuss the fact that there are many different tribes of Native Americans in the United States.
2. All have different names, languages, ways of life, religion, etc.
3. Show a good map of the original location of the North American Tribes. Check local libraries, Native American encyclopedias, the Internet, contact tribes, and the Bureau of Indian Affairs for maps, documents, or information regarding original land bases.

Input

1. Choose groups of four students (maybe five, although four is more manageable).
2. Gather as many sources of information about the chosen tribes as possible (Food, dress, housing, customs, artwork, etc.).
3. Have students trace an outline, excluding state boundaries, of a map of the United States on a poster board.
4. Have students label the physical features of the United States. Teacher may choose what they would like the students to label-mountains, main rivers, plains, deserts
5. Have students locate and label on the map the names of the various tribes of North America, with their historic and current land bases.
6. Have the students chose a region or state and find five interesting pieces of information about each of the tribes in that region or state.
7. On separate pieces of paper the students must write the name of the tribe and the five interesting pieces of information. Individually or by group, students should study these sheets before they play the game.
8. Using the map of the United States the students must visit all the tribes in the selected region or state and tell one piece of information that is unique to that tribe before they move to the next tribe.
9. If they are successful they are given a token and must wait until their next turn. Students who are not successful must stay on that tribe at least two turns, then may move to another tribe. They do not get a token.
10. Students may start on any tribe they choose but may move only to a neighboring tribe when they move.

11. The game ends when a student has visited all the tribes in the region or state or time runs out.

12. The winner is the student with the most tokens.

Guided Practice

1. Trace map of United States - an overhead is useful.

2. Label physical features.

3. Label the names and current and historical locations of the Native American tribes of the United States.

4. Select a region or state and research five facts about each tribe in that area.

5. Write the facts on answer sheets.

6. Play the game.

Check for Understanding

1. During the input, check for understanding of what is expected and how to make the project.

2. Check during the making of the project check maps for accuracy: geographic physical features, the names of tribes, and their locations. Check this against the research and facts for each individual tribe.

3. Check during the playing of the game.

Closure

By game partner groups have the student make two lists: one for differences between the tribes and one for similarities. Should be as specific as possible. Example: Ate different types of food, built different kinds of dwellings, all had a relationship to the natural environment.

Independent Practice

Students should work on gathering the information about the various tribes at home.
Project
Rectangle Hanging Project

Time
4-7 sessions (Days)

Objective
The student will develop an ability to understand, analyze, and apply the knowledge of Native American stories, myths, and legends by reading, gathering information on, and summarizing five individual stories, illustrating each summary, making a large three dimensional rectangle, writing the summary of each story on each of the five sides of the rectangle (topside excluded), along with the appropriate illustration.

Caution: Many Native American myths are part of a tribe's religion. Be sensitive.

Materials
Many resources about Native American myths, legends, stories.
Large colored construction paper -34”x38”, scissors, tape or glue, and colored pencils or crayons.

Activities
Anticipatory Set
1. Ask students to list some myths or legends that they’ve heard.
2. Read or tell a story, myth, and legend from a Native American tribe.

Input
1. Gather a variety of sources concerned with Native American stories, myths, and legends.
2. Have the students trace a large pattern for a rectangle from over-head and then cut it out.
3. Using the categories from the following list, have students choose five stories based on five categories that they’ve selected.
Categories: Creation, family relations, natural world, animals/plants/land/water, bravery, death, men and women relationships, customs, grandparents, children, food, safety, community, lessons to be learned.

Have students look for information sources on Native American stories in general and more about the subjects of the stories that they’ve selected.

4. Have students read each story or myth writing a summary of each for a total of five summaries. They must also note which tribe the story came from. The use of the writing process will help students refine summaries.

6. Have the students draw a scene or picture relating to the stories or myths they read.

5. Leaving room for the illustrations, have students neatly write their final summary on each side and the bottom of the rectangle, then add the illustration.

Note: Make sure students write and draw pictures from top of rectangle to the bottom.

6. Put the rectangle together and hang from ceiling of classroom.

Guided Practice
1. Student begins finding stories and myths (in the 5 categories) making rectangles.
2. Students read each story and summarize.
3. Use writing process to refine summaries.
4. Write summaries on rectangle (leave room for illustrations).
5. Draw illustrations from stories and myths on rectangle.

Check for understanding
1. Make sure all students understand the input or directions by asking questions.
2. During guided practice walk around room and help individual students.

Closure
At the end of the unit/lesson have students share their projects and stories. May be done as a whole class or in groups of 5-6 students.

Independent Practice
Students may take home stories/myths, summaries, rectangles.

Extensions
During this lesson invite storytellers to the class.
Use this template on overhead for your rectangle project
Developed by
Marty Casillas

Grade Level
7-12th

Length
Two weeks

Goal
Understanding the differences and commonalties between cultures.

Objectives
Compare and contrast two native cultures, enhance comprehension, improve writing by utilizing visual images, and personal reactions.

Subjects
History
Social Science
Art
Language Arts

Overview
The lessons in this unit are designed to expose students to past and present events of at least two different tribes, the Cherokee and Hupa. Students will improve comprehension by using visual images and discussion and through noting their reactions in writing. Oral traditions, plant use, governance and sovereignty are three topics that will be explored.

This unit is designed to be flexible enough that the lessons may be used more than once or in a different order.
Two Tribes: The Cherokee and Hupa

Objective
To expose students to past and present events of at least two different tribes, Cherokee and Hupa.

Materials
*The Education of Little Tree*, Forrest Carter, University of New Mexico Press, 1976.
Journals for each student, paper, and felt pens.

Activities
1. Have students interview a grandparent or parent to find out their ethnic background and how they came to live in Humboldt County.
2. From those interviews the student will make a family tree with nationalities included and record in their journals.
3. Have the class read the first three chapters in *The Education of Little Tree*.
4. After the reading is complete have the class share their ethnic backgrounds and family trees.

Resources
Interview family members for family tree information.
Encyclopedias and atlases.
*The Education of Little Tree*, Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press

**ITEPP Note:** The California Rural Indian Health Board publishes a genealogy workbook for students called *Know Your Heritage, Know Yourself*. This can be purchased by contacting California Rural Indian Health Board, 650 Howe Avenue, Suite 200, Sacramento, CA 95825, (916) 929-9761.
Objective
To enhance comprehension of reading material by having students remember and understand what they've read by recalling it in visual images.

Materials
Journals, paper, crayons, and felt pens.

Activities
1. Students draw one or more pictures in their journals of scenes that stood out or were particularly memorable to them from chapters 1-3.

2. Before reading chapter 4 and 5 explain to students that they will be expected to complete one or more drawings from scenes recalled after today's reading.

3. As students become more familiar with visualization, grades can be used strictly as grades of effort, not artistic ability. (optional)

Resources
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objective
To reinforce what students see and hear through noting their reactions in written form so students examine and become more aware of their thoughts and feelings.

Materials
Journals
Discovery Channel's How the West Was Lost: The Trail of Tears, 1993, Time-Life video.

Activities
1. Show the video Trail of Tears.
2. Discuss video and have students write their reactions and feelings to the video in their journals.
   ITEPP Suggestion: The students need to know they will be asked to read their journals aloud.
3. Read Chapter 6.
4. After reading chapter 6, have students share their journal entries.
5. Discuss the video and the book.

Resources
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objectives
To expose students to oral history and storytelling
To discover historical and life lessons that can be found in oral traditions.

Materials
*The Education of Little Tree*, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Journals

Activities
1. Read chapters 7 and 8.
2. After reading chapters 7 and 8, bring in a Native American storyteller to share some legends and history.
3. Have students record in their journals "life lessons" contained in the legends.
4. Discuss these lessons with the whole class.

ITEPP Note: The Title IX Indian Education Program at your school should be able to help find a Native American storyteller. It is recommended that the teacher meet the storyteller ahead of time to discuss the types of stories that are needed, clearly define expectations, and other details regarding time, parking, renumeration, etc.

Resources
*The Education of Little Tree*, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objectives
To have students identify where lessons can be found in stories that teach as well as entertain.

Materials
Journals

Activities
1. Before reading chapters 9, 10, and 11 inform students that they are to pay particular attention to life's lessons mentioned in these chapters.
2. After reading chapters 9, 10, and 11 have students get into groups of three.
3. Students should compile a list of lessons discussed in the chapters and record them in their journals.
4. As a class discuss lessons and how these lessons affect their lives today.

Resources
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objectives
To expose students to Native American plant use.

Materials
Journals

Activity
1. After reading chapter 12 have a Native American speaker come in and do a presentation on local plants and their uses.

2. Have students record the plants and uses in their journals.

ITEPP Suggestion: To expand this lesson students could make plant books based on their readings and the classroom presentation. Students could gather samples of the plants that they learn about and do a classroom presentation. Students could compare the plants talked about in their book with those discussed in the presentation.

3. Take a fieldtrip to Patrick’s Point State Park. Request a nature walk with a ranger to point out local plants.

Resources
Contact local Title IX Indian Education and Johnson O’Malley Programs through your school district or local tribes.
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press.
Memorable Images II

Objectives
Reinforce the student’s reading comprehension through visual recall and discussion.

Materials
Journals, paper, crayons, and felt pens.

Activities
1. Tell students that they will be required to draw in their journals, a scene that was memorable to them from their next reading assignment.

2. Have students read Chapter 13.
   
   ITEPP Suggestion: Allow time in class for the students to do their drawings in their journals.

3. Do not discuss reading until after everyone has finished their assignment.

   ITEPP Suggestion: Discuss the reading and ask students to share their drawings and to describe the scene.

Resources
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press

Photo credit Loren Bommelyn
Objectives
To expose students to the Native American religious beliefs.

Materials
Journals

Activities
1. Before reading chapters 14, 15, and 16, explain that the topic of religion will be discussed. Remind students of tolerance for all peoples beliefs.

   ITEPP Suggestion: Make ground rules for a discussion on religion such as: criticizing a religion will not be tolerated, disrespecting a person or their beliefs by joking, laughing, or name calling will not be tolerated, that the discussion will focus on the function of religion not the belief systems themselves. Lead a class discussion about the place that religion plays in people’s lives.

2. After reading chapters 14, 15, and 16, have a local speaker from one of the tribes speak about local religious beliefs and origins.

3. Have students record similarities and differences found in the chapters with those of the speaker.

Resources
Title IX Indian Education or Johnson O’Malley Programs found in your school district.
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objectives
To have an understanding of the treatment of Indians during the boarding school era. To use critical thinking skills by comparing two experiences and analyzing possible outcomes.

Materials
Video, White Man's Way, by N.A.P.B.C, P.O Box 83111, Lincoln, NE., 68501 - Also available from ITEPP.

Activities
1. Have students read chapter 17, 18, and 19.
2. Show the video White Man's Way. Discuss how Little Tree's orphanage experience compares with the boarding school experience.
3. Have students write journal entries on how they would react to a boarding school experience and address what feelings and behaviors they would have toward school.

Resources
The Education of Little Tree, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press
Objectives
Students compare past and present events of at least two different tribes, the Cherokee and Hupa.

Materials
History of the Hupa video
Journals

Activities
1. After reading chapters 20 and 21, have a class discussion on the conclusion of the book.
2. Have students write their impressions about the book and its conclusion in their journals.
3. Show the video *History of the Hupa*. Examine similarities and differences to the book and have students record in their journals.

Resource
*History of the Hupa* video, available from Hoopa Valley Tribe or ITEPP
*The Education of Little Tree*, by Forrest Carter, 1976, Albuquerque, NM., University of New Mexico Press

Unit Extensions
Students can choose a tribe they would like to learn about and research the following:
1. General information on the tribe.
2. History of a famous member or contribution.
3. A legend or Myth.
4. Primary food sources.
5. Map showing tribal boundaries.
Overview
The purpose of this unit is to review the history of the transcontinental railroad and its part in the westward expansion and prosperity of the United States; it is also to show that this same invention has played a part in great loss by two cultures—the Native American and Japanese Americans. This unit will culminate in a project which will illustrate losses and gains of the two cultures through an art and writing project by using a cut-out train engine and boxcars to express the gain and loss of land and freedom.

Resources
Native American:
http://web.maxwell.syr.edu/nativeweb/nalit/NAlit.html

“The Runaways,” *Plains Native American Literature*, by Louise Erdrich, a member of Turtle Mountain Chippewa Nation and a contemporary Native American author.

*Voices of the First Nations:* “The Indians’ Night Promises to be Dark”, by Chief Seattle (1786-1866), a chief of the Suquamish and Duwamish in the Pacific Northwest.

Japanese America:
*Multicultural Milestones In U.S. History From 1900*, Globe Fearon Publisher.
Objectives
To review the history of the transcontinental railroad and its part in the Western expansion and prosperity of the United States.

Length
3 days

Materials
A notebook to use as a journal.
The film *The Railroad Builders* (available through The American Heritage’s History of Railroads in America.)

Resources

Activities
1. By writing in their journals, have the students address the following questions: What is the importance of trains in our history? What the impact of having a train running from coast to coast was on the development of America today?

2. Show the film *The Railroad Builders* which covers the problems connected with building the first transcontinental railroad: workers, and encounters between Indians and westward expansionists.

3. Discuss the film.

4. After noting that the railroad made America as we know it today possible, have the students write in their journals. Have them address how they thought the Native American viewed the coming of the railroads and write a diary entry of a Native American teen after an encounter with the steam engine.

5. Present the chapter from the text called “Building a New Nation”. Particularly show and comment on pictures of buffalo kills, handbills for “free” land, etc.

6. Read *Death of the Iron Horse* to the class.
Objective
To show that the transcontinental railroad played a part in great loss by two cultures—Native Americans and Japanese Americans.

Length
2-3 days

Materials
A notebook for journal writing.

Resources
Multicultural Milestones In US History From 1900; “Japanese Interned During World War Two”
Snow On Falling Cedars, David Guterson, 1994, Harcourt Brace, pages 208-209
Tapestry: a Multicultural Anthology; “The Indians’ Night Promises To Be Dark”

Activities
1. Have the students reflect on these thoughts and write their reactions in their journals: Did they ever leave a place that they loved knowing that their desires played no part in the decision to have to leave? Examples: Did they ever have to give up your own room, have to move to another town, state, or even another nation? Why did they have to move, where did they go, how did they feel?

2. Have the students read “Japanese American Interned During World War II” and answer questions at the end with a partner. Another Japanese reading is a segment in Snow on Falling Cedars, by David Guterson, pages 208-209.

3. Have students read “The Indians’ Night Promises To Be Dark”. Discuss the cultural context on page 138 before reading selection. Give students a clean copy to respond to text in margins.

4. In pairs or groups of three, have students share reactions. After small group time, list reactions and responses to the segment on the board.
Objectives
To read and become aware of the effects of the transcontinental railroad on the lives of Native Americans and Japanese Americans.

Length
3-4 days

Materials
A notebook for journal writing.

Resources
On the Web at http://web.maxwell.syr.edu/nativeweb/natlit/NAlit.html

Activities
1. Ask students to reflect in their journals what they have heard, read, and seen in the last few days. Have them consider that not only was property lost by the Native Americans and the Japanese, but both groups lost their freedom: freedom to live where they wanted and to be who they were as people. Remind them that Indian children were sent to boarding schools to be educated, and Japanese people were interned in camps during World War II. They should reflect on the Native American loss of land as the United States expanded. This land was sacred, a place where their ancestors lived and the spirits of their ancestors remain. What emotions would the student feel if this happened to them? What actions would they take? In the form of a letter, have the student tell their feelings and plans to a friend.
2. Have the students read or read to them:
   from *Plains Native American Literature*;
   “The School Days of an Indian Girl,”
   “Indian Boarding School: The Runaways,”
   *The Good War*, pages 31-33,
   *Snow on Falling Cedars*, pages 216-221.

3. Have a classroom discussion about the materials.

4. On the board, list the similarities and differences in both experiences. Include the motives for the moves, the profit for the dominant culture, the conditions, the outcome, the family situations, etc.

5. Using the categories on the board, and after demonstrating several ways to approach writing a compare/contrast essay, have students write a rough draft compare/contrast essay about the experiences and losses of the people studied here.

6. After writing, have students read and respond to another person’s rough draft.

7. Write final drafts afterwards.
Overview
The myths, legends, and folktales used in this unit are from Northwest California Indian tribes. Specifically, they are from the Yurok, Karuk, Tolowa, and Hupa tribes.
The myths, legends, and folktales included are from an older era. They pass on cultural values and tribal history and are passed on through families and tribal communities.

Summary of Activities
Native American Biography Boards
Acting Out Local Myths and Legends
Family Story Assignment
Multicultural Venn Diagram

Developed by
Megan Pucillo

Grade Level
9-12

Goals
Students will use the multiple intelligences through reading, writing, acting, and drawing as they discover local Native American culture. Students will visualize stories and hear Native American, Mexican-American and African-American stories.

Objectives
To expose students to local legends and myths so they will have better understanding and greater appreciation of Yurok, Karuk, Tolowa, and Hupa customs, beliefs, and traditions. To incorporate teaching strategies that address the needs of all students. To use activities and literature that supplement required reading.

Subjects
Language Arts
Social Science

Linking Local Legends and Lore to Our Lives
Final Project

Objective
To respond artistically to literature.
To compare and contrast ethnic experiences surrounding the transcontinental railroad.

Length
2-3 days

Materials
A pattern for large train cars and an engine
Construction paper
Drawing paper or magazines
Yarn

Activities
1. Using patterns, trace on construction paper of student’s choice an engine and railroad cars. Label the engine “Train to Gain” on one side, and “Train to Pain” on the other.

2. One side of each car will be the loss side the other side will be the gain side. Illustrate and briefly summarize in prose or poetry the gain of land and loss of land on a car. Illustrate and briefly summarize in prose or poetry the gain and loss of freedom. Students may illustrate this in any manner they wish—from drawing it to using magazine articles. Examples from both cultures studied in the loss category must be included.

3. When the cars are complete, you need to hook them together with more construction paper and fasten yarn to the top of each car so it can be hung.
Objective

To use multiple intelligences through reading, writing, acting, and drawing as students discover Native American culture.

Materials

- 5 copies of each of the following myths or legends: “Arch Rock and the Coyote;” “Coyote and the Wren;” “Deer and the Blue Jay;” “Coyote and the Stars;” and “How Salmon Was Given to Mankind”
- 1 copy of: “How Pain Came into the World” from Karuk: The Upriver People, pg. 131
- 5 big pieces of butcher paper
- 5 packages of large felt-tip markers

Activities

1. Have students fold a piece of binder paper lengthwise into three sections. Have them put a “K” for Know in column one, a “W” for what they want to know in the second column, and a “L” for what they learned in the third.

2. Have them write down what they currently know about local Native American tribes in the “K” section. Then have them fill in the “W” section with what they hope to learn.

3. Next, tell your students that you are going to read a Karuk Indian myth and you are going to have them do a quick journal entry before they start. Have them turn their “KWL” sheets over and answer the following questions:
   a. When have you experienced pain? Was this physical or emotional?
   b. We’ve all been mean to others at one time in our lives. What are some simple ways we could change our lives so we wouldn’t inflict intentional harm on others? (ex: don’t talk about others negatively).
   c. Discuss the response if time permits.

4. Read “How Pain Came into the World” from Karuk: The Upriver People.

5. Explain that the students will be broken up into five groups and each group will read a local myth or legend. After they are done reading, the students will act out what occurred in their myth or legend.

6. Break students up into five groups. (You can either have your groups pre-assigned or you can let your students assign themselves to a myth/legend that seems interesting to them).
7. The myths/legends are: “Arch Rock and the Coyote” (Tolowa); “Coyote and the Wren” (Yurok/Karuk); “Deer and the Blue Jay” (Karuk); “How Salmon Was Given to Mankind” (Karuk); “Coyote and the Stars,” (Klamath Region).

8. Break students into their groups in various corners of the room and distribute copies of the myths/legends. Give them 10 minutes to read the myth/legend. (You might have to give some groups extra time)

9. Explain to the students that they will be acting their legend out in front of the class so they need to have a backdrop and props. Have each group select a materials manager who will be responsible for getting a piece of butcher paper and a package of pens for the group. The groups will then have 30 minutes to create a skit, make a backdrop and props.

10. Give each group an additional 10 minutes to rehearse their skits and don’t forget to save time for clean-up!

11. Have students perform their skits!

12. Closing: Have students fill in the “L” part on their “K-W-L” sheets that consists of what they learned about local Native Americans over the past two days. Discuss what the students learned and what they still want to learn. Display backdrops and props in the classroom if there is room!

Resources


“Coyote and the Wren,” (Yurok/Karuk) from Bilingual/Cross Cultural Emphasis Indian Legends and Felt Board Cut-Out Characters, Ruth Bennett, Ph.D., Center for Indian Community Development, Humboldt State University

“Deer and the Blue Jay,” (Karuk) from Bilingual/Cross Cultural Emphasis Indian Legends and Felt Board Cut-Out Characters, Ruth Bennett, Ph.D., Center for Indian Community Development, Humboldt State University

“How Salmon Was Given to Mankind” (Karuk) Karuk: The Upriver People, 1991, Naturegraph Publishers

“Coyote and the Stars,” (Klamath Region) Ruth Bennett, Ph.D., Bilingual/Cross Cultural Emphasis Indian Legends and Felt Board Cut-Out Characters, Center for Indian Community Development, Humboldt State University

Karuk: The Upriver People, by M. Bell, 1991, Naturegraph Publishers


Bilingual/Cross-Cultural Emphasis Indian Legends and Felt Board Cut Out Characters by Ruth Bennett, Ph.D., Center for Indian Community Development, Humboldt State University

Know Your Heritage, Know Yourself, California Rural Indian Health Board, Sacramento, CA.

ITEPP Curriculum Resource Center at Humboldt State University
Objective
To visualize, hear, and compare Mexican-American, African-American, and Native American stories

Materials
Copies of Venn diagram for each student
A tape of The People Could Fly (optional)
Copies of Black Folktales:
  “The People Could Fly”
  “The Riddle Tale of Freedom”
  “How Nehemiah Got Free”
  “John and the Devil’s Daughter”
Copies of “The Deck of Cards”
1 copy of Primer for Blacks by Gwendolyn Brooks
1 copy of My Grandmother Would Rock Quietly and Hum by Leonard Adame

Activities
1. Explain that the students will be exposed to two new cultures today, the African-American culture and the Mexican-American culture. Tell the students that they will be getting to hear folktales that are symbolic of the two cultures.

2. Distribute copies of “The Deck of Cards,” Mexican Folktales or Cuentos by Jose Villarino and Arturo Ramirez.

3. Read the folktale out loud or have student volunteers read it.

4. When you are done, ask the students to turn their sheet over so the white side shows. Then, hold up different playing cards and have the students tell you what the soldier remembers about each card when he saw it. For example, hold up the 2 of hearts and students should answer that the soldier remembered that the Bible was divided into 2 parts.
5. Next read black folktales from *The People Could Fly: Black Folktales* by Virginia Hamilton. Begin with “A Riddle Tale of Freedom”. Before you read it, explain that telling riddles was a favorite activity for the slaves. In this riddle, the master says if he can’t solve the riddle, the slave would be free. After you read the riddle, try to have your students solve this riddle:

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Was twelve pear hangin’ high
An twelve pear hangin’ low
Twelve king come riding by
Each he took a pear,
An how many leave hangin’ there?
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Answer: Begin with, there were twenty-four pears. A man called Each took one pear. This left twenty-three pears.

6. After you’ve told the riddle, distribute copies of *The People Could Fly*, “How Nehemiah Got Free,” and “John and the Devil’s Daughter”. Play the tape of *Black Folktales* or have students volunteer to read them.

7. Hand out Venn diagrams. Explain to the students that they are going to compare and contrast the following: “The Deck of Cards”, from *Mexican Folktales or Cuentos* by Jose Villarino and Arturo Ramirez with one of the selections from *The People Could Fly: Black Folktales* by Virginia Hamilton. The circle on the left will represent characteristics that are distinct to “The Deck of Cards” while the circle on the right will represent characteristics that are distinct to the Black Folktale. In the overlapping circle in the middle, students will write similarities between the folktales. Give students 10 minutes to fill in their Venn diagrams.

8. When the students are done, have them share their Venn diagrams with a partner and then have volunteers share with the whole class.


**Unit Extension**

**ITEPP Suggestion:** A third circle could be used to compare these stories with Native American stories.
Resources

A tape of The People Could Fly (optional)
The People Could Fly: Black Folktales, by Virginia Hamilton, 1985, New York, Knopf Publisher
“How Nehemiah Got Free”
“John and the Devil’s Daughter”
“The Riddle Tale of Freedom”
“The Deck of Cards,” Mexican Folktales or Cuentes by Jose Villarino and Arturo Ramirez
Primer for Blacks, by Gwendolyn Brooks, 1980, Black Position Press
My Grandmother Would Rock Quietly and Hum, by Leonard Adame
Multicultural Venn Diagram

"The Deck of Cards"        "The People Could Fly"

Name: ___________________________ Period: ___________________________
Objective
To gain a better understanding and greater appreciation of Northwestern California Indian customs, beliefs, and traditions.

Materials
Copy of “When I Was Your Age” from Shel Silverstein’s Falling Up
Copies of examples of student family legend stories (see below)
Family Legend Story Sheets for each student (included)
1 copy of each of the local legends from Indian Lore of the North California Coast;
  “Crescent City Curse” (Tolowa)
  “Akpaw and the Song of the Sea Gull” (Yurok) pg. 17
  “Split Rock” (Yurok) pg. 22
  “Aw-Raw-Wa” (Yurok) pg. 32
  “Wah-Peck-oo-May-ow’s Son and the Story of Ishi Pishi Falls” (Karuk) pg. 54
White paper—enough for all of your students

Activities
1. Start the period by reading a short story about an Indian custom titled “Crescent City Curse” from Indian Lore of the North California Coast.

2. Explain that you will be exposing the students to four other local legends today and students will do related activities.

3. Ask for four volunteers who want to read the different Indian lores. Have them read the following from Indian Lore of the North California Coast;
   “Akpaw and the Song of the Sea Gull” (Requa/Klamath River) pg. 17
   “Split Rock” (Yurok) pg. 22
   “Aw-Raw-Wa” (Yurok) pg. 32
   “Wah-Peck-oo-May-ow’s Son and the Story of Ishi Pishi Falls” (Klamath River) pg. 54

4. After the four stories have been read, ask the students what their favorite local ones were and narrow it down to one.
5. Distribute white paper. Tell the students that you are going to read their favorite local story over one more time and to listen carefully for details because they will need the information for an activity. Read the story.

6. After reading the story, tell the students to map out (or draw) what they think happened. For example, they might draw the main characters and then draw an arrow to illustrate what might happen next.

7. Next, have the students share their maps with a partner, and then ask volunteers to share their maps with the whole class. If there is time, you can discuss the story and the student's interpretation of it. Collect the maps and give the students credit for their effort because everyone is not an artist!

8. Distribute Family Legend story sheets. Explain that everyone has a culture and that each individual is distinct. Discuss different ethnic cultures such as Native American, Hispanic, Irish, etc., and that each student will learn more about their cultures by creating a legend about their family. It could be a family story that has been passed down or a newly created one.

9. Read narratives from previous students family legends or use examples found in Secondary Curriculum Focused on Interrelationship: Language Arts, Mathematics, and Science, e.g. “Seven Sisters,” “The Death of Susie Merell,” and “Daddy-Long-Legs.”

10. For the remainder of the class time have a brainstorming session with students about writing family legends. Have them do a cluster on relatives who they think that they could interview to get a family story that could be turned into a legend.

11. Explain to the students that they should be talking to their relatives or other individuals so that they can create family legends. Ask the following: “What do people who are older than you always say?” Answer: “When I was your age.”

Resources

Indian Lore of the North California Coast, by Austen D. Warburton and Joeseph F. Endert, 1966, Pacific Pueblo Press

Extensions

Read narratives from previous student’s family legends or use examples found in Secondary Curriculum Focused on Interrelationships: Language Arts, Mathematics, and Science
Since we all belong to a family, it is important to remember our family stories and memories. Your assignment is to write a story that relates to your family and your culture. This could be a story that your grandmother or grandfather tells you every summer that you visit or it could be a story that stands out to you that represents your culture or way of life.

I have shared some previous student stories to give you examples. So it is now in your hands to use this page to brainstorm about elders/adults in your family who you could contact to tell you a story. If you already know a story you would like to write about, you can use this sheet to brainstorm about the contents of the story.

Elders/Adults I could contact to tell me a family story:

Stories I already know from my family/culture:
Objective
To enhance the Language Arts skills of reading, writing, speaking, and listening while gaining knowledge of famous Native Americans.

Materials
Example of a Bio Board with a Native American Biography
Copies of Bio Boards for each student
List of famous Native Americans may include an optional list of local Native Americans

Activities
1. Develop a list of Native American people who are famous throughout the world or who are well known and influential locally. The list can be comprised of people who are alive or deceased. The list can be developed in advance by the teacher, developed by the class as a whole in a classroom brainstorming session, or by the students individually.

2. Let students know that they will be doing research on a Native American that they choose from the list with the goal of learning about famous Native Americans. Let them know that they will be sharing their information in class presentations.

3. Distribute Bio Board sheets and go over the Bio Boards requirements.
   • the name of the person being researched
   • a picture or a photo of the individual or draw a scene from their life if no picture is available
   • a famous quote that this person said or something that was said about the person

ITEPP suggestion: Instead of or in addition to the picture of the person a picture of a scene from their life could be done. Many Native American people in history never allowed their likenesses to be captured either in photos or as paintings, so the images that we are left with may be representations of what the artist thought the person looked like.

   • a timeline of the person’s life
   • the person’s contributions to the world or their community
   • a sheet on the back of the board that includes the student’s name, period number, a statement of why the student chose this person and what the student learned
   • classroom presentation
You will create a Biography Board on a person of your choice through information you will research in the library. Upon completing the Biography Board, you will then present it to the class. Follow all instructions regarding both speaking and listening and make sure all requirements for the Board are met.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Name of Person</td>
</tr>
<tr>
<td>10</td>
<td>Timeline of important dates and notes</td>
</tr>
<tr>
<td>10</td>
<td>Photo</td>
</tr>
<tr>
<td>10</td>
<td>Quote by or about person</td>
</tr>
<tr>
<td>10</td>
<td>Contributions to the world, people, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Use of color</td>
</tr>
<tr>
<td>15</td>
<td>Separate sheet attached to the back with your name, period number, and a</td>
</tr>
<tr>
<td></td>
<td>statement why you chose your particular person and what you learned about</td>
</tr>
<tr>
<td></td>
<td>him or her.</td>
</tr>
<tr>
<td>30</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Presentation Total of 100 points

Sample Layout for a Bio Board

- Name
- Photo
- Timeline
- Quote
- Contributions
4. Show an example of a Bio Board to the students and ask them if they have any questions.

5. Give the students library time for research. Recommend 2 days worth of time in the library.

Note: Use the point system to grade the Bio Boards for a total of 100 points. In addition to the above list of items to include on the board also give points (10 points) for use of color.

Resources

Internet
Developed by
Rita Wafer, Ph.D.

Grade Level
3rd-12th

Goals
Students will appreciate the sacred use of tobacco in Indian culture. Students will gain an understanding of taboos, languages, tobacco planting, harvesting and life cycles and will understand the value of tobacco, tobacco pipe and baskets, physical and spiritual health.

They will also understand the harmful effects of tobacco, the media’s influence, tobacco corporation’s interests to promote profit, the selling of false concepts regarding self image, and health issues related to tobacco use such as cancer and lung disease.

Subjects

Overview
Indians live in complex relationships with their environment. Tobacco use without ritual and tradition is an abuse of Indian culture. Students will gain an understanding of taboos, languages, tobacco planting, harvesting and life cycles.

Students will understand the value of tobacco monetarily, craftsmanship of pipes and baskets, and physical and spiritual health. They will also understand the harmful effects of tobacco, the media’s influence, tobacco corporation’s interests to promote profit, the selling of false concepts regarding self image, and health issues related to tobacco use such as cancer and lung disease.
Objectives

To gain a better understanding of Native American oral literature and activities.
To use oral literature and activities that supplement required reading.

Materials

Native American people who can be guest storytellers.
A list of questions that students have generated prior to the guest speaker’s arrival.

Activities

1. Contact a Native American person or persons to come into your classroom and share stories.
   Be specific on what you are expecting from them. For example, to talk about their life growing up; their school experiences; cultural activities past and present; or traditional stories regarding how landmarks came to be.
   **Recommendation:** Invite 2 to 4 speakers and try to have a variety of tribal and age representation.

2. Prior to the presentation, give the students background information on the speaker(s) and the stories. Have the students generate appropriate questions to ask the speaker(s). You may want to encourage the students to ask questions regarding the Bio Boards. Let the students know that they will be writing reflections on the speakers so they will need to listen and focus.

3. Have the guest presentation. Followed by 15-20 minutes of question and answer time from the students.

4. Assign the students a one page write-up reflecting on the guest speaker(s). Have the student write their reaction to their favorite speaker and include what they learned. Have a discussion about these reactions.

5. Have your students write and decorate thank you letters to the speakers.
**Objectives**

To reduce youth access to tobacco.
To promote understanding of tribal sacred knowledge of tobacco.

**Activities**

1. Use maps to locate local tribes. Identify and label aboriginal territories.
2. Learn myths.
3. Interview Elders.
4. Identify botanical names and Karuk, Yurok, Hoopa, Wiyot names.
5. Draw or color tobacco baskets.
6. Identify and depict sacred use, designs, and songs accompanying sacred tobacco use.
7. Create a play based on a traditional story or myth.
8. Write about traditional tobacco use.
10. Learn about traditional pipe use.
11. Learn traditional tobacco prayers.

**Resources**

Interview Elders from local Northwestern California tribes.
Interview current smokers.
American Indian Tobacco Network
Humboldt County Health Department Tobacco Awareness Program, Eureka, CA., 95501
American Cancer Society


Center for Indian Community Development. *Environmental Protection Native American Lands*. Humboldt State University, Arcata, Ca.


Rouse, Don. *Kindergarten Curriculum*.


