



LESSON 4

Acorn Gathering.

Lesson Plan.

1. Hide acorns around the classroom or yard. Distribute one basket to each student.
2. Introduce each animal/human represented on the *animal/human image cards*, using the English and Konkow words.
3. Display the *animal/human image cards* where students can see. Label each image with the corresponding number. You can also use stuffed animals here if available!
 - Bird-Jé:mk'ùt'i (yeym kuhti): 1 acorn
 - Deer-Sými (Suhmi): 4 acorns
 - Human-Májdym (Mai-dym): 3 acorns
 - Squirrel-Hílo (He-Low): 2 acorns
4. Explain to students:
 - i. Every fall, animals and humans go out to gather acorns.
 - ii. Acorns are very good for you and when cooked right, can be very tasty.
 - iii. Many Native people in California like to eat acorns. It is a traditional food.
 - iv. Many Native people gather their acorns in baskets.
 - v. Because humans and animals enjoy acorns, it is important that Humans do not take too many acorns.
 - a. *What would happen to the animals if humans took all of the acorns?*
 - b. *Might animals not have enough acorns to eat, and could they go hungry?*
5. Give students time to gather the acorns you've hidden.
6. Once students collect their acorns, check to make sure every student has 10 in their basket. Provide students who are short this number extra acorns.

GRADE LEVEL

Preschool-
Kindergarten

SUBJECTS

Environmental
Science
Mathematics

TIME FRAME

30 minutes

MATERIALS

- ❖ Many Acorns (enough for each student to have at least 10 each.)
- ❖ Animal/human image cards (or stuffed animals)
- ❖ Class T Chart
- ❖ Basket for each student

SKILLS

- ❖ Counting
- ❖ Observation
- ❖ Vocabulary
- ❖ Cause/Effect

RESOURCE PAIRING

- ❖ Konkow Maidu Language Resource
- ❖ Tending the Wild



CULTURAL NOTE: Many Native families have specific plants and areas where they harvest. A family might return to the same oak tree year after year. They might care for the tree, provide offerings, sing songs, etc. While families have a tree they return to, they do not “own” the tree in the Western sense. One way to think about this relationship is like a family member, or “mother” to whom respect and care must be shown. We do not own our families, but we do have a deep bond with our families that is sacred. Consider this idea when discussing the ethics of gathering with students.

For non Native people gathering plant materials, considering whether or not plant materials are in the traditional space of a Native family is important.

7. Bring students attention to the animal/human images, with the labeled numbers.
 - i. Ask students questions that lead them to the understanding that each animal might eat a different number of acorns, depending on their size:
 - ❖ *Is a bird bigger than a deer?*
 - ❖ *Who do you think eats more?*
 - ii. Explain to students that they are going to help the animals get the right amount of food that they need by counting out the number of acorns labeled on each animal image:
 - ❖ Bird-Jé:mk'út'i (yeym kuhti): 1 acorn
 - ❖ Deer-Sými (Suhmi): 4 acorns
 - ❖ Human-Májdym (Mai-dym): 3 acorns
 - ❖ Squirrel-Hílo (He-Low): 2 acorns
 - iii. Have students count out their acorns for each animal. Have students deliver their acorns to the animal so that the animal can “eat” their acorn food.

8. Review the activity with students. Add any new information or questions to the class **T Chart**.
 - i. Ask students, why is it important to only take the amount of acorns that we need?
 - ii. What would happen to the other animals if humans took all of the food for themselves?

ACORNS

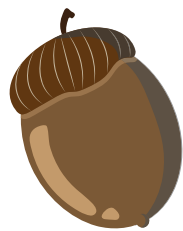
I NOTICE

I WONDER

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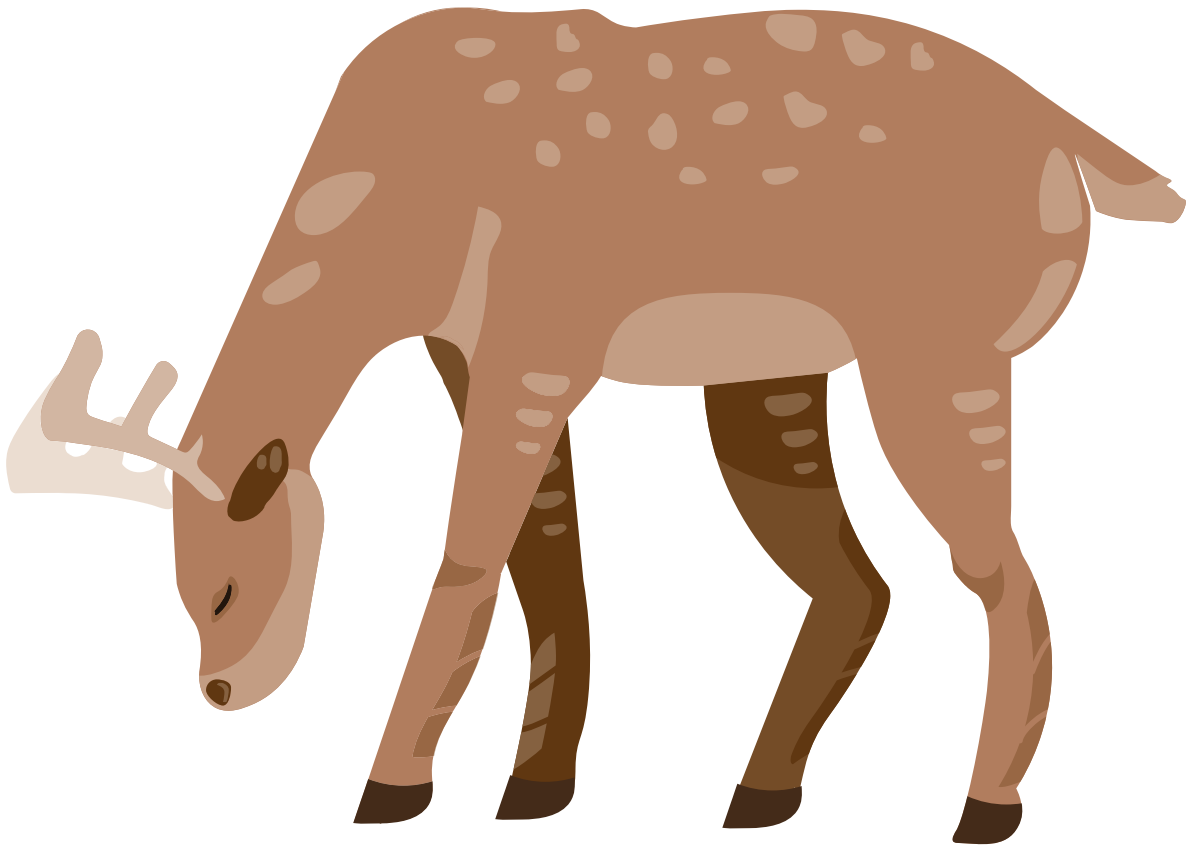


I'm a Bird and I eat



_____ Acorn

In Konkow I'm called Jé:mk'ùt'i
(yeym kuhti)



I'm a Deer and I eat



_____ Acorns

In Konkow I'm called Sými
(Suhmi)



I'm a Gray Squirrel and I eat



_____ Acorns

In Konkow I'm called Hílo
(He-Low)



I'm a Person and I eat



_____ Acorns

In Konkow I'm called Májdym
(Mai-dym)