



California Indians: A Unit for Fourth Grade

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Developed for the Teaching American History Grant: Success and Rigor for All.
A partnership between the History Project at CSU Long Beach & Dominguez Hills and
the Lynwood Unified School District. Special thanks to Lynwood USD teachers Dora
Garibay, Alma Elias and Debbie Diaz for feedback and revision support.

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Overview

This unit will focus on California Indians with an emphasis on the geographic themes of place and human/environment interaction. Specifically, the students will investigate how location and physical geography influenced the daily lives of the California Indians. Students will research various aspects of Indian life while learning (or practicing) how to determine what information is important as well as how to take notes in their own words. Students will also be introduced to learning about history from primary sources, secondary sources, and fiction.

Investigative Question: How did location and physical geography influence the daily life of each California Indian tribe?

Standards:

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

History and Social Sciences Analysis Skills

Research, Evidence, and Point of View

- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Chronological and Spatial Thinking

- Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Selected Common Core ELA Standards

Reading Standards for Informational Text

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources.

Speaking and Listening

SL4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL4. 4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Five Themes of Geography

The five themes were written in 1984 by the Joint Committee on Geographic Education of the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG).

This unit will emphasize the themes of Place and Human/Environment Interaction. The following information, as well as information about the other themes can be found on the California Geographic Alliance Website:

<http://www.nationalgeographic.com/resources/ngo/education/themes.html>

Theme: Place

All places have characteristics that give them meaning and character and distinguish them from other places on earth. Geographers describe places by their physical and human characteristics. Physical characteristics include such elements as animal life. Human characteristics of the landscape can be noted in architecture, patterns of livelihood, land use and ownership, town planning, and communication and transportation networks. Languages, as well as religious and political ideologies, help shape the character of a place. Studied together, the physical and human characteristics of places provide clues to help students understand the nature of places on the earth.

Theme: Human/Environment Interaction

The environment means different things to different people, depending on their cultural backgrounds and technological resources. In studying human/environment interaction, geographers look at all the effects—positive and negative—that occur when people interact with their surroundings. Sometimes a human act, such as damming a river to prevent flooding or to provide irrigation, requires consideration of the potential consequences. The construction of Hoover Dam on the Colorado River, for example, changed the natural landscape, but it also created a reservoir that helps provide water and electric power for the arid Southwest. Studying the consequences of human/environment interaction helps people plan and manage the environment responsibly.

Starting the Unit

Directions:

1. Post the investigative question: How did location and physical geography influence the daily life of each California Indian tribe?
2. Tell the students they will be studying about the California Indians and answering the investigative question. First they are going to learn about the Chumash as a class and then they will be working with a small group to investigate another California tribe.
3. Optional Step: Do a KWL Chart.
 - What do they already know about the California Indians?
 - What do we want to know?
 - What we learned is added at the end of the unit.
4. Go over vocabulary (in the context of sentences) then start a unit word wall that can be utilized throughout the unit.

Vocabulary:

tribe climate influence precipitation natural resources environment

- The Chumash tribe is a group of Indians who live on the coast of California from Malibu to Santa Barbara.
- Many people like the warm, dry climate of Los Angeles.
- My mom thinks that some of my friends are a bad influence on me.
- We have had a very dry year—almost no precipitation at all.
- The Chumash had many natural resources in their territory including the fish and animals of the Pacific Ocean.
- I love the environment at my local library. It is quiet, people are reading, and it feels like a comfortable place to hang out.

Continue to add vocabulary as needed to the unit word wall. Words may include

- Additional geography terms such as physical map, landforms, bodies of water, and stream.
- Vocabulary associated with the tribes such as sweathouses, loincloth, headman, dentalium (inner shell of the abalone), and arrow.
- General academic words such as shelter, established, ceremonies, dome-shaped, territory, notched, and overlapping.

Lesson 1: How Does Physical Geography Impact the Daily Life of the Chumash?

Student Outcome: Students will learn how to utilize a variety of maps to make predictions about the daily lives of the Chumash.

Materials

- Physical Geography & Prediction Graphic Organizer
- Maps & Pictures (From the California Geographic Alliance: <http://www.humboldt.edu/cga/california-student-atlas>)

All maps can be found in folder of maps or the most updated versions will be on the CGA website under Student Atlas Pages

- Map: Native Tribes of 1770 (Page 20 of Student Atlas)
- Map: Physical Geography ((Page 12 of Student Atlas)
- Map: Physiographic Regions (Page 15 of Student Atlas)
- Map: Annual Precipitation (Page 19 of Student Atlas)
- Map: Minimum January Temperatures (Page 16 of Student Atlas)
- Map: Maximum July Temperatures (Page 17 of Student Atlas)
- Map: Water Resources (Page 36 of Student Atlas)
- Optional: Pictures of the area

Each group of students can be given a folder with all of these materials so they can practice utilizing the maps and information before completing this activity on their own in Lesson 2.

Directions and Teacher Talk for Lesson

Note: If you have not started your year with some basic geography and map skills, you will need to review the various types of maps during this lesson.

1. As a class, examine the various maps and pictures and identify the physical characteristics and natural resources of the Chumash land. Fill out a group graphic organizer (students may also use individual copies to record information) by referring to the maps and charts in the packet.
 - Show the overhead of the Tribal Boundaries Map and have the groups find this overhead in their packets. Explain that this maps shows the boundaries of the California tribes before the Spanish arrived in California. Help the students locate the Chumash tribe on the map. Ask the students to identify the region (from the four regions) of California and fill out this information on their Physical Geography & Prediction Graphic Organizer.
 - Show a copy of the Physiographic Regions Map. Explain that this map shows the regions of California.
 - Have the students place the overhead of the tribes over the Physiographic Regions Map and find the Chumash territory. Ask the students to identify what region the Chumash live in and what is nearby.
 - Continue introducing each type of map, asking the students to locate the Chumash territory and then complete the corresponding question on the graphic organizer.

2. Have students use the recorded information to make predictions about the food, shelter, and clothing of their tribe. Have students explain their predictions, explaining their reasoning.

Emphasize the correlation between the environment and the lifestyle of the Chumash. If students are having difficulty making the predictions, justifying their answers, or understanding the connection—use a think aloud to model the thinking. Note on religion, customs, and traditions: You may want to “think aloud” how it is difficult to make predictions about religion, customs, and traditions. One prediction may be that some of the Chumash's traditions might have something to do with the sea since they live near the ocean.

Think Aloud Example #1: Okay, so I know that the Chumash live on the coast—where Ventura and Santa Barbara are today. That area doesn't get a lot of rain or have big trees so I think that the houses might be built from some wood but not a lot of wood. I know that the Gabrielino used grasses in their houses so maybe the Chumash did, too. I am going to predict that their houses are a combination of wood and other materials like plants. My justification is that I see there are trees in their area but not a lot of trees and I already know something about Gabrielino houses.

Think Aloud Example #2: I see that the Chumash lived along the Pacific Ocean so I think that they would have eaten things from the ocean. I would predict that they ate fish, crabs, and clams. I wonder if they ate things like sea lions or whales? I am not sure so maybe I will add that to the questions I have. I think they ate fish, crabs, and clams because they live near the ocean and those are things found in the ocean.

3. After completing the graphic organizer, return to the investigative question-- How did location and physical geography influence the daily life of each California Indian tribe? Let the students know that they will be doing some research to find out more about the lives of the Chumash in a few days and will be able to see how close their predictions were.
4. Bring closure to this lesson by returning to the KWL chart and asking students to generate more questions they have or start a “Questions I Have” chart that you can utilize throughout the unit and ask students to post questions they have on the chart.

Physical Geography of the _____ Tribe
Name of Tribe



Group Members:

1. Based on the Physiographic Region map, is the tribe's land near the Pacific Ocean, a mountain range, the Central Valley, or a desert (or more than one)?

2. Using the Physical Geography Map: What landforms are in the tribe's territory?

3. Using the Physical Geography Map and the Water Resources Map: What bodies of water are in the tribe's territory?

4. Using the Minimum January Temperatures Map: What is the lowest temperature this area gets in January? _____

5. Using the Maximum July Temperatures Map: What is the highest temperature this area gets in July? _____

6. Using the Annual Precipitation Map How much rain does this area get?

Prediction Chart

Based on the information from the maps and the pictures you have, make some predictions about the daily lives of the tribe. Remember that a prediction is an inference or hypothesis based on the information you have. Then tell why you are making that prediction.

	Prediction	Justification: Why do you think that? What did you base this prediction on?	How close was your prediction?
Homes			Right on Somewhat close Not close Not found in research
Clothing			Right on Somewhat close Not close Not found in research
Food			Right on Somewhat close Not close Not found in research
Tools, Household Items & Weapons			Right on Somewhat close Not close Not found in research
Religion, Customs, & Traditions			Right on Somewhat close Not close Not found in research

Lesson 2: Ways to Learn About History: Primary Sources, Secondary Sources, and Fiction Lesson

Student Outcome: Students will learn about primary and secondary sources and contrast them with fiction before using these three sources to explore the daily life of the Chumash tribe in lesson 3.

- What is a primary source? What is a secondary historical source? What is fiction?
- How does each of these types of text help us understand history?
- What are the difficulties with using each type of text?

Ways to Learn About History:

- **Activating background knowledge:** Ask the students, "How can we learn about history?" Chart the question and the answers that students give. After introducing primary and secondary sources as well as fiction, you can go back to the students' ideas and put them under the example row.
- Create chart with just the headings and questions on butcher paper:

Primary Source	Secondary Source	Fiction
What is a primary source?	What is a secondary source?	What is fiction?
How do primary sources help us understand history?	How do secondary sources help us understand history?	How does fiction help us understand history?
Problems with using primary sources:	Problems with using secondary sources:	Problems with using fiction:
Examples:	Examples:	Examples:

- Pass out *How Do Historians "Do" History & Fiction Chart* or show on the overhead. Show students examples of primary sources, secondary sources, and fiction from the upcoming lessons (if you have additional examples, you can also show them).
- Define *primary source* and show several examples (you can use a picture and a quote from the gallery walk). Fill out the section of the chart on primary sources.
- Define *secondary source* and show the students their textbook. If you have another source written by an historian, you can also show this. Fill out this section of the chart.
- Define *fiction* and show students several examples of historical fiction or legends. Fill in chart.

Primary Source	Secondary Source	Fiction
<p>What is a primary source?</p> <p>Primary sources are created at the time of the event.</p>	<p>What is a secondary source?</p> <p>Secondary sources are created after the time of the event.</p>	<p>What is fiction?</p> <p>A story. It may be based on real events but it is not real.</p>
<p>How do primary sources help us understand history?</p> <p>They are evidence of what happened in the past</p>	<p>How do secondary sources help us understand history?</p> <p>Historians help us make sense of the primary sources. A secondary source is an account or interpretation that is based on rules of evidence.</p>	<p>How does fiction help us understand history?</p> <ul style="list-style-type: none"> • Helps us understand what life was like (we can put ourselves in the past/ in the characters shoes) • Helps us feel empathy • Interesting • Gives details about history
<p>Problems with using primary sources:</p> <ul style="list-style-type: none"> • May only tell one point of view • Difficult to read/understand 	<p>Problems with using secondary sources:</p> <ul style="list-style-type: none"> • May only tell one story or one point of view 	<p>Problems with using fiction:</p> <ul style="list-style-type: none"> • Author doesn't need to follow the same rules of evidence as an historian • May not be the truth or be accurate
<p>Examples:</p>	<p>Examples:</p>	<p>Examples:</p>

- Examples from the opening activity can be placed on the chart.
- Wrap up by telling the students that they will be “doing history” by looking at various sources in the upcoming days to learn about the Chumash people.

Lesson 3: The Daily Lives of the Chumash People

Student Outcome: Students will learn about the daily life of the Chumash tribe through primary and secondary sources as well as through a fictionalized Chumash legend, *Rainbow Bridge*.

Teacher Directions: Tell the students that they will be learning more about the Chumash through primary sources, secondary sources, and fictions (like they learned about in lesson 2). While completing the various activities, refer to the classroom chart. Students will fill out Chumash: Primary, Secondary, and Fiction Worksheet as they complete the following activities:

A. Rainbow Bridge

See Rainbow Bridge Lesson Handout

During the Rainbow Bridge lesson, ask the students if the book is a primary source, secondary source, or fiction. How do they know? Have students refer to the classroom chart if needed.

B. What Does the Textbook Say?

As you examine your Scott Foresman book, ask the students if the book is a primary source, secondary source, or fiction. How do they know? Have students refer to the classroom chart if needed.

Using the Chumash Graphic Organizer from the Rainbow Bridge lesson, have the students read the textbook pages individually, in pairs, or in small groups to find information that will fit in their charts. This may be done as a center.

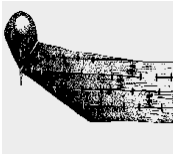
C. Gallery Walk

Before starting the gallery walk, talk about primary sources and how they tell us about history.

See Gallery Walk Lesson Handout

Putting it All Together

Use the completed *Chumash: Primary, Secondary, and Fiction* organizer to talk about the information from all three sources. Chart their answers. Which sources helped them understand the daily life of the Chumash the most? The least? Did they learn the same thing from each source (did one corroborate another)? Tell the students that they will be learning more about the Chumash by doing some additional research in the next lesson.



Chumash: Primary, Secondary, and Fiction



	Rainbow Bridge (Fiction)	Textbook (Secondary Source)	Pictures and quotes (Primary Sources)
Region/ Natural Environment			
Homes			
Clothing			
Tools, Household Items & Weapons			
Religion, Customs, & Traditions			
Other			

Lesson 4: Research Project: Learning More About the Chumash

Student Outcomes: Students will learn about the daily life of the Chumash Tribe while learning to summarize important information from a source and record the information in their own words on a graphic organizer.

Materials Needed:

- Fact Card about the Chumash will be added to the original packet
- Data Retrieval Graphic Organizer
- Overhead of Chumash fact card (or a document reader)

Directions:

1. Teacher will distribute the data retrieval chart and copies of the Chumash information card.
2. Have the students look at the retrieval chart, and let them know that they will be finding information about the daily lives of the Chumash and recording the information on the chart.
3. Read the title and table at the top and do a "think aloud" about what is important in this section.

Think Aloud: The map and the table at the top show me that the Chumash lived near Santa Barbara and Ventura along the coast. I already knew this from the maps I looked at. I will put that on my graphic organizer under location and the physical geography. There is also a picture of a wooden boat. So I think it is important that the Chumash know how to build boats. I can add that to the tools section.

4. Remind students that when they do research that they need to put the information in their own words. If the information is copied directly, the information should be in quotation marks. Tell them that for this assignment, they will be taking notes in their own words on the graphic organizer.
5. Demonstrate how to take the "important information" you identified in your think aloud and write it in short phrases in the appropriate place on the graphic organizer.

I am going to write my information in the box that says location. I am going to write kind of small because I will probably find more information about the physical geography. I don't need a complete sentence when I am taking notes but I do need to put the information in my own words. I am going to write -Lived on coast near Santa Barbara and Ventura.

6. Have the students copy the information on their individual graphic organizers
7. Read the first paragraph and do another think aloud. You may need to talk through what is really important based on the categories on the graphic organizer. Have the students to help you decide what to write and then ask them to write it as well.

Think Aloud: Okay, so I think it is important that the Chumash were the first tribe to be visited by Cabrillo but I am trying to find out information about their daily life before the Spanish arrived. I don't think it really fits in any of these categories but I could put it in the interesting facts box. I also think it is important that the Chumash were destroyed by life in the missions but that happens much later and doesn't really help me answer the question about the daily life of the Chumash. So I think I will only write down that the Chumash were the first tribe visited by Spanish Explorers in my interesting facts box.

8. Read the next section and ask the students to help you summarize the important information. Have the students to help you decide what to write and then ask them to write it as well.
9. Read the third section of text. Ask the students to pair share about what they think is most important and where they would place this information on the graphic organizer. Then have the students share out and talk through what to write down.
10. Continue moving through the fact card. If the students seem to be comfortable with the reading and summarizing, you can ask them to complete this independently or in pairs. If students are having difficulty, you can continue to share out as a group and scaffold the conversation about what is important to write down.

Note: To prepare for Lesson 7, you will need to create a set of Matrix cards on the Chumash to use as a model for the students. The cards will be based on each category of the data retrieval graphic organizer.

What was daily life for the _____ tribe like before the Spanish arrived?
 Name of tribe

	Information
Location and Physical Geography	
Homes	
Clothing	
Food	
Tools, Household Items & Weapons	
Religion, Customs, & Traditions	
Other Interesting Facts	

**Lesson 5: Introduction to the CA Tribes:
How Does Physical Geography Impact Daily Life? Maps & Prediction**

Student Outcomes: The students will practice using a variety of maps to make predictions about the daily lives of one California Tribe.

Tribes: Cahuilla, Gabrielino, Hupa, Miwok, Pomo, & Yokuts

Suggested Group: Whole group or Centers

Materials:

Packets include:

- Physical Geography & Prediction Graphic Organizer
 - Map: Native Tribes of 1770 (Page 20 of Student Atlas)
 - Map: Physical Geography ((Page 12 of Student Atlas)
 - Map: Physiographic Regions (Page 15 of Student Atlas)
 - Map: Annual Precipitation (Page 19 of Student Atlas)
 - Map: Minimum January Temperatures (Page 16 of Student Atlas)
 - Map: Maximum July Temperatures (Page 17 of Student Atlas)
 - Map: Water Resources (Page 36 of Student Atlas)
 - Optional: Pictures of the area

Directions for teacher:

1. Divide students into 6 groups (may be done during Social Studies time or assigned for centers).
2. Assign one of the California Indian tribes to each group from the list above.
3. In their groups, have students fill in the Physical Geography & Prediction Graphic Organizer by referring to the maps and charts in the packet (remind students that this is what we did together in Lesson 1).
4. Have students use the recorded information to make hypotheses about the food, shelter, and clothing of their tribe.

*If using for centers, paste the student directions for the center on a pocket folder or envelope, insert the materials in the envelope or pocket folder.



Student Center Directions

Tribes: Cahuilla, Gabrielino, Hupa, Miwok, Pomo, & Yokuts

In your center, you will be examining various maps and pictures about your assigned California Indian Tribe. Then you will make predictions about the tribe's life based on what you know and the provided maps

1. Find the following materials
 - a. Map: Native Tribes of 1770 (Page 20 of Student Atlas)
 - b. Map: Physical Geography ((Page 12 of Student Atlas)
 - c. Map: Physiographic Regions (Page 15 of Student Atlas)
 - d. Map: Annual Precipitation (Page 19 of Student Atlas)
 - e. Map: Minimum January Temperatures (Page 16 of Student Atlas)
 - f. Map: Maximum July Temperatures (Page 17 of Student Atlas)
 - g. Map: Water Resources (Page 36 of Student Atlas)
 - h. Optional: Pictures of the area
2. Find the Physical Geography & Prediction Graphic Organizer and write the name of your assigned tribe on the handout (1 copy for each student in the center).
3. Together with your group fill out the prediction chart organizer by referring to the maps and charts in the packet.
 - **First**, find the overhead of the Tribal Boundaries Map and have the groups find this overhead. This map shows the boundaries of the California tribes before the Spanish arrived in California.
 - **Next**, locate your tribe on the map. **Now**, place the overhead of the tribes over the Physiographic Regions Map and find the Chumash territory. Identify the region (from the four regions) of California and fill out this information on your Physical Geography & Prediction Graphic Organizer.
 - **Then**, Find a copy of the Physical Map of California. A physical map shows the physical characteristics of a place including landforms (mountain ranges, valleys) and bodies of water (oceans, lakes, rivers). Place the overhead of the tribes over the Physical Map of California and find the **your assigned** tribe's territory. Identify what landforms and bodies of water they see and complete these questions on the graphic organizer.
 - **Continue** with each type of map, locating your assigned tribe's territory and then complete the corresponding questions on the graphic organizer.
5. Now that your Prediction Chart Graphic Organizer is completed, use the recorded information to make predictions about the **food**, **shelter**, and **clothing** of your assigned tribe. Explain your predictions; most importantly explain your reasoning (justification).
6. Be sure to return the maps to the correct envelope.

Prediction Chart



Group Members:

Name of Tribe: _____

1. Based on the Physiographic Region map, is the tribe's land near the Pacific Ocean, a mountain range, the Central Valley, or a desert (or more than one)? _____
2. _____
3. Using the Physical Geography Map: What landforms are in the tribe's territory?
4. _____
5. Using the Physical Geography Map and the Water Resources Map: What bodies of water are in the tribe's territory?

6. Using the Minimum January Temperatures Map: What is the lowest temperature this area gets in January? _____
7. Using the Maximum July Temperatures Map: What is the highest temperature this area gets in July? _____
8. Using the Annual Precipitation Map How much rain does this area get? _____
9. Based on the information from the maps and the pictures you have, make some predictions about the daily lives of the tribe. Remember that a prediction is an inference or hypothesis based on the information you have. Then tell why you are making that prediction.

	Prediction	Justification: Why do you think that? What did you base this prediction on?	How close was your prediction?
Homes			Right on Somewhat close Not close Not found in research
Clothing			Right on Somewhat close Not close Not found in research
Food			Right on Somewhat close Not close Not found in research
Tools, Household Items & Weapons			Right on Somewhat close Not close Not found in research
Religion, Customs, & Traditions			Right on Somewhat close Not close Not found in research

Lesson 6: Learning More About the CA Indians: Group Research on Tribes
Suggested Group: Whole group or Centers

Student Outcomes: Students will learn about the daily life of one California Indian Tribe while practicing the skills of summarizing important information from a source and recording the information in their own words on a graphic organizer.

Materials Needed:

- Fact Card about the California Indian tribe being researched will be added to the original packet of maps and pictures.
- Data Retrieval Graphic Organizer
- Completed Physical Geography & Prediction Graphic Organizer (from lesson 5)

Directions:

1. Provide the students with a packet of information about their tribe. The students will record their information on the graphic organizer as they did with the Chumash in lesson 4.
2. After completing the research and matrix, the students should return to their prediction chart and compare their predictions to the factual information learned in their research. The students will circle whether their prediction was right on, close, not close, or not found in the research.
3. Ask the students to reflect on what parts of the daily life could be predicted by knowing about their location (where they lived) and the physical geography of that place and which aspects of daily life were not easy to predict with this information.
 - What predictions were "right on"? Why do you think that you were able to predict so accurately?
 - Which predictions were "not close"? Why do you think this was hard predict?
 - What things were the hardest to predict? Why?
4. After reflecting, ask the students to respond to this question in writing: What connections do you see between your tribe's location and physical geography and their daily lives? You may clarify the question by saying what connections do you see between where your tribe lives and what is found in their environment and their daily lives.
5. Ask the students to turn in their groups' data retrieval charts. Teacher should check information for accuracy before students "publish" their information on a class matrix and share their information with the class in Lesson 7.

Student Center Directions

Group Research Activity

Introduction

Today you will learn about the daily life of the one of the California Indian tribes. You will summarize the information about the tribe and record the information on a data retrieval chart. You will complete this project during independent work time at the History Center.

Materials

California History Center Folder containing the following items:
California Indian Tribe Fact Cards
Group Research Data Retrieval Charts

Task

Select one person to read all of the directions below out loud before your group begins working. Complete each step.

1. Each person in the group should take one copy of the Fact Card and one copy of the Group Research Data Retrieval Chart. Put your name on both of these.
2. Look at the top right hand corner of the Fact Card and find the name of the tribe that your group will be learning about today.
3. Write the name of your tribe on your Data Retrieval Chart on the line provided.
4. With your group you will now fill out each section of the Data Retrieval Chart.
5. You will read each section of the fact card and decide what is important about that section and where it should go on the data retrieval chart. You can underline, circle or highlight any important words or phrases that may help you as you write the information in your own words. If you copy any of the information directly from the fact card, remember to use quotation marks.
6. Return all of your materials to its original folder.

Lesson 7: Completion of Matrix, Discussion, and Extension Menu

Student Outcomes: Students will “publish” and share their information about the various California tribes and then discuss the similarities, differences, and patterns they see. They will also reflect on how location and physical geography influenced the daily lives of the tribes.

Materials Needed:

- Data Retrieval Graphic Organizer (completed and checked for accuracy)
- Set of completed matrix cards on the Chumash
- Blank 5 by 7 index cards
- Markers

Directions:

1. Students will “publish” their information on 5 by 7 index cards, adding drawings to illustrate the information. Students will be asked to place their cards on the matrix.
2. Students will give an oral presentation on the information, using their cards as a guide.

	Chumash	Gabrielino	Pomo	Cahuilla	Miwok	Yokuts	Hupa
Location and Physical Geography							
Homes							
Clothing							
Food							
Tools, Household Items & Weapons							
Religion, Customs, & Traditions							
Other Interesting Facts							

3. After the sharing, teacher will lead a discussion about the information focused on deepening the students understanding of the investigative question: How did location and physical geography influence the daily life of each California Indian tribe?

Sample Discussion Questions

- Let's look at the house's category. What do you see that is the same? What is different? What might explain the differences between the Gabrielino and the Hupa? How do the natural resources in the area impact the types of houses that each tribe built?
- Let's look at the clothing category. What do you notice? Do you see any patterns? Anything that surprises you? What things are the same? Different?

Extension Menu

An extension menu will be utilized to give students time to deepen and extend their learning about the California Tribes. Students can choose two or more activities to complete. These activities can be used as assessments for the unit.

Assessment

Student work from throughout unit as well as the activities completed for the extension menu can be utilized to assess student understanding of the standards as well as the analysis skills.

Give the **Student Assessment** on primary sources, secondary sources, and fiction as well as to gauge their understanding of connection between physical geography and the lives of the various tribes.

California Indian Extension Menu

Choose a minimum of two activities to complete

<p>Write an "I am... Poem"—taking the perspective of a member of one of the tribes. Make sure your details are accurate.</p>	<p>Complete a compare and contrast graphic organizer about two tribes. Compare at least two aspects of their daily lives.</p>	<p>Write a response to the following question: How was the life of the Pomo Indians connected to their environment?</p>
<p>Create a poster or model that shows accurate details about one tribe.</p>	<p>Pretend you lived in the past. Write a letter to a member of one of the tribes. Ask this person the questions you have about their daily life.</p>	<p>Write a mini-report about one of the tribes</p>
<p>Create a Powerpoint presentation about a tribe that includes details about the tribe</p>	<p>Do some additional research on one of the tribes and fill out an "more information card" Make sure you cite your source.</p>	<p>Create a drawing that shows the houses of two of the tribes. Explain how their houses are the same and how they are different.</p>

I Am Poem

I am _____

I wonder _____

I hear _____

I see _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____

Written by _____

Compare and Contrast Graphic Organizer

	Information on _____ Tribe	Information on _____ Tribe	How are they the same?	How are they different?
Homes				
Clothing				
Food				
Tools, Household Items & Weapons				
Religion, Customs, & Traditions				

Why do you think these two tribes are different? _____