

Lesson 4: Preserving the Culture

Focus Question:

How can the culture of the Kumeyaay Indians be preserved?

Activity #1 Keeping Culture Alive

Materials needed: Harcourt's *Reflections: Our Communities*, Chapter 4, Lesson 2 pages 142-147 and Lesson 3 pages 150-153. (Note: Although reference is made to specific page numbers in Harcourt's *Reflection*, the same activities and strategies may be completed using any of the state-adopted social studies textbooks.)

Procedure:

Step 1: Help students understand the concept of culture by writing on the board some examples of things that make up culture, such as foods, music, folklore, holidays and celebrations. Explain to students that today, many Kumeyaay Indians are working on ways to preserve, or keep them alive.

Step 2: Read *Reflections: Our Communities* Chapter 4, Lesson 2 *Preserving Their Culture*. Focus on "Keeping Culture Alive" (pages 142-143) and "Learning to Preserve Culture" (pages 146-147). Read Lesson 3 *Indians and Government* pages 150-153. Focus on tribal government today.

As you read the text, this is an opportunity to reinforce the skills and procedures listed in Grade 3 Literacy Unit #3 *What? So What? Determining Relevance in Nonfiction Text*. Refer specifically to "Organizational Structure of Text" (Days 10-14), "Signal Words" (Days 12-14) and "Synthesize Main Ideas Across the Text" (Days 16-23)

Step 3: With the students, begin a list of some things that Indians are currently doing to preserve their culture. Brainstorm a list of other suggestions Kumeyaay Indians might do to preserve their culture.

Step 4: With students, research some of the Bands of Kumeyaay Indians to find out the types of programs they have to preserve their culture. Some sample websites include:

- The Four Directions Institute provides a list of many websites to contact for information about the Kumeyaay Indians. <http://www.fourdir.com/diegueno.htm>
- In 1987 the City of Poway purchased the Silver Lake site to preserve archaeological features located on the knoll. The City of Poway and the San Pasqual Band of Kumeyaay Indians are working collaboratively to preserve the Silver Lake site. *"Preserving the site, as well as expanding it with further land acquisitions, opens great opportunities for revitalizing consciousness of history and culture, as well as spreading this knowledge to the broader San Diego County community."* Allen E. Lawson, Tribal Chairman, San Pasqual Band of Kumeyaay Indians
<http://www.angelfire.com/falcon/kumeyaay/>
- Viejas Band of Kumeyaay Indians – A Sovereign Nation
<http://www.viejasbandofkumeyaay.org/index.html>
- Working to promote Baja California's indigenous heritage through a planned Kumeyaay Museum: In Tecate there is a binational effort underway to preserve the Kumeyaay culture, which includes plans for a museum that is scheduled to open in late 2010. A coalition of businesses, non-profits and academia has come together to spearhead the museum project and raise the \$600,000 needed for its design and construction. <http://www.icfdn.org/enewsletter/spring2009/004.php>

- Stan Rodriguez Iipay Kumeyaay Indian of Santa Ysabel is working to preserve bird singing.
http://www.kumeyaay.info/pow_wow.html?http%3A//www.kumeyaay.info/pow_wow/stan_rodriguez.html

Activity #2 Write a Formal Letter to a Member of the Kumeyaay Indian Tribe

Materials needed: For each student, a copy of *Write a Formal Letter to a Member of a Kumeyaay Indian Tribe* (Handout #4.1). Address of one or more Tribal Councils of Kumeyaay Indians (see below); Grade 3 Literacy Unit #3 *What? So What? Determining Relevance in Nonfiction Text*.

As sovereign nations, each Band of Kumeyaay Indians has its own tribal government. Select one or more Bands of Kumeyaay Indians for students to write to their Tribal Government. Addresses are generally available on the band’s website. For example, the Viejas Bands Government Officials are listed at http://www.viejasbandofkumeyaay.org/html/tribal_gov/officers.html and the tribal office is located at 1 Viejas Grade Road, Alpine, California 91901, Office: (619) 445-3810.

Procedure:

Step 1: Provide each student with a copy of the prompt *Write a Formal Letter to a Member of a Kumeyaay Indian Tribe* (Handout #4.1).

Prompt: Write a formal letter to a member of a Kumeyaay Indian Tribal Council with suggestions on how the Kumeyaay can preserve their culture and keep their traditions alive today.

Rubric:

Indicator: Knowledge of Historically Accurate Content

Indicator: Supports the Topic with Accurate Examples

Recommended Correlation:

Grade 3 Literacy Unit #3 *What? So What? Determining Relevance in Nonfiction Text*.

Indicator: Grade 3 Real World Correspondence Writing Rubric

Review the prompt and rubric together. Discuss what information students will need to write a formal letter to a member of a Kumeyaay Tribal Council (name, address, format for a formal letter).

Step 2: Refer to “Understanding Different Kinds of Letters” (Lesson 1, page 5 of this unit and Day 16 of Grade 3 Literacy Unit #3). Discuss the following questions with students:

- What is a formal letter?
- What are some of the purposes of formal letters?
- Who is the audience for formal letters?
- How are personal letters different from formal letters?
- How do you consider your audience and purpose in planning your work?

For a *Sample Planning Sheet for a Formal Letter*, refer to the Resource Section of the Literacy Unit.

Topic	Problem	Possible Solutions	Audience – who might be able to help?

Parts of a Formal Letter	
Heading	<ul style="list-style-type: none"> Your address and the date
Inside Address	<ul style="list-style-type: none"> Name and address of the person you are writing to
Greeting	<ul style="list-style-type: none"> Polite way of saying hello Followed by a colon (:)
Body	<ul style="list-style-type: none"> Main part of the letter
Closing	<ul style="list-style-type: none"> Polite way of saying goodbye
Signature	<ul style="list-style-type: none"> Your first and last name at the end of the letter
Format	<ul style="list-style-type: none"> Letter is written without paragraph indentations Spaces between each paragraph All parts begin close to the left hand margin

How does a Formal Persuasive Letter Work?	
Audience and Purpose	<ul style="list-style-type: none"> To convince the Tribal Council to preserve the Kumeyaay culture and keep their traditions alive.
Introduction	<ul style="list-style-type: none"> Author identifies self/role States the problem Includes a strong opinion statement
Body Paragraphs	<ul style="list-style-type: none"> Provides evidence to support opinion statement Offers possible solutions/calls for action
Conclusion	<ul style="list-style-type: none"> Restates/summarizes the problem and possible solutions

Step 3: Student write their letter. For History-Social Science, focus the evaluation of the letter on the Indicators: *Knowledge of Historically Accurate Content* and *Supports the Topic with Accurate Examples*. (Optional) *Grade 3 Real World Correspondence Writing Rubric*

Assessment

Student work to be assessed for this lesson and standard includes:

- **Write a Formal Letter to a Member of a Kumeyaay Indian Tribe.** Rubric Indicators for Bodies of Evidence include: *Knowledge of Historically Accurate Content* and *Supports the Topic with Accurate Examples* (Activity #2). (Optional) *Grade 3 Real World Correspondence Writing Rubric*

Write a Formal Letter to a Member of the Kumeyaay Indian Tribe

Standard 3.2

Prompt: Write a formal letter to a member of a Kumeyaay Indian Tribal Council with suggestions on how the Kumeyaay can preserve their culture and keep their traditions alive today.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
KNOWLEDGE OF CHRONOLOGICAL THINKING	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.