

Lesson 1: Influence of the Physical Geography

Focus Question:

How did the physical geography affect the ways the Kumeyaay Indians lived (e.g. food, shelter, clothing, tools)?

Activity #1 Make a Two-Column Table – *My Life in the Local Region*

Materials needed: A copy for each student of *My Life in the Local Region* (Handout #1.1). Display a copy using a document camera, a transparency, or an enlarged version of the table.

Procedure:

Step 1: Explain to students that a *table* is a graphic organizer that shows information in columns and rows. Like charts and graphs, *tables* have titles that describe what they show.

Step 2: Display a copy of the two-column table, *My Life in the Local Region* (Handout #1.1) and distribute a copy to each student. Point out to students that below the title, the column headings give the topics. The information is organized into columns and rows. Columns go up and down, and rows go across.

Ask different students to read:

- the title of the two-column table (*My Life in San Diego*).
- the heading for each column (*Ways of Life* and *My Life in San Diego*)

Discuss each of the rows listed on the two-column table. Following an oral discussion of each row, model for students how to record the information on the table. As the students record their responses, it is helpful for the teacher to write a sample response on a copy of the table. Display it using a document camera, an overhead transparency, or write responses on an enlarged version of the table.

Ask students questions such as:

- How would you describe the physical geography of where we live?
- What types of food do we eat? Where do we obtain our food?
- What types of shelter do we live in? How do we obtain our shelter?
- What types of clothing do we wear? How do we obtain our clothing?
- What types of tools do we use? How do we obtain our tools?
- What is our system of government? How are our leaders selected?
- What are the elements of our economy? How is it obtained?

Following is an example of how you might proceed through each row of the two-column table:

Types of tools and how obtained: Ask students, “What tools do you use on a daily basis?”

Brainstorm with students and create a list of the tools they use for their schoolwork (e.g., pencil, pen, eraser, paper, computer). How is each tool used? How do you obtain (get) the tools you need?

Next, list the types of tools that can be found in the students’ homes. Include tools for collecting and preparing food, for clean-up, for making repairs, etc. What materials are used to make these tools? By what method does your family obtain tools it uses? Model how to write a sample response on a copy of the two-column table.

Activity #2 Tap into Prior Knowledge

Procedure:

Step 1: Ask students to imagine a time when there were no supermarkets, shopping centers or grocery stores in San Diego. Have them discuss what they would have used to build their home, to make their clothes, what they would have eaten, and where they would have obtained the things they needed?

Introduce **natural resources as something from nature that people can use, such as plants, water, animals, stones and soil.** Like people today, the Kumeyaay Indians used the land's rich natural resources. Like all American Indians, the Kumeyaay used natural resources for food, clothing, shelter and tools. The physical surroundings were very important to most Indians. They thought of themselves as being part of their environment. They treated the land and its plants and animals with respect.

Step 2: Draw a thought cluster or web on the board around the question "How did the Kumeyaay Indians get the things they needed?" Encourage students to draw upon the information learned during Unit 1 about the physical geography of San Diego as they answer the following questions.

- What food did the Kumeyaay Indians eat and how did they obtain (get) their food?"
- What types of shelter did the Indians build and what materials did they use?
- What type of clothing did they wear and where did they obtain their clothing?
- What tools do you think the Kumeyaay Indians used? How did they obtain the tools?
- What types of transportation did the Kumeyaay Indians use?

Record student's responses in a cluster format around the central question. Explain to students that during the rest of this lesson, they will examine how the Kumeyaay Indians who lived (and still live) in the San Diego region used different natural resources found in the local environment, including plant fiber, stones and bones. The land and natural resources around the Kumeyaay Indians determined the types of homes they built, the food they ate, the clothing they wore, and the tools they used.

Activity #3 Read-Aloud or Paired Reading and Note Taking

Materials Needed: For each student, duplicate a of the table *Culture of the Kumeyaay Indians* (Handout #1.2) and the *Student Reader: The Kumeyaay Indians* and, if available, *The Tribes of California: The Kumeyaay Nation*. It is helpful to have photographs of the animals and plants referenced in the Student Reader. Refer to Literacy Unit #3, Days 2-6.

Procedure:

Step 1: Explain to students that they are going to learn how to take notes and write summaries while they learn about the way of life of the Kumeyaay Indians. We take notes by determining the main idea(s) and supporting details. Note-taking helps us to: remember key points in the text; organize important information; and, get ready to write. (Refer to Literacy Unit #3, Day 3.)

Step 2: The teacher can read the *Student Reader: The Kumeyaay Indians* as a "Read Aloud" or have students read the text with a partner. As the information is read, model how to summarize the information and write notes about the culture of the Kumeyaay Indians in the appropriate row on *Culture of the Kumeyaay Indians* (Handout #1.2). It is helpful to use a document camera, an overhead transparency or a large version of the two-column table (Handout #1.2). As you write on the "class size" version of the two-column table, students add information to their own copy of the table.

Example:

Food and how obtained	Acorns – gathered them
Clothing and how obtained	Sandals – made from agave

Ask: How did we work to paraphrase the information?

How do readers determine relevant/irrelevant details? Why is this important?

Why do readers and writers take notes?

What we Know/Are Learning about Summaries (Refer to Literacy Unit #3, Day 3)

- States the main idea(s) of the text (topic sentence).
- Includes important details that support the main idea(s).
- Does not include minor details, personal examples, or opinions.
- Includes information only found in the text.
- Does not repeat ideas.

Step 3: Supplement the *Student Reader: The Kumeyaay Indians* with information from the *Teacher Background: The Kumeyaay Indians* on pages vi-xii of this curriculum guide. Help students summarize the information and take notes on the two-column table. **As available, show photographs of the animals and plants as students read about them in the Student Reader.**

Step 4: Complete short sections of the two-column table at a time, doing one or two rows daily. Guide students on a discussion of each topic and how it relates to their own life. As students complete a row on the two-column table, they **illustrate** accompanying pages in the Student Reader.

As an example of how you might proceed through each row of the two-column table, refer to the following: **Types of Tools and How Obtained.** Explain that the Indians in the local area were hunters and gatherers. Their tools were fashioned from natural resources and they had no metals. While they left no written records, artifacts of stone and plant fiber tell their story.

Read the sections on tools in the *Student Reader: The Kumeyaay Indians* (pages 10 - 12) and help students summarize the information and take notes on the two-column table. As students report their ideas, ask them to verify their response by reading the appropriate section in the Student Reader.

Activity #4 “Cut and Sort” Food Sort Activity

<p><u>Materials needed:</u> For each group of 3 to 4 students, a copy of Handout #1.3; scissors, construction paper, glue. (Optional) pictures of each item listed below in the Answer Key.</p>

Procedure:

Have students work together in groups to “Cut and Sort” the types of food into the seven categories listed: plants, small game, large game, birds, reptiles, insects, seafood/fresh water.

This activity provides an opportunity for students to get a better understanding of the vocabulary words used in the *Kumeyaay Indian Student Reader*. As available, share pictures of each of the items listed.

Answer Key for the “Cut and Sort” Food Sort Activity

Plant Materials

acorns
agave
fruits and berries
mesquite
sunflower seeds
tubers and roots
yucca

Large Game

antelope
deer
mountain sheep

Small Game

chipmunks
mice
rabbits
raccoons
squirrels
woodrats

Reptiles

lizards
rattlesnakes

Birds

ducks and geese
most birds except eagles
and ravens
quail

Insects

ants
cricket pupae
grasshoppers
moth larva

Seafood/ Fresh Water

fish
grunion
mollusks

Activity #5 Summary Sentences

Procedure:

Working together with their partner, students use their two-column table, *Culture of the Kumeyaay Indians* (Handout #1.2) to write summary sentences utilizing what they have learned about how the physical geography affected the ways the Kumeyaay Indians lived. Examples may include:

- The Kumeyaay made their homes, called awas, with willow branches or thatched rush.
- The local Indians ate acorns, agave and some kinds of seeds, fruits and small animals.

(Optional) Have students turn the summary sentences into a paragraph about the Kumeyaay Indians and the ways they obtained their food, shelter, clothing and tools from the environment.

Activity #6 Write a Personal Letter as a Member of the Kumeyaay Indian Tribe

Materials needed: Copies for each student of *Write a Personal Letter as a Member of the Kumeyaay Indian Tribe* (Handout #1.4).

Procedure:

Step 1: Review with students the prompt and rubric for *Write a Personal Letter as a Member of the Kumeyaay Indian Tribe* (Handout #1.4)

Prompt: You are a Kumeyaay Indian living in the past. Write an informal letter to a present-day 3rd grader to describe how your family obtains at least 3 of the following: food, clothing, shelter, and tools.

Rubric:

Indicator: Knowledge of Historically Accurate Content

Indicator: Knowledge of Geographical Content and Spatial Thinking

Indicator: Supports the Topic with Accurate Examples

Recommended Correlations:

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

Indicator: Grade 3 Response to Expository Text Writing Rubric

Indicator: Grade 3 Real World Correspondence Writing Rubric

Step 2: Review “Writing Personal Letters in Literacy” Unit #3 (Days 8-14). This writing sample may be included in the Body of Evidence to demonstrate progress towards standards and to inform instruction. Present the following chart and differentiate between personal letters and formal/business letters. (Note: A Formal/Business letter will be written in Lesson 4 of this Kumeyaay Indian Unit.)

Understanding Different Kinds of Letters		
	Personal/Informal Letter	Formal/Business Letter
Purpose	<ul style="list-style-type: none">• Share stories, new information• Stay in contact with someone• Express thanks• Congratulate someone• Ask for information• Share opinions• Persuade others	<ul style="list-style-type: none">• Ask for information• Convey Information• Share opinions• Persuade opinions• Persuade others• Apply to college• Complain• Express thanks
Audience	<ul style="list-style-type: none">• Friends• Family• Acquaintances	<ul style="list-style-type: none">• Business/Offices• Editors of Newspapers• Schools/Colleges
Parts	<ul style="list-style-type: none">• Heading (date)• Greeting (Dear Jane,)• Body• Closing (Yours truly,)• Signature• Comma following greeting and closing	<ul style="list-style-type: none">• Heading (return address)• Inside Address (name and address of person you are writing to)• Greeting• Body• Closing• Signature• Colon following the greeting
Language	<ul style="list-style-type: none">• Friendly/Informal (e.g., Hi!, I love it!, We’d have a blast!)	<ul style="list-style-type: none">• Formal/Business-like (e.g., I am a concerned third grader. If everyone works to preserve the culture of the Kumeyaay...)

Read and deconstruct a Sample Personal Letter. (Refer to the Resources Folder of Literacy Unit 3.) Use suggestions in the Literacy Unit for writing a personal letter about Kumeyaay Indian text. The Planning Sheet is a scaffold to support students in beginning to write. Model how to move from the planning sheet to the first draft by adding details and elaboration. The summary work students have done is another scaffold. Students should not just copy these summaries. Rather they should use the summaries in a way that is appropriate for their audience and purpose.

- Who will you write your letter to and why? (Give attention to audience and purpose)
- What text will you write about and why? (purpose)
- What are the main ideas in the text? (refer to summary)
- What do you think about the ideas/information in this text? (personal interpretation)

Step 3: Review Writing Letters: Questions Writers Ask (Literacy Unit #3)

- Have I considered my audience and purpose throughout my letter?
 - Does my beginning grab the reader's attention?
 - Does my ending feel right to the reader?
 - Does my organization make sense to the reader? Does it "flow?"
 - Have I included the correct date, salutation, body, closing, and signature?
- Have I provided enough information for my reader? Have I provided the right information?
- Have I stated my ideas/information clearly for my reader?

Thinking About Voice – How do writers add voice in their writing? (Literacy Unit #3)

- They show how much they care about the topic.
- They make the writing sound personal.
- They speak directly to the reader.
- They reveal themselves.
- They show their personality (funny, serious, sarcastic, emotional)
- They have a spark – their writing is not dry.

Thinking About Word and Language Choice – How do writers use "just right" words and phrases?

- They use strong, powerful words.
- They use figurative language.
- They use active verbs.
- They use descriptive nouns.
- They use phrases that paint a clear picture in the reader's mind.
- They use precise/specific language.

Assessment:

The major assessment for this lesson is ***Write a Personal Letter as a Member of the Kumeyaay Indian Tribe*** (Handout #1.4). Rubric Indicators for Bodies of Evidence include Knowledge of Historically Accurate Content, Knowledge of Geographical Content and Spatial Thinking and Supports the Topic with Accurate Examples

Additional assessment of this lesson occurs throughout the lesson. The focus question provides a framework for the evaluation of the lesson. Student work to be assessed includes:

- Two-column table including facts about the physical location, food, clothing, shelter, tools, economy, and government of *My Life in San Diego* (Handout #1.1)
- Two-column table including facts about the *Culture of the Kumeyaay Indians*, including the physical location, food, clothing, shelter, tools, economy, and government of the Kumeyaay Indians (Handout #1.2)
- Sort the types of food the Kumeyaay Indians ate into 7 categories: plants, small game, large game, birds, reptiles, insects, seafood/fresh water (Handout #1.3)
- Summary sentences describing how the physical geography affected the way the Kumeyaay Indians lived (Activity 5)

(Optional) English Language Arts Extension: Compare/Contrast Paragraph

Using the tables completed during this lesson (Handouts #1.1 and Handout #1.2) completed during Activities 1-3 and the summary sentences from Activity 4, have students write a paragraph comparing their life with the life of the Kumeyaay Indians of the local region.

My Life in San Diego

Ways of Life	My Life in San Diego
Describe the physical location	Include the City, County, State, Country and the Physical Landscape
Food and how obtained	
Types of shelter and how obtained	
Clothing and how obtained	
Types of tools and how obtained	
System of government and how selected	
Elements of the economy and how obtained	

Culture of the Kumeyaay Indians

Way of Life	Kumeyaay Indians
Describe the Physical Location	Include the location and the physical landscape
Food and how obtained	
Types of shelter and how obtained	
Clothing and how obtained	
Types of tools and how obtained	
System of government and how selected	
Elements of the economy and how obtained	

Handout #1.3 Below are foods eaten by the Kumeyaay. Sort the foods into the seven categories.

PLANTS	SMALL GAME	BIRDS
LARGE GAME	REPTILES	INSECTS
SEAFOOD/FRESH WATER	deer	tubers and roots
agave	acorns	mountain sheep
antelope	ducks and geese	moth larve
ants	fruits and berries	cricket pupae

grunion	grasshoppers	quail
yucca	racoons	rabbits
mollusks	woodrats	rattlesnakes
sunflower seeds	lizards	fish
chipmunks	mesquite	snakes
most birds <u>except</u> the eagle or raven	mice	squirrels

Handout #1.4

Write a Personal Letter as a Member of the Kumeyaay Indian Tribe

Prompt: You are a Kumeyaay Indian living in the past. Write an informal letter to a present-day 3rd grader to describe how your family obtains at least 3 of the following: food, clothing, shelter, and tools.

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 GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.
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.