



Live and Active Cultures: Exploring Culture Through Geography

Grade 4

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INTRODUCTION:

In the years leading up to fourth grade, students examine how the physical environment of a particular region or place affects population distribution, economic development, human activities, and trade. To build upon these lessons, students are expected to generally explain the cultural implications of the characteristics of a region while broadening their understanding of primary and secondary source materials. In this unit, students will investigate varying environmental characteristics throughout the state of California and how Native California tribes developed their way of life around available resources and physical geography. Their primary source material will center on maps, artifacts, and vegetation samples, while secondary source material will include their social studies texts and research into various native California tribes. They will use the data they collect to make certain inferences about how the environment, as well as available natural resources, impacts the lives of people who inhabit these areas.

BIG IDEAS

Compelling Question:

How does physical geography affect culture?

SUPPORTING QUESTIONS:

1. How did geography affect the lives of the Chumash Indians prior to Spanish Settlement?
2. How did geography affect the lives of other California natives prior to Spanish Settlement?
3. What can we learn about civilizations from their geographic location?

EXPECTED LEARNING OUTCOMES

- Students will explain the relationship between people and their natural, physical environments by citing evidence from primary and secondary source material.
- Students will identify and classify primary resource materials to explain Native American life in California prior to the arrival of European explorers.
- Students will analyze primary source materials using graphic organizers, and compare those findings to research into the lives of Native Americans.
- Students will identify secondary sources that add to their understanding of Native American culture, and will compare and contrast primary and secondary sources.
- Students will collect data to make certain inferences about how the environment, as well as available natural resources, impacted the lives of Native Americans.

HISTORY-SOCIAL SCIENCE STANDARDS

D2.Geo.2.3-5

D2.His.2.3-5

D4.1.3-5

D2.Geo.4.3-5

D2.His.9.3-5

D4.2.3-5

D2.Geo.8.3-5

D2.His.10.3-5

ELA/LITERACY COMMON CORE STANDARDS

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

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.

VOCABULARY

artifact

physiographic region

precipitation

primary resource

secondary resource

PRIMARY SOURCE DOCUMENTS

California, A Changing State: An Atlas for California Students, from the California Geographic Alliance

SECONDARY SOURCE DOCUMENTS

Scott Foresman History-Social Science for California (Textbook)

California Indian Information Cards by Theresa L. Miller

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.

ARTIFACTS

Mortar and pestle

Gourd instruments

Abalone shell

Soapstone

Olivella shells
Plant samples

MOTIVATION

Throughout the year, students will be guided by an overriding, compelling question that will apply to all curricular areas: “What is Change?” In social studies, students will use the skills they learn in this unit by analyzing multiple primary and secondary sources over a broad range of topics. We will rely heavily on sources outside of their textbooks. Students often ask if stories or information is, “real.” The cultivating of these research skills will tap into that natural curiosity they have, which will be amplified by the authenticity of research materials. Furthermore, the incorporation of a methodology used in higher levels of education and by professional historians will lend itself to bolstering the interest level, creating a greater investment by the students.

MAKING CONNECTIONS

Students will utilize Social Studies Journals throughout the year, in which they will amass a considerable amount of research, data, and writing product. Similar journals are used in science instruction. The use of these journals will afford students the opportunity to understand that history is, in its own way, a science. Just as the scientific method is followed to explore scientific hypotheses, students will generate hypotheses about history, economics, and culture, thereby engaging them in an exploration of the pathway of change throughout history, culminating in an exploration of modern Southern California culture.

LESSON ACTIVITIES

Students will explore the Compelling Question, “How does physical geography affect culture,” by first analyzing maps and artifacts, making predictions, and using evidence to support their inferences about Chumash Indian life.

Lesson One

- 1) Teacher poses the question, “What do geographic clues tell us about a region?” Teacher can guide students through a discussion of what those clues might be. Examples include terrain, natural resources, precipitation, temperature, etc. Ask the question, “How does physical geography affect culture?” For the sake of specificity, Teacher may want to offer a limited definition of culture to help guide the discussion, such as, “The beliefs, knowledge, habits, and practices of a group of people.”
- 2) Teacher should explain the students are going to learn how to do research on the Chumash tribe, and then they will conduct their own research on another tribe independently.
- 3) Teacher distributes copies of, *California: A Changing State (An Atlas for California Students)*. Students can work in groups of two or three. If hard copies of the *Atlas* are not available, the pages can be downloaded at <http://calgeography.sdsu.edu/resources/atlas-pages/>. For each group, a transparency should be made of the map entitled, “Native Americans of 1770.” Teacher can provide a few minutes of independent or guided exploration of the *Atlas* and the transparency. Teacher will also distribute a copy of the Map Research Tool (Attachment A)
- 4) Teacher asks students if they can surmise the purpose of the transparency and its use with the maps. If necessary, Teacher can model how the transparency fits over the maps in the *Atlas*. Teacher points out that the class will focus on the Chumash tribe.

- 5) Teacher will guide students through the process of using the maps to research the Chumash. Students should look at the map entitled, “Physical Geography,” on Page 10 of the *Atlas*. Teacher models how students use the Map Research Tool (Attachment A) to collect data and make inferences about the Chumash from the physical geography map. By laying the transparency over the physical geography map, students will see the Chumash territory included the coast of the San Luis Obispo Bay, the southern portion of the Carrizo Plain, and the Santa Ynez River. This data suggests the ocean played a central role in the lives of the Chumash, but they also had access to a fresh water source, as well as land for hunting and gathering.
- 6) Teacher should repeat this process and complete the Cultural Research Tool for the following maps (page numbers refer to the *Atlas* from the California Geographic Alliance):
 - Physiographic Regions, Page 13
 - Minimum January Temperatures, Page 14
 - Maximum July Temperatures, Page 15
 - Annual Precipitation, Page 17
 - Water Resources, Page 33.
 - An additional row is included on the Cultural Research Tool for teachers who may wish to include another map from the *Atlas* in their research.
- 7) Once research is complete, Teacher should return to the original compelling question: “How does physical geography affect culture?”
- 8) In their Social Studies Journals, students should draft a reflection on how their research helped answer the compelling question.

Lesson Two

- 1) Teacher will review the content of the previous lesson. Give students 2-3 minutes to discuss with their table partners the Compelling Question: “How does physical geography affect culture?” They should summarize how the previous lesson added to their understanding of the Chumash people. List responses on chart paper (I prefer to use Thinking Maps) and save for future reference and additions.
- 2) Tell students that today they will be using a secondary resource to further research the Chumash people. Distribute copies of the Chumash Indian Information Card (Attachment B). Students should have their own copy. Students should also have a copy of the Secondary Resource Research Tool (Attachment C).
- 3) Students can read the article together in pairs, using the “Readers and Checkers” method.
 - Have the students sit in pairs, knee to knee, with the information card in their hands.
 - One student also holds a checkmark, which can be on a piece of cardstock, cut out of wood or construction paper, etc. That student is the Checker.
 - The other student is the Reader.
 - While the Reader reads, the Checker keeps their eyes on the passage (reads along silently) and listens.
 - After the Reader reads a section of the article, the Reader asks, “Checker, what did I just read?”
 - The Checker replies, “Reader, I heard you say...” and then the Reader summarizes the portion just read.
 - Students can correct each other during their discussion.
 - Then, they switch.
- 4) Once the students complete a close read of the Chumash article, they should work with their reading partners to complete the Secondary Resource Research Tool (Attachment C). In the column

titled, "What data is available?" students should compile information about the following elements of culture: Homes, Clothing, Foods, Villages, Jobs, and Crafts. There is a final row called, "Others," for any additional information that is notable but does not fit into one of the previous categories.

- 5) Once the students have compiled their research from the article, they should get their Map Research Tool (Attachment A) from the previous lesson.
- 6) Together as a whole class, students will compare the inferences they made about the Chumash in the second column on the Map Research Tool with the facts they collected on the Secondary Resource Research Tool.
 - How accurate were the predictions (inferences) that the class made from their map research?
 - Could we research cultures outside of California using maps? Could we research cultures *today* using maps?
- 7) Teacher can revisit and discuss the Compelling Question for the unit: "How does physical geography affect culture?"

Lesson Three

- 1) Teacher will review the content of the previous lesson. Give students 2-3 minutes to discuss with their table partners the Compelling Question: "How does physical geography affect culture?"
- 2) Teacher introduces the vocabulary term, "artifact." Ask students if they can figure out the meaning of the word from its structure ("art" and "fact"). Teacher can write the following sentence on the board and ask students if they can use context clues to help figure out the meaning of the word: The geologist discovered the ancient artifact buried deep in the ground. Finally, display a picture that shows an artifact. For example,



From the word analysis, students should be able to come up with a working definition of an artifact (*e.g.*, an object made to use for a specific purpose). Ask students to clarify if artifacts primary or secondary resources.

- 3) Explain to students they will be viewing a collection of artifacts from the Chumash people. If artifacts are not readily available, photographs of artifacts work as well. A collection of photographs obtained from various websites is included for this activity. (Attachment E)
- 4) Students can use the Artifact Research Tool (Attachment D) to collect information about the Chumash from the artifacts. Artifacts should be set up around the room. Students will circulate from place to place, making notes. Those students who might need extra assistance can be paired with a peer. Give students about 1-2 minutes to write notes at each station.
- 5) At the end of the analysis, try to NOT to give students the "answers."
 - i) Foster discussion among the students about their ideas.
 - ii) Students should practice defending their ideas in discussion.
 - iii) Allow students extra time at the end of the lesson to discuss their ideas with each other.

Lesson Four

- 1) Teacher will review the content of the previous lesson. Give students 2-3 minutes to discuss with their table partners the Compelling Question: "How does physical geography affect culture?"
- 2) Today students will begin their own research project on a different Native California tribe.

- 3) Working in groups of 2-3 students, they should use the maps in *California: A Changing State (An Atlas for California Students)*, to research one of the following tribes: Gabrielino (Tongva), Cahuilla, Yokuts, Coast Miwok, Yurok, Hupa, Modoc
- 4) Depending on the number of students, two groups might be working on the same tribe.
- 5) Students will repeat the process of researching their tribe using the Map Research Tool (Attachment A).
- 6) Teacher distributes copies of, *California: A Changing State (An Atlas for California Students)*. Students can work in groups of two or three. If hard copies of the *Atlas* are not available, the pages can be downloaded at <http://calgeography.sdsu.edu/resources/atlas-pages/>. For each group, a transparency should be made of the map entitled, "Native Americans of 1770."
- 7) Students will collect data about the tribes using the following maps:
 - Physical Geography, Page 10
 - Physiographic Regions, Page 13
 - Minimum January Temperatures, Page 14
 - Maximum July Temperatures, Page 15
 - Annual Precipitation, Page 17
 - Water Resources, Page 33.
- 8) Once the Map Research Tool is complete, students should return to their journals and write a reflection addressing the question, "How does physical geography affect culture?" as it pertains to the tribe they researched.

Lesson Five

- 1) Teacher will review the content of the previous lesson. Give students 2-3 minutes to discuss with their table partners the Compelling Question: "How does physical geography affect culture?" as it pertains to their tribe. They should summarize how the previous lesson added to their understanding of the native California people. Students should list their responses on a thinking map in their Social Studies Journals.
- 2) Tell students that today they will be using a secondary resource to further research their tribes. Distribute copies of the Information Cards to each group (Attachments F-L). Students should have their own copies. Students should also have a copy of the Secondary Resource Research Tool (Attachment C).
- 3) Students can read the article together in pairs, using the "Readers and Checkers" method noted above in Lesson Two.
 - a) Once the students complete a close read of the article, they should work with their reading partners to complete the Secondary Resource Research Tool (Attachment C). In the column titled, "What data is available?", students should compile information about the following elements of culture: Homes, Clothing, Foods, Villages, Jobs, and Crafts. There is a final row called, "Others," for any additional information that is notable but does not fit into one of the previous categories.
- 4) Once the students have compiled their research from the article, they should get their Map Research Tool (Attachment A) from the previous lesson.
- 5) Students will compare the inferences they made about the tribe in the second column on the Map Research Tool with the facts they collected on the Secondary Resource Research Tool. How accurate were the predictions (inferences) that the class made from their map research?
- 6) Teacher should revisit and discuss the Compelling Question for the unit: "How does physical geography affect culture?"

- 7) Optimally, there would be an additional set of artifacts for students to analyze for each California tribe. However, the cost associated with amassing such a large collection could be prohibitive. Therefore, that section of the research process is omitted from the second half of the unit.

Lesson Six

- 1) Now that students have researched two Native California tribes, they will write a brief report comparing and contrasting the two tribes (the Chumash and the second tribe they researched with their group).
- 2) This report can be used as a summative assessment of the unit. Present the rubric for the writing assignment (Attachment M) to the students, and review it with them.
- 3) The topic of the report should incorporate the Compelling Question and their research.
- 4) I suggest the topic sentence, “The different cultures of Native Californians are linked to the geography of the area where they lived.”
- 5) The report can be written in three lesson blocks. I use the writing block during ELA instruction to work on the report. Grades can be used as an ELA writing grade and as a Social Studies grade.
 - a) During the first session, students should work with their groups and pre-write their essay using a Venn diagram and a double-bubble thinking map.
 - b) Students use the second session to draft the “sloppy copy” of their report.
 - c) The third session will be divided into two segments: First the students will work with a partner and proofread their work. Then the students will write their final draft.

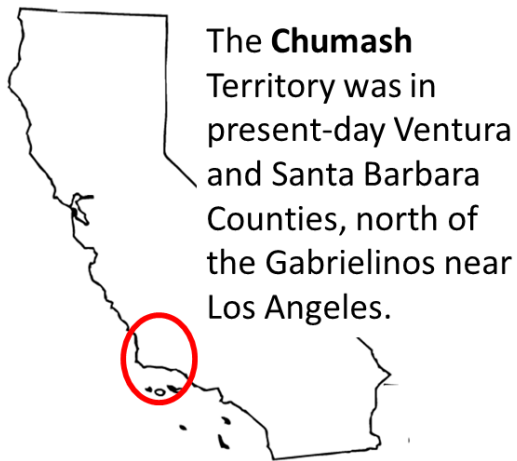
EXTENSIONS

- 1) Students could compose journal entries as if they were young members of the tribe they researched. The journal can include first-person fictional accounts of daily life, maps, and sketches, based on their research.
- 2) Students may use the materials in class to research a third Native California tribe.
- 3) Imagine the only fresh water source for your tribe was polluted. How would that affect your tribe? Write a story.
- 4) Create a travel poster encouraging people to visit your native lands.
- 5) Think about the artifacts we will leave behind that people in the future might find. What will our artifacts tell future people about our culture?
- 6) Read a legend that originates with your tribe, such as *The Rainbow Bridge* (Chumash), *The Legend of Tahquitz* (Cahuilla), *The Ong of Lake Tahoe* (Washo), or others.

NATIVE CALIFORNIAN MAP RESEARCH TOOL

Name of Tribe _____

Source	What data is available?	What does the data suggest?



The Chumash lived in the South Coast Region of California, specifically in present-day Ventura and Santa Barbara counties north of the Gabrielinos. It was an area characterized by beaches, scrub brush, chaparral, grassy valleys, woodlands, and forests. Some Chumash lived on the northern Channel Islands including Santa Cruz, Santa Rosa, and San Miguel.

A CHUMASH VILLAGE

Father Juan Crespi, an explorer and writer in 1769, wrote that the Chumash were “a large and healthy people, quick, industrious, and clever” as well as “tranquil and good-natured” (Beebe, p. 121-122).

CLOTHING

Men usually wore no clothing aside from a belt to carry knives and tools. Women wore short skirts made from deer skin or grasses. In colder weather, women and men wore capes made from animal skins. Sometimes they would wear sandals made from yucca fibers. Women and men also wore jewelry made from clamshells.

HOMES

Chumash villages contained houses, sweathouses, areas for conducting ceremonies, religious shrines, ramadas (porches), work areas, and cemeteries (The Chumash were one of the few California tribes who buried the dead.)

Chumash and Tongva dome-shaped houses were very similar. Made with a willow frame and layered in tule rushes, these large structures housed 3 to 4 families. A typical home had a hearth, or fireplace, and the smoke drifted out through a hole in the ceiling. Grass mats were used as walls to create rooms. The Chumash slept on beds raised above the ground. Blankets were made from bird skin and feathers, and rolled up mats served as pillows.

FOOD

The Chumash found an abundant supply of food in their environment. They ate wild grapes and a wide variety of berries. Women gathered chia seeds, acorns, walnuts, and pine nuts. After grinding them up, they made mush, soup, and cake. They also ate roasted or dried fish, plus deer, rabbit, and squirrel meat.

JOBS

Chumash Indians had lots of jobs to do. The Chief, or *wot*, was an honored person who led ceremonies. A Shaman was a tribal doctor who sang and prayed for spiritual as well as physical healing.

Men fished in the ocean from their canoes using twine and hooks or spears. Fishing in streams, they splashed around in the water to scare the fish into nets.

The craft of making a canoe was a very specialized job. They were made of wooden planks spit from pine logs. Hot asphalt, or tar found at the beach, was melted and layered into the grooves in order to make a watertight craft. While the average canoe could fit up to 10 men, usually 3 to 4 men rowed it using double bladed-oars, or long sticks with a paddle on each end.

Basket weaving was another important job, and the Chumash style was similar to their northeastern neighbor, the Yokuts. They used tan, yellow, white, red and black tule rushes, or stiff grasses; and they created patterns of black shapes outlined in white or yellow. Basket shapes differed depending on their intended use; flat baskets were used as serving trays, and oval-shaped ones stored seeds or nuts. In order to make a water container that didn't leak, they applied hot tar to the inside lining.

The Chumash also practiced the craft of carving. They chiseled bowls, smoking pipes, and mortars from soft soapstone and fish hooks from bone. They also carved smooth plates from wood.

ART

In the mountains above Santa Barbara, Shamans painted on cave walls for religious purposes. The red, and black circles, wavy lines, rectangles, and triangles stood out against a white background.

MONEY

Like the Tongva, the Chumash made money from clam and olivella snail shells. The clamshells were broken and sanded into flat, circular shapes. A hole was punctured through the middle. Then, the discs were strung on a piece of twine. Olivella shells were strung like beads. The length of the string determined the worth of the shells.

Written by Theresa L. Miller for *The History Project*
Dominguez Hills

NATIVE CALIFORNIAN SECONDARY SOURCE RESEARCH TOOL

Name of Tribe _____

Culture	What data is available?	Were our inferences correct?
Homes		
Clothing		
Food		
Villages		
Jobs		
Crafts		
Other		

ARTIFACT RESEARCH TOOL

Artifact #	What am I looking at?	What does it tell me about the tribe?	Sketch/Notes
1			
2			
3			
4			
5			
6			
7			
8			

9			
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Artifact #	What am I looking at?	What does it tell me about the tribe?	Sketch/Notes
10			
11			
12			
13			
14			
15			
16			
17			

18			
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