

Unit Overview: American Indians of the Local Region... The Kumeyaay

California History-Social Science, Grade 3, Standard 2

Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

1. the national identities, religious beliefs, customs, and various folklore traditions
2. how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)
3. the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments
4. the interaction of new settlers with the already established Indians of the region

California Historical and Social Sciences Analysis Skills

- Students use map skills to determine absolute locations of places and interpret information available through a map's legend and symbolic representations.
- Students judge the significance of the relative location of a place ...
- 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.

Description of the Unit

Upon completion of this unit students will be able to identify where the Kumeyaay American Indians were located and explain how their way of life was influenced by their physical geography. Students will summarize information learned about how the Indians obtained their food, clothing, tools; their folklore traditions; and about their economic structure and system of government.

Correlation

This History-Social Science unit is correlated with San Diego Unified School District's Grade 3 Literacy Unit # 3 *What? So What? Now What? Determining Relevance in Non-Fiction Text*. Key topics from the literacy unit that may be reinforced in this unit include the main idea and determining relevant details, text features and structures, using notes to write a summary, and personal and formal letters.

Focus Questions for Unit 3.2

Lesson 1	How did the physical geography affect the ways the Kumeyaay Indians lived (e.g. food, shelter, clothing, tools)?
Lesson 2	What were the elements of the government of the Kumeyaay Indians?
Lesson 3	What were the elements of the economy of the Kumeyaay Indians?
Lesson 4	How can the culture of the Kumeyaay Indians be preserved?

Assessment: Prompts and Rubrics

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
3.2	Lesson 1	<i>Write a Personal Letter as a Member of the Kumeyaay Indian Tribe</i>	Pages 4, 5 & 6	Page 11, Handout #1.4
3.2	Lesson 2	<i>A Cultural Replica and a Mural Depicting Life in a Kumeyaay Indian Village</i>	Pages 13-14	Pages 17-18 Handout #2.2 and Handout #2.3
3.2	Lesson 4	<i>Write a Formal Letter to a Member of a Kumeyaay Indian Tribe</i>	Pages 22 & 23	Page 24, Handout #4.1
3.2, 3.3 and 3.5	Extended Activities (Optional)	<i>San Diego through Time History Book</i>	Page 25	Page 26

Additional Assessments for the Unit 3.2 include:

Lesson 1

- Two-column table including facts about the physical location, food, shelter clothing, tools, economy, and government of *My Life in San Diego* (Activity #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 (Activity #3)
- Summary sentences about the influence of the physical geography on the way the local American Indians lived (Activity #5)
- (Optional) 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 #5)
- (Optional) Compare/Contrast paragraph comparing students' life with the life of Kumeyaay Indians.

Lesson 2

- Write a constitution that outlines tribal responsibilities during construction of the Unit Project mural titled, "Life in a Kumeyaay Indian Village." (Activity #1)