

California Indians Lesson 1

SUMMARY: Throughout this lesson students will be exposed to different California Indian groups and their religious beliefs, customs and folklore traditions. This lesson includes a read aloud, and a scavenger hunt worksheet.

SUBJECT AREA: History and Social Studies

TOPIC: California Indians Past and Present

K-12 ACADEMIC CONTENT STANDARD: History-Social Science 3.2.1

Describe national identities, religious beliefs, customs, and various folklore traditions.

TIME FRAME: This lesson will take approximately one hour from start to finish 12:45-1:45 pm.

MATERIALS:

- *History-Social Science for California – Our Communities* textbook (pages 17-27)
- California Indians Scavenger Hunt Worksheet
- Pencil
- Internet access for “How are California Indians in your region alike and different?” video www.ca-hss.com/sf/client/login/login.html
- Notebook Vocabulary Presentation

1) OBJECTIVES

a) LEARNING OUTCOME/GOAL:

Students will be able to describe the ways in which physical geography of the California Indians groups influenced their food, clothing, houses travel, religious beliefs, customs, and folklore.

b) OBJECTIVE:

Using the History-Social Science textbook, students will be able to identify and describe the similarities and differences between the national identities, religious beliefs, customs and folklore traditions of California Indians from different regions 80% accuracy.

2) ANTICIPATORY SET:

“Where did your family come from? Your ancestors might have come from Asia, Europe, South or Central America. Even though I was born in the United States, my parents came all the way from the Middle East. Today we are going to learn about a group of people that were living here long before people from those other lands arrived. Does anyone know who those people might be? (Tapple for answers – American Indians or Native Americans)

3) TEACHING/PRESENTATION:

a. Input:

1. The students will be sitting in groups of 5 and I will begin with the anticipatory set to introduce the lesson.
2. After introducing the topic, we will watch the “How are California Indians in your region alike and different?” video provided by the History-Social Science textbook publishers.
3. Following the video, we will run through the key vocabulary of the section on the Notebook presentation.
4. Then we will “Popcorn” read through the first section of the lesson in the student textbook. I will stop the students periodically to TAPPLE for understanding of the material.
5. Then the I will explain the instructions of the “California Indians Scavenger Hunt” worksheet and have the students pair up with their pair-share partner to complete the worksheet. They will be required to read the last four pages of the text to find the answers for the worksheet.

b. Modeling (gradual release):

- 1) I'll do it- I will help the students by reading the first couple sentences and modeling fluent reading and highlight a key component or fact from the text. I will also help the students fill in the first question on the scavenger hunt worksheet.
- 2) You help me- I will read a couple more sentences and ask a TAPPLE for understanding about the text and have the students fill in the answer on the scavenger hunt worksheet.
- 3) I'll help you- I will ask a student to read a couple sentences aloud and I will have the students fill in the answer on the scavenger hunt worksheet. I will provide assistance if necessary.
- 4) You do it- The students will pair up and read the remainder of the pages and complete the worksheet. After, the students will share what they have written for the class discussion and review at the end of the lesson.

Checking for Understanding/Monitoring: I will check for understanding by walking around to the groups during the lesson to observe as they are reading and filling out the California Indians Scavenger Hunt worksheet.

STRUCTURED PRACTICE (Corrective Feedback): Done through modeling.

GUIDED PRACTICE/ INDEPENDENT PRACTICE: *"I would like you to finish reading the following pages and filling out the scavenger hunt worksheet. You can complete the worksheet with your pair-share partner."*

CLOSURE: We will review what we learned about California Indians. I will have the students to some of the information they gained with the class. Then I will ask the students to try one last problem on the Smart Board to review their key vocabulary. *"What does the word folklore mean?"*

ASSESSMENT PLAN: Student assessment is based on their participation in the group reading, their guided/independent practice worksheet, as well as the post-test at the end of the unit. I will assess the students in an informal manner by observing them as they work and checking for understanding (CFU) throughout the lesson.

Adaptations for English Learners (Focus Student #1): Students will already divided into learning groups and partnered with another student that can help assist them. This student's number is in the Tapple Bowl several times, thus the likelihood of her being called is increased. We will also read most of the chapter together and aloud. I will also frontload the key vocabulary from the section with both print and pictures. This will be beneficial for the English Learner in the class because it will provide her a visual of what the vocabulary looks like, we will also go over the definitions, which will help her contextualize the meanings.

Students with Special Needs (Focus Student #2): Students are already divided into learning groups and partnered with another student that can help assist them. This student is seated in the front of the class and he will be closely monitored and given extra help to complete the lesson and activity. This student's number is in the bowl several times, thus the likelihood of him being called is increased. We will also read most of the chapter together and aloud. I will also frontload the key vocabulary from the section with both print and pictures to help him contextualize it. During the independent activity time, this student will be pulled back to the U-Table to work with the teacher for help and clarification.

Rationale:

- a) This following lesson is supported by the History and Social Studies standard 3.2.1 which states that students must, "Describe national identities, religious beliefs, customs, and various folklore traditions." Throughout this lesson the students will become familiar with the similarities and differences of the California Indians of the different regions. During this lesson, the students will complete a scavenger hunt to become learn about the beliefs, customs and folklore of the California Indians from different regions. This activities not only relates to the California standards but also to the first unit outcome "Students will be able to describe the ways in which physical geography of the California Indians groups influenced their food, clothing, houses travel, religious beliefs, customs, and folklore."
- b) My choices of instructional strategies were influenced by my knowledge of my students and the context of my class. The students are already matched up with a pair-share partner that complements and supports them and their needs. This lesson capitalized on the partnerships by incorporating pairs work for the students to complete.
- c) This lesson is designed to frontload the key vocabulary with visuals, pairs work as well as sentence frames. All three of these strategies are appropriate for helping the English Learner in the classroom.
- d) The visuals, pairs work, sentence frames as well as TAPPLE strategies to constantly and continuously check for understanding are all appropriate for the student with special needs.

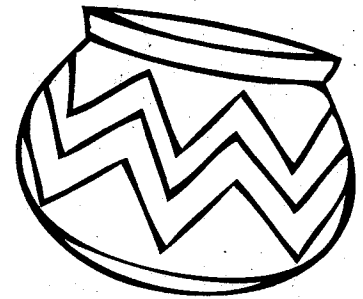
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California Indians Scavenger Hunt

Work with a partner and read pages 24-27 in the *History-Social Science for California – Our Communities* book. Fill in the blanks with the information that you learn about the California Indians from the Coast, Valley, Mountain and Desert regions.

Art and Music

1. The Pomo tribe from the Coast makes _____
_____. Some basket makers add _____ from birds and beads from _____.
2. The _____ tribe from the Valley makes flutes and whistles from the _____ of birds.
3. The Hupa from the Mountains, like the Miwok from the Valley, carved _____ from wood or animal bones.
4. Desert tribes make dolls and pottery out of _____.



Beliefs and Customs

1. Special leaders from the Coastal tribes made and used _____ to heal their sick people.
2. Yokuts honored _____ that were connected with their family group. They even believed their leaders could turn into _____.

California Indians Lesson 2

SUMMARY: Throughout this lesson students will learn about how the California Indian groups of the different regions lived in their environment. They will also learn how the natural resources of their area (desert, valley, coast, and mountains) influenced their clothing, food, houses, tools, and ways of travel. This lesson includes a group sort activity and a writing assignment.

SUBJECT AREA: History and Social Studies

TOPIC: California Indians

K-12 ACADEMIC CONTENT STANDARD: History-Social Science 3.2.2

Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

TIME FRAME: This lesson will take approximately two hours from start to finish. It can be broken up into two days.

MATERIALS:

- *History-Social Science for California – Our Communities* textbook (pages 29-40)
- 5 pieces of construction paper (each can be the color of the students groups)
- California Indians Resources Pictures and categories (separated by the categories for each of the groups)
- Pencils
- Internet access for “How have California Indians lived in their environment?” video www.ca-hss.com/sf/client/login/login.html
- Notebook Vocabulary Presentation
- California Indians in their Regions paragraph frame
- Pieces of lined paper

1) OBJECTIVES

a) LEARNING OUTCOME/GOAL:

Students will be able to describe the ways in which physical geography of the California Indians groups influenced their food, clothing, houses travel, religious beliefs, customs, and folklore.

b) OBJECTIVE:

Using their background knowledge, and information gained from a video and their History-Social Science textbook, students will be able to sort the foods, houses, clothing, tools and ways of travel of California Indians into different regions (desert, coast, valley, mountain) 90% accuracy.

2) ANTICIPATORY SET:

“How does where you live affect how you live?” (Tapple for answers) “California Indians ate food they found in the areas where they lived. They couldn’t just jump into a car and drive down to the closest McDonalds and order anything they wanted, or go to the store and buy whatever clothes or tools they needed. They ate food and built homes from the resources that grew or they could find around them. This also means that the people that lived in the desert may not have had the same plants and items around them as did the Indians from the mountains.”

3) TEACHING/PRESENTATION:

a. Input:

1. The students will be sitting in groups of 5 and I will begin with the anticipatory set to introduce the lesson.
2. After introducing the topic, we will run through the key vocabulary of the section on the Notebook presentation.
3. Then I will briefly talk about the different regions of California Indians that we will be studying (mountain, coast, valley, and desert). I will stop to periodically TAPPLE for understanding of the material.
4. Explain the sorting activity: each group is provided with one piece of construction paper that is split into four sections (one for each of the regions) and pictures of an aspect of life that they will be focusing on (food, clothing, ways of travel, tools, houses). Each group will get three chances to sort the four images into their designated region based on the resources of the area.
“We know that environment shaped how people lived. Look at the pictures that are provided for you in the bags and try to determine what picture belongs in which region.”
5. Then we will watch the movie “How have California Indians lived in their environment?” and resort the pictures.
“Now that we have seen the video, take a moment to look back at your pictures. Do you need to switch any around? Or are you satisfied with your choices?”
6. After the movie, I will ask if the students had to change any of their choices and why.
7. Following the discussion, I will assign the groups to read the pages in the textbook that correspond with their aspect of life to make their final sort. (Houses on pg. 34-35, Food pg. 36, Clothing pg. 37, Tools pg. 38, Ways of Travel pg. 39)
“Now as a group, read your section. Check to make sure that your pictures are in the right place. Then once you are satisfied with your sort, add any other words that will help describe each region and the items that belong on your section.”

8. When the groups are finished we will do a carousel activity to inform the other groups of the textbook material and have a discussion about the material. (TAPPLE when necessary to check for understanding)
9. Following the activity assign the students to pick a single region and fill out the organizer on page 40 about how the Indians in that area lived.
10. Using the information from the organizer the students will construct a 5-point paragraph about the California Indians from that specific region.

b. Modeling (gradual release):

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|-------------------|--|
| 1) I'll do it- | I will help the students by modeling the sort. |
| 2) You help me- | I will pass out the materials and ask the students in the group to sort the pictures using simply their background knowledge of the regions and California Indians. |
| 3) I'll help you- | I play the video and tell the students they can work together to shift the pictures around if they need to based on the first wave of knowledge they gained from the film. |
| 4) You do it- | The students will read their section of the text as a group and make their final decisions about the picture sort. After, the students will share what they have written for the class discussion and review at the end of the lesson. |

c. Modeling 2 (gradual release):

- | | |
|-------------------|---|
| 1) I'll do it- | I will help the students by modeling the how the graphic organizer is set up and filling in the first two boxes. |
| 2) You help me- | I will ask a couple students to help me by providing me with some information to fill in about Native Americans from the coast. |
| 3) I'll help you- | I will explain to the students that they will use the information to write a paragraph and model the structure of it. I will also post up a paragraph frame for the students to use if they needed. |
| 4) You do it- | The students will fill out their graphic organizer and write a complete 5-point paragraph based on the information they gained. They can either use the frame or write their own paragraph. |

Checking for Understanding/Monitoring: I will check for understanding by walking around to the groups during the lesson to observe as they are reading and filling out the California Indians Scavenger Hunt worksheet.

STRUCTURED PRACTICE (Corrective Feedback): Done through modeling.

GUIDED PRACTICE: The students will complete the picture sort as a part of the guided practice portion of the lesson. I will walk around to the groups and provide the students with additional support throughout this time.

INDEPENDENT PRACTICE: For their independent practice, the students will complete the graphic organizer and write the complete 5-point paragraph.

CLOSURE: We will review what we learned about California Indians. I will have the students share the information they gained with the class. Then I will ask the students to try one last problem on the Smart Board to review their key vocabulary. *"What does the word climate mean?"*

ASSESSMENT PLAN: Student assessment is based on their participation in the group sorting activity, their graphic organizer, 5-point paragraph as well as the post-test at the end of the unit. I will assess the students in an informal manner by observing them as they work and checking for understanding (CFU) throughout the lesson.

Adaptations for English Learners (Focus Student #1): Students will already divided into learning groups and partnered with another student that can help assist them. This student's number is in the Tapple Bowl several times, thus the likelihood of her being called is increased. The students will also read the text as a group. I will frontload the key vocabulary from the section with both print and pictures. This will be beneficial for the English Learner in the class because it will provide her a visual of what the vocabulary looks like, we will also go over the definitions, which will help her contextualize the meanings. The group sort also provides pictures and words to help the student contextualize the resources of the region.

Students with Special Needs (Focus Student #2): Students are already divided into learning groups and partnered with another student that can help assist them. This student is seated in the front of the class and he will be closely monitored and given extra help to complete the lesson and activity. This student's number is in the bowl several times, thus the likelihood of him being called is increased. The students will also read the text as a group. I will frontload the key vocabulary from the section with both print and pictures to help him contextualize it. During the independent activity time, this student will be pulled back to the U-Table to work on the graphic organizer and his writing assignment with the teacher for help and clarification.

Rationale:

- a) This following lesson is supported by the History and Social Studies standard 3.2.2 which states that students must, "Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools)." Throughout this lesson, the students complete a group sort activity and writing assignment to become familiar with the resources of the different regions and their affect on the California Indians' clothes, tools, food, houses, and ways of travel. These activities also relate to the first unit outcome "Students will be able to describe the ways in which physical geography of the California Indians groups influenced their food, clothing, houses travel, religious beliefs, customs, and folklore."
- b) My choices of instructional strategies were influenced by my knowledge of my students and the context of my class. The classroom is already split into five groups, which made it easy to plan a group lesson that dealt with five different categories. Also, these groups are already constructed to have students of varying levels and skills sets to maximize the learning opportunities and aid the students who might be struggling.
- c) This lesson is designed to frontload the key vocabulary with visuals (to help contextualize the words), group work (sort with pictures), contains graphic organizers to help students with their writing as well as provides a paragraph frame to write from. These strategies are necessary and appropriate for helping the English Learner in the classroom, who struggles with reading comprehension and writing skills.
- d) The visuals, group work (sort with pictures), paragraph frame as well as TAPPLE strategies to constantly and continuously check for understanding are all appropriate for the student with special needs. Because this student needs extra help with speech, reading and writing, all of the strategies listed are incorporated to provide an appropriate learning environment and approach specifically for him.

California Indians in My Region

How Did California Indians Live?

Complete the sentence in the center box below by writing in the region in which you live. Then list facts about the California Indians in your region in each box.

Food

Clothing

The Big Idea

California Indians in the _____ region
used resources to make the things they needed.

Houses

Tools

Ways of Travel

California Indians Lesson 4

SUMMARY: Throughout this lesson students will learn about how the California Indians were impacted by the arrival of the European settlers.

SUBJECT AREA: History and Social Studies

TOPIC: California Indians

K-12 ACADEMIC CONTENT STANDARD: History-Social Science 3.2.4

Discuss the interaction of new settlers with the already established Indians of the region.

TIME FRAME: This lesson will take approximately one hour from start to finish.

MATERIALS:

- *History-Social Science for California – Our Communities* textbook (pages 53-61)
- Internet access for “How have Europeans change life for California Indians?” video www.ca-hss.com/sf/client/login/login.html
- Notebook Vocabulary Presentation
- “The Spanish Bring Changes” cause and effect worksheet
- KWL Chart pre-assessment
- Europeans Change Life for California Indians post-assessment worksheet

1) OBJECTIVES

a) LEARNING OUTCOME/GOAL:

Students will be able to discuss the impact and interaction (both positive and negative) of the Spanish settlers with the California Indians.

b) OBJECTIVE:

Using the information gained from a video and their History-Social Science textbook, students will be able to chart both the positive and negative effects of Spanish settlement in present-day California with complete accuracy.

2) ANTICIPATORY SET:

“What would you do if your were moving into a new house, but someone already lived there?” (Tapple for answers) “This is what happened when Europeans came to North America. The land they wanted to live on was already home to many American Indian groups and they were not just ready to give it away. What about if someone came over to your house and started calling it their own? How would it make you feel?” (Tapple for answers) This is what happened to the California Indians when the European settlers landed in California. Now that you can picture how it would make you feel, let’s see what happened between the California Indians and the Europeans.

3) TEACHING/PRESENTATION:

a. Input:

1. The students will be sitting in groups of 5 and I will begin with the anticipatory set to introduce the lesson.
2. After introducing the topic, we will run through the key vocabulary of the section on the Notebook presentation.
3. Then I will briefly talk reference back to the KWL chart that the students filled out about what they already know and what they wonder or want to know about the European settlers coming to present-day California.
4. We will watch the movie “How have Europeans change life for California Indians?”
“Now that we have seen the video, take a moment to think about the how the California Indians and the Europeans interacted. Is it what you imagined it would be? Why or why not?” (Tapple for answers)
5. Following the movie and discussion, the students and I will popcorn read pages 53-61. I will stop the students periodically to ask comprehension questions.
6. After finishing the reading, I will explain how the arrival of the Spanish changed life for the California Indians. I will have the mail carriers help me pass out the “Spanish Bring Changes” worksheet. The students must use evidence from the text to write three of the effects of the Spanish settlement.

b. Modeling (gradual release):

1) I’ll do it-

I will talk to the students about the cause, that life began to change for the California Indians when the Spanish settlers arrived in present-day California.

2) You help me-

I will give the students of one of these effects: “the Europeans taught the California Indians about farming and keeping animals.”

3) I’ll help you-

I will help the students, by asking them what other things happened when the Spanish and the California Indians began to interact. (Tapple for answers)

4) You do it-

The students will re-read the pages of their text to complete the effects of Spanish settlement in present-day California.

Checking for Understanding/Monitoring: I will check for understanding by walking around to the groups during the lesson to observe as they are filling out the cause and effects organizer.

STRUCTURED PRACTICE (Corrective Feedback): Done through modeling.

GUIDED PRACTICE: I will help the students come up with the cause (The Spanish settle in present-day California) and give them an example of one of the effects.

INDEPENDENT PRACTICE: For their independent practice, the students will complete the cause and effect graphic organizer. I will walk around to the groups and provide the students with additional support as they complete the chart as a part of their independent practice.

CLOSURE: We will review what we learned about Europeans settling in present-day California and their interaction with the California Indians. I will pull up the KWL chart that we started the day before and call on several non-volunteers to help me fill in the last section (L) about what they have learned.

ASSESSMENT PLAN: Student assessment is based on their participation and the 5-point paragraph quick-write about the changes that Europeans caused for the California Indians. They must be able to discuss at least one positive and one negative effect of the Spanish settling in present-day California. I will also assess the students in an informal manner by observing them as they work and checking for understanding (CFU) throughout the lesson.

Adaptations for English Learners (Focus Student #1): Students will already be divided into learning groups and partnered with another student that can help assist them. This student's number is in the Tapple Bowl several times, thus the likelihood of her being called is increased. The students and I will also read the text together. I will frontload the key vocabulary from the section with both print and pictures. This will be beneficial for the English Learner in the class because it will provide her a visual of what the vocabulary looks like, we will also go over the definitions, which will help her contextualize the meanings. The cause and effect activity is also set up into a graphic organizer to help the student contextualize the relationship between the main event and the effects of it.

Students with Special Needs (Focus Student #2): Students are already divided into learning groups and partnered with another student that can help assist them. This student is seated in the front of the class and he will be closely monitored and given extra help to complete the lesson and activity. This student's number is in the bowl several times, thus the likelihood of him being called is increased. The students and I will also read the text together. I will frontload the key vocabulary from the section with both print and pictures to help him contextualize it. During the independent activity time, this student will be pulled back to the U-Table to work on the graphic organizer and his writing assignment with the teacher for help and clarification.

Rationale:

- a) This following lesson is supported by the History and Social Studies standard 3.2.4 which states that students must, "Discuss the interaction of new settlers with the already established Indians of the region." Throughout this lesson, the students complete a cause and effects worksheet to become familiar with the consequences of Spanish settlement in present-day California. These activities also relate to the third unit outcome "Students will be able to discuss the impact and interaction (both positive and negative) of the Spanish settlers with the California Indians."
- b) My choices of instructional strategies were influenced by my knowledge of my students and the context of my class. The classroom is already split into five groups that are constructed to have students of varying levels and skills sets to maximize the learning opportunities and aid the students who might be struggling.
- c) This lesson is designed to frontload the key vocabulary with visuals (to help contextualize the words), contains a cause-effect graphic organizer to help students manage the key information from the text. These strategies are necessary and appropriate for helping the English Learner in the classroom, who struggles with reading comprehension and writing skills.
- d) The visuals as well as TAPPLE strategies to constantly and continuously check for understanding are all appropriate for the student with special needs. Because this student needs extra help with speech, reading and writing, strategies such as pulling him back to into a small group and partnering him up are already incorporated to provide an appropriate learning environment and approach specifically for him.

Name: _____ # _____

The Spanish Bring Changes

Use the cause-and-effect chart below to further understand the effects Spanish settlement had on California Indians.

Cause

Effects

The Spanish settle in present-day California.

