

Rationale

Comparing and Contrasting people in the region provides diverse perspectives regarding the land, its resources and attitudes toward the condor.

Aligned Standards

Social Studies 3.3: Narrative experiences are divided into Chumash, Spanish Colonials, Ranchos, Miners, and Naturalists.

Vocabulary

Chumash
rancho
miner
explorer
naturalist

Materials

Butcher Paper
Markers/paints
Costumes
Tribe Cards
Large lined index cards
11x17 construction paper
Sharpies

Objectives

1. Students will demonstrate changes in the population
2. Students will discover how each group of people changed the landscape

Time

Four-day lesson
Teaching time: four hours (approximately)

PROCEDURE – DAY 1-4

Day 1 - EXPLORE (60 minutes)

Divide the class into 3-6 “tribes” (depending on time allowance and class size)

Possible tribes are Chumash, Spanish Colonials, Rancho, Gold Miners, Explorers, and Naturalists.

Each group will complete a KWL chart regarding their tribe.

Once in their tribes, each student will be given a job card that integrates thinking historically about the natural world and asked to discuss with one another.

Each tribe will create a background poster displaying what the landscape looked like during their time.

Day 2 - CREATE (60 minutes)

Tribes practice presenting their posters and introducing themselves to the class in chronological order. (Optional skit)

Day 3 - CREATE (60 minutes)

Students present their tribes; taking notes on other tribes when not presenting.

Day 4 - CREATE (60 minutes)

Have students create Timeline Pocket artifacts for each tribe; inserting notes from each and creating a replica of backdrop to be reduced on copier.

Tribe Job Cards

Chumash

- We live on the coast, but not on the beach.
- We use thatch for round homes built around water sources.
- We gather plants and hunt animals like deer to eat.
- We trade with other villages and use tumols, a type of boat, to sail along the coast.

Spanish Colonials

- We live in a fort made of large bricks called adobe.
- We want to protect homes, families, animals, and fields.
- We like to go hunting in the hills and forests.
- There are not very many people living in the area. We know many of the natives, the friars at the Mission, and some people from Russia.

Rancho

- We brought and take care of hundreds or thousands of cattle that graze on grasses.
- We want to raise more cattle to make more money.
- Some of us have herds of sheep.
- Usually we stay within the area on the rancho that we mapped.

Gold Miners

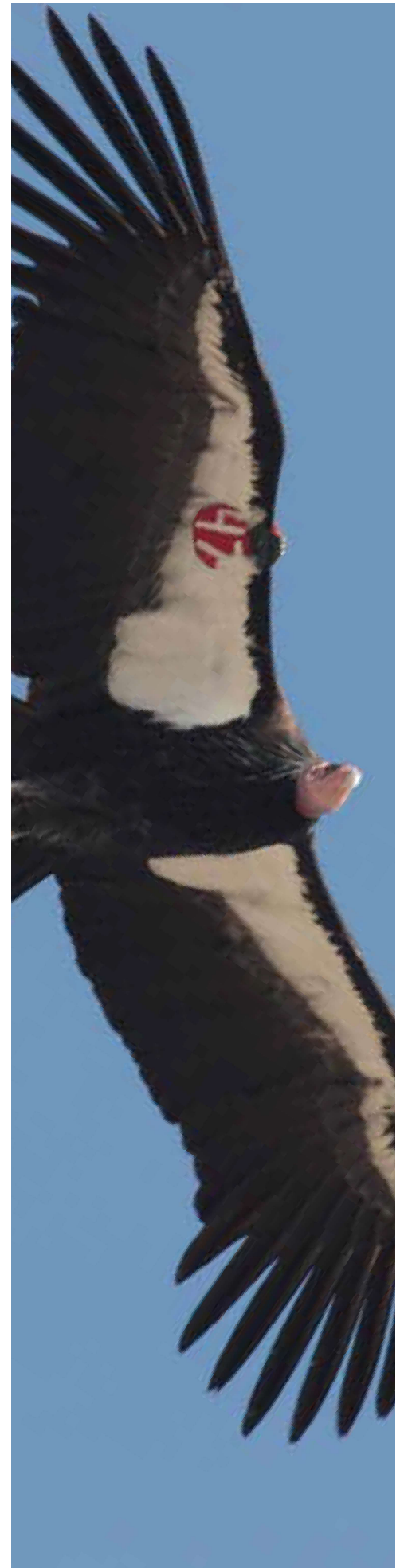
- We need somewhere safe to store small amounts of gold.
- We are on the move looking for places to make money.
- Usually we camp in forests, fields, along riverbanks, and more.
- Many of us are new to California and did not grow up in the area.

Mappers and Explorers

- We get money to follow rivers and paths, and to look for new animals and plants that some people have never seen before.
- We usually camp and eat what we can find as we cross mountains, hills, and valleys.
- Most of us have not seen the area before.

Early Naturalists and Biologists

- We want to learn about the plants and animals around us.
- Sometimes we collect eggs and animals and send them around the world.
- When we are in the field we camp, when we are doing our research at home, we live in towns and cities.
- We are beginning to notice that animals like the grizzly bear, wolf, and condor are harder to find than before.



This project will take place over the course of 4 days with at least 1 day of class presentations.

Before you begin

Print out copies of the Tribes informational sheet. Each student should receive a slip of paper with their tribe's information. On Day 2 students will need 5 to 10 ft of butcher paper.

What to do

Introducing the Lesson – Day 1

The different perspectives and attitudes of the societies that came in contact with the condor influenced the condor's decline in population. In order to understand how people of the past have viewed the role of the condor and begin to change and affect our current society's perceptions, we will be examining the different "tribes" of people who have inhabited the local community.

Have the class refer to the "Timeline Pockets" activity that was completed on a previous day. Inform the class that each student will be assigned to one of the tribes and will work together as a group. Once they are given their groups, they will be filling out a KWL chart within their group.

Write the Tribe names on the board along with students that will represent the group. Have the groups gather in different areas of the room where they will not disrupt each other. Designate a recorder to write down the comments that group members make regarding what they [K] know and [W] want to know about their Tribe. Walk around to help facilitate the discussions taking place. When the groups are done, pass out tribe job cards and discussion questions to each group. Then have the group members use this new information to add to the [L] learn portion of the chart. The group will take the remaining class time to sketch what they believe the landscape looked like at the time their tribe existed there. They will also use their tribe job cards to create a skit to present to the class. The 5-7 minute skit should clearly demonstrate what a day in the life of the people would look like. They should also discuss possible costumes and props that may aide in their presentation. The recorder should take notes on initial ideas. The following day, they will be allowed to bring items to class to practice integrating them into their skit.

Skit Rehearsal – Day 2

Students will use their initial landscape sketches to create a backdrop for their skit. Using butcher paper, have each group select a large space to lay out their paper and work (on the classroom floor and possibly outside in the corridor).

Use large sharpies to outline features and large paint pens or brushes to add color and depth. Once the landscape is complete, put it in a safe place to dry. Then the groups will continue working on constructing and rehearsing their skits with costumes and props. (Collect the sketches to be used on day 4.)

Four-day lesson

Teaching time: four hours
(approximately)

ELL MODIFICATION:

The vocabulary words should be translated in Spanish and an image given for each word. ELL students will write the word in both English and Spanish to be glued into their observation journals for reference.

SUGGESTION:

Strategically pair students heterogeneously or balance the groups to have fairly equal ability.



OPTIONAL EXTENSION:

If possible, allow students an opportunity to research their tribes online.

Presentations – Day 3

Pass out note-taking paper to the class. Instruct the students that as each tribe is presenting, they should be taking notes about what they are learning about that tribe. Their goal is to put at least one original comment under the [L] learned column in that group's KWL chart. Original comments will be added to the chart via Post-it note.

Starting with the first Tribe, have the group tape their landscape to the front of the room. Standing in front of it, they will introduce themselves based on the role they have been designated within the tribe. Then they will perform their skit as rehearsed.

Each group will present in chronological order until all groups have gone. When finished, have the groups bring up their KWL charts and tape them up in chronological order. At their desks, have the students examine their notes. Starting with the first chart, read the comments previously listed by the group members under the “L” column. If students have the same comments as the ones in the “L” column of each chart, have them put a star next to it on their note sheet. Ask students to contribute new comments that are not already in the “L” column. Each student that has an accurate comment is to be given a post-it note to write the original comment and add it to the chart. Other students should add this comment to their notes as well. Do this with all KWL charts until the students have their note sheets filled completely.

Create and Conclude with Timeline Pockets – Day 4

Students re-visit their note sheets and Timeline pockets. Pass out 4 note-cards or pre-cut paper for each student to fit the timeline pockets. Now that they have an abundance of information, ask them to choose 3 or 4 important and distinguishing facts that they learned about each tribe. These facts will be transformed into artifacts that will be tucked behind each tribe pocket. The fact can just be written out in an interesting and artistic font, or illustrated visually in a sketch. It can also be transformed into a symbol with a description of why this symbol was chosen. The 5th artifact for each tribe can be a copy of the landscape sketch, to be labeled and passed out to each student.

If there is time, ask students to volunteer to share an artifact that they have created.



OPTIONAL EXTENSION:
As homework, have students list household items that could be collected that evening and brought to class the following day.



OPTIONAL EXTENSION:
For the benefit of all learners, assist the class in note-taking by emphasizing important facts that are mentioned. For example, say, “that seems important, that the Chumash really respected the condor...”

SUGGESTION:

Put the sketches on the photocopier and darken the image. Then reduce it to about 40%. This should create a copy that is extremely detailed and will fit in the timeline pocket. Make a one copy of each sketch per student.

ELL MODIFICATION:

By using images in our artifacts, ELL students are able to have visual access to the content or label them in Spanish.