

# RANCHO EL CHORRO OUTDOOR SCHOOL

## NATIVE AMERICAN LIFE

### 3RD GRADE

**Lesson Goal:** To learn about Native American Culture and their respect and appreciation for nature.

**Learning Objectives:**

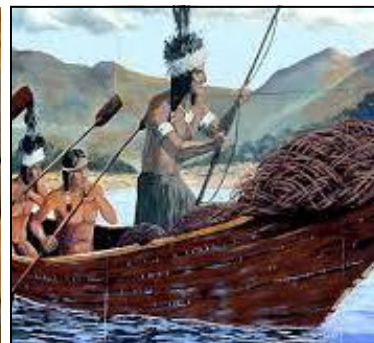
- Students will learn about artifacts made by the Native Americans and the native plants and natural materials that they used.
- Students will learn several skills used by the Native Americans in their daily lives including a Chumash hunting game, face painting, and how they constructed their houses.
- Students will learn a Native American legend.

**ACTIVITIES:**

1. Students will visit the Museum to observe artifacts and visit the Native American Village to participate in activities.
2. Students will learn about the Native American uses of native plants.
3. Students will face paint, play hoop & pole and other games to learn about the lives of Native American children.
4. Students will hike to a rock outcropping to observe and explore mortars.

#### VOCABULARY

|            |            |                 |          |
|------------|------------|-----------------|----------|
| acorn      | artifact   | chert           | Chumash  |
| Legend     | mortar     | Native American | obsidian |
| pestle     | pictograph | Salinan         | shaman   |
| sinew      | tule reeds |                 |          |
| alchuklash | Ap         | ka              | ta'kin   |
|            |            |                 | tem      |
|            |            |                 | tomol    |



# RANCHO EL CHORRO OUTDOOR SCHOOL

## NATIVE AMERICAN LIFE – 3rd Grade

### STANDARDS CORRELATIONS

The following 3rd grade History-Social Science standards are addressed on this trail:

- 3.2. Students describe the American Indian nations in their local region long ago and in the recent past.
- 3.2.1. Describe national identities, religious beliefs, customs, and various folklore traditions.
- 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).
- 3.2.4. Discuss the interaction of new settlers with the already established Indians of the region.

#### California Common Core State Standards Connections for Grade 3:

##### Speaking and Listening Standards:

- SL.1. Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### Language Standards:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific works and phrases, including those that signal spatial and temporal relationships.

#### English Language Development Standards connections:

##### A. Collaborative. Bridging.

- 1. Exchanging information and ideas. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

##### B. Interpretive. Emerging.

- 5. Listening actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

##### C. Productive. Expanding.

- 9. Presenting. Plan and deliver brief oral presentations on a variety of topics and content areas (e.g. retelling a story, explaining a science process or historical events, etc.).

#### California's Environmental Principles & Concepts and Education & the Environment (EEI) unit connections:

**Principle I:** The continuation and health of individual human lives and of human communities and societies depend upon the health of the natural systems that provide essential goods and ecosystem services.

**Concept A:** Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.

**Concept B:** Students need to know that the ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.

**California Indian People—Exploring Tribal Regions, 3<sup>rd</sup> grade:** In this unit, students explore the natural habitats and associated goods available to California Indians. Students will learn how the Indians managed and used these resources and influenced the natural systems around them.

##### Learning Objective connections:

**Lessons 1, 2, 3, 4, and 5:** Students learn about the local tribal region, investigate needs goods, plant and animal resources, artifacts, and how Native Americans managed their resources and landscape.

## VOCABULARY

|   |  |
|---|--|
| acorn<br>bellota                        | A nut that came from an oak tree. It was a principle source of food for both the Chumash and Salinan groups.   |
| artifact<br>artefacto                   | A handmade object or fragment of one left by a past culture.   |
| chert                                   | A flint-like rock used to make tools and weapons. It is a sedimentary rock made from shells of tiny sea creatures called radiolarians and is often greenish.   |
| Chumash                                 | A Native American tribe whose territory stretched from Malibu to Morro Bay and inland about 50 miles. Chumash in their language, means "The People Who Make Shell Money".  |
| legend<br>leyenda                       | A story handed down from generation to generation.   |
| mortar<br>mortero                       | A bowl shaped depression usually ground into stone. It was used for grinding nuts and seeds into flour. It was also sometimes used to prepare paint materials.   |
| Native American<br>Nativo Americano     | Any group of people in North or South America who were the first human inhabitants of an area.   |
| obsidian<br>obsidiana                   | A volcanic glass, usually black, that was used to make tools or weapons. Not found naturally on the Central Coast. The Chumash and Salinans traded for it with the Yocuts who obtained it from the Sierra Nevada mountains.                      |
| pestle<br>maja                          | A cylinder shaped stone with a rounded end used for grinding in a mortar.  |
| pictograph<br>pictograma                | A painting on rock. Believed to be made by a shaman as part of a religious ceremony.   |
| Salinan                                 | A Native American tribe whose southern boundary stretched from Morro Rock to the Cuesta Ridge. Their territory went north to Salinas.  |
| shaman<br>chamán                        | An important member of a village. He was a combination of a priest, a medicine man, and an astronomer.   |
| sinew<br>tendones                       | A tendon or muscle fiber usually obtained from a deer and used as string or rope.  |
| tule reeds<br>cañas de tule             | A plant with very long slender leaves that grow in wet, marshy areas. Used as a building material, for mats, for mattresses, and pillows.  |
| <b>Chumash &amp; Salinan vocabulary</b> |  |
| alchuklash                              | A Chumash word for shaman.   |
| Ap                                      | A Chumash word for house. Their tule reed huts were domed shaped with willow branches as framework and tule reeds draped between the willows for walls. An open doorway always faced west toward Chumash heaven.                                 |
| ka                                      | A Salinan word for acorn.  |
| ta'kin                                  | A Salinan word for shaman.   |
| tem                                     | A Salinan word for house. Their tule reed huts were square shaped with a dome roof. Willow branches were used for the framework and tule reeds were draped between the willows. They had no open door The tule reeds were spread apart to enter. |
| tomol                                   | A Chumash canoe made from planks tied together with sinew. They traveled to the Santa Barbara Islands and back.  |