3

History-Social Science Standard 3.2.2.

Supports ELA Standard: Writing 3.2.2.

Teacher's Masters

California Education and the Environment Initiative

California Indian People: Exploring Tribal Regions

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

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Key Partners:

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Contents

Lesson 1 Introducing the Local Tribal Region

None required for this lesson.

Lesson 2 The Local Landscape Long Ago

None required for this lesson.

Lesson 3 Making Use of the Local Region's Resources

None required for this lesson.

Lesson 4 Living in the Local Region Long Ago

None required for this lesson.

Lesson 5 Changing the California Landscape

None required for this lesson.

Assessments

California Indians: Exploring Tribal Regions—Traditional Unit Assessment Master 2

A Day in the Life—Alternative Unit Assessment Master 5

Name: _____

Instructions: Fill in the blanks below based on your local region. You may use the wall maps to help you. (10 points)

1. The California Indians who lived in our area are part of the _____ Region. Two natural regions they used were _____ and _____. A tool that California Indians made and used in this tribal region long ago is a _____. One natural resource used to make it is _____.

Instructions: Answer each question using a complete sentence. (3 points each)

2. Describe the weather California Indians living in your region experienced.

3. How did houses that California Indians built long ago in the local region fit with this weather?

Instructions: Below are natural resources used by California Indians. Select two that were used by the people that lived in our region long ago (2 points each), then answer the question on the next page.

☐ Jackrabbit	☐ Clam	☐ Tule reed
☐ Mesquite	☐ Acorn	☐ Salmon
☐ Hazelnut	☐ Deer	☐ California sea lion
☐ Desert fan palm	☐ Willow	☐ Deergrass

Name: _____

4. How were these two resources used by people long ago? Write a complete sentence about each resource. (4 points)

Instructions: Answer each question using complete sentences.

5. In the space below, write about how people living in our local region long ago used a tool they made to gather resources. (6 points)

6. Think about the California Indians who settled in our local area long ago. Tell about two ways they changed the land to give them the things they needed. (4 points)

Name: _____

Instructions: Select the best answer and select the correct letter.
(2 points each)

7. Long ago, California Indians in all tribal regions settled near one important resource. This resource is _____.
   - a. ocean
   - b. redwood
   - c. water
   - d. boats

8. The winnowing tray was used to _____.
   - a. catch rabbits
   - b. clean nuts and seeds
   - c. grow corn
   - d. cook deer meat

9. Long ago, many California Indians made boats and houses from _____.
   - a. tule reeds
   - b. willow
   - c. deer grass
   - d. mesquite

Name: _____

Instructions: Write a story as if you were a person living in your tribal region long ago. You may use any of the work you did in this unit to help you describe how it might have felt to live in your tribal region.

Each of the spaces below has a place for you to write and draw a part of your story. Your story takes place all in one day, from the time you wake up until the time you go to bed at night. Make sure to include five details about how things looked, smelled, felt, sounded, or tasted.

Your story will be scored using the **A Day in the Life Scoring Tool** on page 4. You will receive another 10 points for neatness and correct spelling.

Title of Story: _____

Page 1: Describe what the natural region you live in is like.

Name: _____

Page 2: Describe at least five things living in the tribal region that you use.

_____

_____

_____

_____

_____

Name: _____

Page 3: Tell how you gather, move, or use one of the resources from the land or water.

Name: _____

Page 4: Tell about one way that you (or the people) change the land or water around you.

Name: _____

A Day in the Life Scoring Tool

Criteria	4 Points	3 Points	2 Points	1 Point
Describe how physical geography, including climate, affected the natural resources (goods and ecosystem services) upon which California Indian nations depended.	Names at least one habitat in region, describes weather, topography, and general geographic characteristics of region.	Names habitat and two other geographic features of region.	Names habitat and one other geographic feature of region.	Names habitat in region.
Provide examples of goods and ecosystem services that were used by specific California Indian nations.	Accurately lists 5 goods.	Accurately lists 4 goods.	Accurately lists 3 goods.	Accurately lists 2 goods.
Explain how local Indian nations adapted to their natural environment so that they could extract, harvest, transport, and consume natural resources (goods and ecosystem services).	Expertly names good and accurately describes harvesting, transporting and consuming.	Precisely names good and accurately describes two aspects (harvesting, transporting or consuming).	Properly names good and accurately describes one aspect (harvesting, transporting or consuming).	Correctly names good and vaguely describes possible uses.
Explain how the California Indian nations affected the natural systems where they lived.	Student clearly links how California Indian activities changed the landscape by describing a resource before and after people arrived in the area.	Student describes California Indian activities and how they changed the landscape and describes landscape before people.	Student describes California Indian activities but not how they changed the landscape and describes landscape before people.	Student describes California Indian activities but not how they changed the landscape or describes landscape before people.
Story is neatly written, uses vivid sensory details, complete sentences and proper grammar.	Paper is neat, includes 5 vivid sensory details and proper grammar.	Paper is neat and includes 4 vivid sensory details.	Paper is neat and includes 3 vivid sensory details and complete sentences.	Paper is neat. Includes one sensory detail.

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