

Los Angeles Unified School District  
Elementary History-Social Science

**GRADE THREE**  
**How did location and environment influence the  
daily lives of people long ago?**

Written in Collaboration with the History Project at CSU Dominguez Hills

**Overview of Lesson**

Students will be introduced to historical inquiry as well as primary and secondary sources through an inquiry lesson on the Tongva people of Southern California.

**Essential Understanding:** Where you live influences how you live.

- **Unit Question:** How did location and physical geography influence the daily lives of the Tongva people?
- **Lesson Focus Questions:**
  1. What did the Tongva eat?
  2. Where did the Tongva live?
  3. How did the location/environment of the Tongva influence the food that they ate?

**Learning Outcomes**

Students will participate in a shared research project and learn the following:

1. Students will learn about the Tongva (Gabrielino) people with a focus on the food that they gathered from their environment
2. Students will learn about the process of historical inquiry
3. Students will be introduced to one type of primary source (artifact)
4. Students will learn the difference between primary and secondary sources

**History-Social Science Standard:**

**3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

**3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

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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).

### **History-Social Science Analysis Skills**

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

### **ELA/Literacy Common Core State Standards**

**RI.3.1** Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the bases for the answers.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

### **Writing**

**W.3.7** Conduct short research projects that build knowledge through investigation of a topic.

**W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources, and sort evidence into provided categories

### **Academic Vocabulary:**



**Tier 2:** inquiry, primary, source, secondary, environment, diameter, pottery, ground (verb), prediction, depend, region, influence

**Tier 3:** artifact, primary source, secondary source, spear, and harpoon

Create a history word wall.

Chart vocabulary as it is introduced and review as appropriate.

ELD 1-3 – Add visuals to chart as appropriate and for comprehensibility

**Materials:**

**Part 1**

- Artifact Images & Poster Paper. Prepare the images without the identifying labels and have the labels ready to post for step two.
- Artifact Analysis Graphic Organizer
- Descriptive Word Chart (Optional)

**Part 2**

- *Physical Geography of California* map and *Native Americans of 1770* map. California Atlas Maps Access at: <http://calgeography.org/resources/atlas-pages/>
- Prediction and Research Notes Graphic Organizer
- Artifact Images with labels
- Gabrielino/Tongva Fact Card (Informational Text)

**Artifact Images**

Point	<a href="http://collections.theautry.org/mwebcgi/mweb.exe?request=record&amp;key=10061">http://collections.theautry.org/mwebcgi/mweb.exe?request=record&amp;key=10061</a>
Fishhook	<a href="http://content.cdlib.org/ark:/13030/hb338nb5r5/?query=gabrielino&amp;brand=calisphere">http://content.cdlib.org/ark:/13030/hb338nb5r5/?query=gabrielino&amp;brand=calisphere</a>
Groundstone	<a href="http://collections.theautry.org/mwebcgi/mweb.exe?request=record;id=M192551;type=101">http://collections.theautry.org/mwebcgi/mweb.exe?request=record;id=M192551;type=101</a>
Metate	<a href="http://content.cdlib.org/ark:/13030/hb2d5nb4cn/?query=gabrielino&amp;brand=calisphere">http://content.cdlib.org/ark:/13030/hb2d5nb4cn/?query=gabrielino&amp;brand=calisphere</a>
Abalone Shell	<a href="http://content.cdlib.org/ark:/13030/hb0r29p086/?query=gabrielino&amp;brand=calisphere">http://content.cdlib.org/ark:/13030/hb0r29p086/?query=gabrielino&amp;brand=calisphere</a>
Basket:	<a href="http://collections.theautry.org/mwebcgi/mweb.exe?request=image;hex=811_G_778.jpg">http://collections.theautry.org/mwebcgi/mweb.exe?request=image;hex=811_G_778.jpg</a>

**Part One: Setting the Stage**

**Language Objective:**  Orally describe an artifact. Use a sentence frame as needed.

**Materials**

- One of the artifact images from above to project
- Artifacts or pictures from the recent past (telephone, record, etc.)
- Artifact Analysis Chart
- Descriptive Word Chart

**Instructional Procedures**

**1:** What is an artifact? Tell the students that in a few minutes they will be looking at some images of

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artifacts from museums but first they will be looking at a few modern artifacts. If possible, bring in several objects from the recent past (record, old telephone, shoe) or use pictures. Tell the students that these are artifacts and they tell us about life in the past. Brainstorm the definition of artifact.

**Artifact:** Something created by humans, which gives information about the history and culture of its creator and users.

Discuss what an artifact is and give some other examples. Tell students that artifacts are primary sources. Primary sources are things that were created in the past and help us understand the past. An artifact is one type of primary source.

**2:** Tell the students that they will be looking at some images of artifacts from museums. If they went to the museum, they could see the real objects. All of the artifacts are from a California Native People Group. Tell the students they will be examining the images to look for clues about the people. They will be working like detectives and see if they can answer the following questions (post questions).

- Who were these people?
- What do we know about them by looking at the artifacts?
- What questions do we have?



Display the image of the fishhook with a projector or pass out picture to small groups. Do a guided exploration of the first image using the chart below (Appendix A). Use a descriptive language chart as a resource for the students. Model thinking aloud and pulling words from the chart to use in the lesson.



Pre-teach or conduct a mini-lesson on descriptive language using familiar objects to create a descriptive language chart or word wall before this lesson -- see Appendix C).

Ask students to describe the objects in pairs. Provide sentences frames as needed.



Sentence frame:

This is a \_\_\_\_\_. It has \_\_\_\_\_. It looks like \_\_\_\_\_.

**Artifact Analysis**

What do you see? Describe the artifact: How does it look? Size, shape, color? Describe the material from which the artifact was made.		
What might it have been used for? Can you name a similar item today?		Evidence:
What does it tell us about the life and times of the people who made it and used it?		Evidence:
What questions do we have?		

**Part 2: Exploration: Gallery Walk**

**Language Objective:**  Describe the artifact both orally and written.

**Materials**

- Artifact Images & Poster Paper
- Markers for the groups

**Instructional Procedures**

**1:** Display the artifact images (without the labels/titles) on poster paper or next to the poster paper for a gallery walk.

Tell the students that they will be looking at more images. Encourage the students to use the descriptive language chart as needed.  Listen for discourse. Provide sentence frames if needed.

Sentence Frame:

This artifact is \_\_\_\_\_. It has \_\_\_\_\_. I think it is made from \_\_\_\_\_. It might have been used to \_\_\_\_\_. I think the people \_\_\_\_\_. I wonder \_\_\_\_\_

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Note: Remind the students that they are exploring like detectives—they are describing what they see and making some inferences but they are not expected to know the answers. They will have an opportunity to return to the artifacts later to do more “research.”

**2:** Conduct the gallery walk. Have small groups of students rotate through the images adding information to each chart. Since this is an introduction, only have the students spend about five minutes at a poster. Students may rotate several times to see several of the artifacts or you may have them rotate through all of the posters.

**3:** Small group discussion. Monitor groups and ask guiding questions. After the students have rotated through the posters, ask them make inferences about the items and about the people who used these items. Ask the students to support their answers with evidence. What is your evidence? What made you think that?



Use the small group discussion protocols that are already in place in your classroom in order that all students participate and are heard in the discussion. Use sentences frames as needed.

Share out findings to the whole group. Teacher charts the information.

### **Part 3: Focus on Location & Prediction**

**Language Objective:**  Use inferences from maps to predict and provide evidence to support the prediction.

**Use sentence frames as needed:**

**ELD 1-3** I think\_\_ I believe\_\_ The Tongva\_\_\_\_\_ because\_\_\_\_\_.

**ELD 4-5** Based on the evidence\_\_\_\_\_, caused \_\_\_\_\_.

### **Materials**

- *Physical Geography of California* map and *Native Americans of 1770* map. California Atlas Maps  
Access at: <http://www.calgeography.org/atlas.html>
- Print out (or project) the two maps so that pairs or groups have copies of the maps. It is suggested that you place the *Physical Geography of California* map in a sheet protector to enable students to mark on it with dry erase markers

### **Instructional Procedures**

**1:** Tell the students that all of the artifacts were from the Tongva or Gabrielino people. The Spanish called them the Gabrielino after the San Gabriel Mission but the tribe calls itself the Tongva. Tell the students that they are going to investigate the following questions (post the questions):

- Where did the Tongva live?
- What did the Tongva eat?

- How did the location/environment of the Tongva influence the food that they ate?



Use sentence frames as needed:

ELD 1-3 They lived \_\_\_\_\_. They ate \_\_\_\_\_.

ELD 4-5 Their environment/location caused them to \_\_\_\_\_.

**2:** Explain to the students that they are going to look at some maps to see where the Tongva lived and make some predictions about the food that they might have eaten based on where they lived.

**3:** Examine the *Native Americans of 1770* map and locate the Gabrielino/Tongva tribe on the map. Discuss where the Tongva lived. You may want to reference a current map of California to help set the context.

**4:** Find the same area on the *Physical Geography of California* map. Students may circle the area. Ask the students to examine the location of the Tongva tribe. What landforms and bodies of water are near them (ocean, mountains). You may want to point out the island (Santa Catalina) where part of the tribe lived. Other maps from the *California Geographic Alliance* site may also be used to add to students' knowledge including the *Physiographic Regions*, *Annual Precipitation*, and *Water Resources* maps.

#### Sample Evidence-Based Discussion Questions

- What landforms (mountains, valleys, etc.) are in the tribe's territory?
- What bodies of water (ocean, rivers, lakes) are in the tribe's territory?

Prediction: Based on the maps, what foods do you think the Tongva ate?	Justification: Why do you think that? What is your evidence?



Use sentence frames as needed:

ELD 1-3 I think they ate \_\_\_\_\_ because \_\_\_\_\_

ELD 4-5 Based on \_\_\_\_\_ the Tongva \_\_\_\_\_ because \_\_\_\_\_

**Textbook Connection: Scott-Foresman Unit 2/Lesson 2:** For background knowledge about the various tribes, you may read your textbook which describes the environment, houses, food of multiple California Indians.

## **Part 4: Research Using Multiple Documents**

**Language Objective:**  Use reading, listening, speaking and writing to infer and explain.

### **Materials**

- Each student should have a *Research Notes Graphic Organizer (Appendix X)*
- Artifact Images with labels
- Gabrielino/Tongva Fact Card (Informational Text)

### Optional Skill Lesson Ideas:

- Picking out important information
- Paraphrasing,
- Taking notes.

### **Instructional Procedures**

**1:** Tell the students that now that they have looked at some artifacts and maps and made some predications and inferences, it is time to do some research. They are going to work like historians to answer the questions about the food of the Tongva.

**2:** Tell students that today they will move on to the second step in the inquiry process. They will analyze primary and secondary sources to attempt to answer the lesson questions.

Explain that secondary sources are created by historians after they have looked at multiple sources about an event. Secondary sources are created after the time of the event. An example of a secondary source is their textbook.

First, they will read a secondary source about the Tongva.

- Read the informational text on the Tongva focusing on the Introduction and the section on Food. This may done whole group with teacher guidance, in pairs, or in small groups. Students should take notes on the *Research Graphic Organizer*. 
- Remind students that they are looking for information about the following questions:
  - What did the Tongva eat?
  - Where did the Tongva live?
  - How did the location/environment of the Tongva influence the food that they ate?
- Note: If students have not been introduced to note taking and paraphrasing, the teacher may need to guide this process by model reading the first section of the card and pulling out the important information related to the question.

**3:** Ask the students to relook at the artifact pictures (now with the labels with additional information). You may model with the same artifact that you used to introduce the lesson. The students can rotate back through the posters and take notes on each artifact on the graphic organizer or “expert groups” may read

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about one of the artifacts and then report out to the whole class.



Create a class graphic organizer to record all the artifacts and research.

Artifact	Food	Environment

Be sure to ask students to explain how the artifact is connected to the research questions.

- What does this tell us about the food they ate?
- How did they depend on the environment for their food?
- What is your evidence?

### **Part 5: Organizing and Communicating Findings**

**Language Objectives:**



Explain and justify their research findings orally and written.

**1:** Return to the unit questions for a class discussion. What did the Tongva eat? Where did the Tongva live? How did the location/environment of the Tongva influence the food that they ate? Students may use their research notes as they discuss. Prompt the students to refer to the sources and use evidence to support their ideas.



For instance...

For example...

The author stated...

According to the text...

I agree/disagree with \_\_\_\_ because\_\_

From the reading, I know that...

The artifact showed...

**2:** Ask the students to write a journal entry answering the question: *How did the location/environment of the Tongva influence the food that they ate?*



Think –pair-share before writing.

### **Optional Written Performance Assessment**

#### **Informative/Explanatory -**

Your Assignment: You will be writing an informational article for the school newspaper about the foods that the Tongva ate and how the location/environment of the tribe influenced the food they ate.

(Gauge familiarity with the genre. If needed, provide examples of informational articles and discuss their text structure.)

- Write an article that is several paragraphs long that will explain the food the Tongva ate and how they depended on their environment for their food.
- Your article will be read by other students, teachers, and parents. Make sure to have a main idea, clearly organize your article, and support the main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

**Appendix A  
Artifact Analysis**

Artifact # \_\_\_\_\_

<p>What do you see? Describe the artifact: How does it look? Size, shape, color? Describe the material from which the artifact was made.</p>		
<p>What might it have been used for?</p>		<p>Evidence:</p>
<p>What does it tell us about the life and times of the people who made it and used it?</p>		<p>Evidence:</p>
<p>What questions do we have?</p>		

Artifact # \_\_\_\_\_

<p>What do you see? Describe the artifact: How does it look? Size, shape, color? Describe the material from which the artifact was made.</p>		
<p>What might it have been used for? Can you name a similar item today?</p>		<p>Evidence:</p>
<p>What does it tell us about the life and times of the people who made it and used it?</p>		<p>Evidence:</p>
<p>What questions do we have?</p>		

**Research Graphic Organizer: Environment and Food of the Tongva**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Research Notes:**

You will be reading several sources to answer the following research questions:

- What did the Tongva eat?
- Where did the Tongva live?
- How did the location/environment of the Tongva influence the food that they ate?

Take notes by paraphrasing the information that helps you answer the questions.

Primary Source	Information	Secondary Source (Fact Card)
Point		
Fishhook		
Metate		
Abalone Shell		
Groundstone		
Basket		

**Appendix C**  
**Descriptive Word Chart (Example)**

Start a chart of descriptive words and phrases to describe the first object (see below). You may want to add a mini-lesson on descriptive language using common objects before moving on to the gallery walk.



Size/Weight	Shape	Material	Texture & Color	
large small the size of a _____ Heavy Light	Round Oval Square Pointed rounded Irregularly shaped In the center inner Jutting out Adjacent touching Side by side Outer inverted	stone shell cloth bone skin grass/plant hard soft	smooth rough bumpy mottled shiny incandescent light dark shaded colorless multicolored	Old Primitive New Solid Has holes

**Object Name:** Point

**Maker:** Gabrielino/Tongva

**Dimensions:** 2 1/8 inches x 11/16 inch

**Place Collected:** Big Tunjunga Wash Site (archaeological site), Los Angeles County, CA

**Date collected:** 1945 **Place of Artifact:** Autry National Center

**Remarks:** Stone point,

**Additional Information:** The Tongva shaped stones into points, knives, and scrapers for hunting and butchering game. The points would be attached to the end of a spear.

**Object Name:** Groundstone

**Maker:** Gabrielino/Tongva

**Materials:** granite **Dimensions:** 3 3/8 inches x 3 inches

**Place Collected** Malaga Cove Site (archaeological site), Los Angeles County, CA

**Date collected:** 1936-1937

**Place of Artifact:** Autry National Center

**Remarks:** ground stone, fire cracked

**Additional Information:** Ground stones were used for grinding other materials, including plants and other stones.

**Title:** Gabrielino Abalone Shell Fishhook

**Creator/Contributor:** Gabrielino Indians, Creator

**Date:** Late Period (A.D. 1250 - 1800)

**Contributing Institution:** UCLA, Fowler Museum of Cultural History

**Additional Information:** Abalones were gathered by the Tongva for food and for the shells. The shells were made into fishhooks, used for art, and used as eating dishes. The circular hook was designed for the nibbling feeding style of bottom feeding fish.

**Title:** Gabrielino Basin Metate

**Creator/Contributor:** Gabrielino Indians, Creator

**Subject:** Archaeological California San Clemente Island (Calif.) Gabrielino Indians

**Type:** metates

**Physical Description:**L. 74.6 cm x W. 31 cm x Th. 9.5 cm

**Contributing Institution:** UCLA, Fowler Museum of Cultural History

**Additional Information:** The metate (or mortar) was used with a pestle to grind or pound seeds and nuts into flour. The metate was often made from granite, sandstone, and basalt.

**Title:** Gabrielino Abalone Shell Container

**Creator/Contributor:** Gabrielino Indians, Creator

**Date:** Late Period (A.D. 1250 - 1800)

**Subject:** Archaeological, California San Nicolas Island (Calif.). Gabrielino Indians

**Note:** two drill holes in bottom      **Type:** containers

**Physical Description:** L. 17.8 cm x 13.8 cm x 5.0 cm

**Additional Information:** Abalone were gathered by the Tongva for food and for the shells. The shells were made into fishhooks, used for art, and used as eating dishes.

**Object Name:** Basket Hopper

**Maker:** Gabrielino/Tongva

**Date:** late 1800s to early 1900s

**Materials:** Sumac (probably) coiled on a deergrass bundle foundation. Bottom edge covered with asphalt

**Dimensions:** 13 3/4 inches x 3 1/2 inches      **Place of Artifact:** Autry National Center

**Additional Information:** Basket hoppers are used to help contain the meal while pounding acorns into flour. In order to secure a basket hopper to a stone mortar, bottom edge was often covered with asphalt (tar). Sumac is a flowering shrub or tree.