

Unit Overview: American Indians of the Local Region...

The Cahuilla

California History-Social Science, Grade 3, Standard 2

Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

1. the national identities, religious beliefs, customs, and various folklore traditions
2. how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)
3. the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments
4. the interaction of new settlers with the already established Indians of the region

California Historical and Social Sciences Analysis Skills

Students use map skills to determine absolute locations of places and interpret information available through a map's legend and symbolic representations.

Students judge the significance of the relative location of a place ...

Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Description of Unit

Upon completion of this unit students will be able to identify where the Cahuilla Indians were located and explain how their way of life was influenced by their physical geography. Students will summarize information learned about how the Indians obtained their food, clothing, tools; their folklore traditions; and about their economic structure and system of government.

Focus Questions for Unit 3.2

Lesson 1: Who were the American Indians of the local region and where were they located?

Lesson 2: How did the physical geography affect the ways the Cahuilla Indians lived (e.g. food, shelter, clothing, tools)?

Lesson 3: What were the elements of the government of the Cahuilla Indians?

Lesson 4: What were the elements of the economy of the Cahuilla Indians?

Lesson 5: How can the culture of the Cahuilla be preserved?

Lesson 6: What are some of the folklore legends of the local American Indians?

Assessment: Prompts and Rubrics

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
3.2	Lesson 2	<i>Write a Personal Letter as a Member of the Cahuilla Indian Tribe</i>	Pages 17, 18 & 19	Page 24, Handout #1.4
3.2	Lesson 3	<i>A Cultural Replica and a Mural Depicting Life in a Cahuilla Indian Village</i>	Pages 26-27	Pages 30-31, Handout #2.2 and Handout #2.3
3.2	Lesson 5	<i>Write a Formal Letter to a Member of a Cahuilla Indian Tribe</i>	Pages 34-35	Page 36, Handout #4.1
3.2, 3.3 and 3.5	Extended Activities (Optional)	<i>Coachella Valley through Time History Book</i>	Page 42	Page 42

Additional Assessments for the Unit 3.2 include:

Lesson 1

- Map of the *Ancient Village Sites of the Cahuilla Indians* labeled with the sites of Cahuilla Indian Reservation today
- Legend with map symbols
- Legend with abbreviations used for Cahuilla Indian Lands or Reservations today

Lesson 2

- Two-column table including facts about the physical location, food, shelter clothing, tools, economy, and government of *My Life in the Coachella Valley* (Activity #1)
- Two-column table including facts about the *Culture of the Cahuilla Indians*, including the physical location, food, clothing, shelter, tools, economy, and government of the Cahuilla Indians (Activity #3)
- Summary sentences about the influence of the physical geography on the way the Cahuilla Indians lived (Activity #5)
- (Optional) Turn the summary sentences into a paragraph about the Cahuilla Indians and the ways they obtained their food, shelter, clothing and tools from the environment (Activity #5)
- (Optional) Compare/Contrast paragraph comparing students' life with the life of Cahuilla Indians.

Lesson 3

- Write a constitution that outlines tribal responsibilities during construction of the Unit Project mural titled, "Life in a Cahuilla Indian Village." (Activity #1)