

## Lesson 2: The Government of the Local Indians

### Focus Questions:

What were the elements of the government of the Kumeyaay Indians?

How did the physical geography influence the way the local American Indians lived (e.g. food, shelter, clothing, tools, and transportation)?

### Activity # 1 Create a Government

Materials needed: For each group of 5 students, a copy of *Grade 3 Indian Government Guide* (Handout #2.1); copy of the two-column chart, *Culture of the Cahuilla Indians* (Handout # 1.2) completed during Lesson 1.

### Procedure:

Step 1: Review the information about the government of the Kumeyaay Indians in the section of the unit titled, *Teacher Background: The Kumeyaay Indians*, and in the *Student Reader: The Kumeyaay Indians*. If not already completed during Lesson 1, have students record information about Kumeyaay government on their copy of the two-column chart, *Culture of the Cahuilla Indians* (Handout # 1.2).

Step 2: To create a microcosm of local American Indian government, divide students into *bands* (groups) with 5 students in each *band*. Within their *band* (group), students will form a system of government. Explain to students that this government will be used by them as their *band* (group) completes the project, *Life in a Kumeyaay Indian Village - a Mural*.

Direct each *band* to:

- Select a *net* or leader to oversee the distribution of the supplies, to determine each tribal member's job, and to ensure the group works together "peacefully." (The *net* is the ceremonial and economic leader and presides over a council of lineage leaders.)
- Write a constitution that outlines tribal responsibilities during construction of the mural titled, *Life in a Kumeyaay Indian Village*. To decorate the mural, the *net* assigns each group member one of the following responsibilities: physical location, food, clothing, shelter and tools. (To write the constitution, refer to the instruction listed below. Remind students that the local Kumeyaay Indians did not have a written language.)
- Select a Shaman or Medicine Man to tell their story of the mural to the class.

To write their constitution, student tribal groups complete *Grade 3 Indian Government Guide* (Handout #2.1) with the following information:

Tribe <i>Band</i> Name	Location of Village	Names of Tribal Members
Name of <i>Net</i>	Name of Messenger	Name of Shaman
Tribal Constitution (Outlines the task responsibilities of each tribal member.)		

To decorate the mural, the *net* assigns each group member of the *band* one of the following responsibilities: physical location, food, clothing, shelter and tools.

**Refer to the next section for detailed directions for construction of the cultural replica and the mural.**

## ***A Cultural Replica and a Mural Depicting Life in a Kumeyaay Indian Village***

**Assessment - Refer to the directions listed below.**

**Prompt Part 1:** Using a pattern of a human form provided by your teacher, decorate your *cultural replica* based upon the information in the Student Reader and on your table, *Culture of the Kumeyaay Indians*. Save the *cultural replica* and place it on the foreground of the mural constructed in the Part 2 of the prompt.

**Prompt Part 2:** Create a mural to illustrate life in a Kumeyaay Indian village. Working in *tribal bands*, draw or paint the background of the mural to reflect the natural environment of the region. Next, each person in the group is responsible for depicting one of the following using historical data learned during the unit: physical location, shelter, food, clothing, and tools/transportation and placing it in the foreground or middle ground of the mural along with his/her *cultural replica* made in Part 1 of the prompt.

### **Rubric:**

Indicator: Knowledge of Historically Accurate Content

Indicator: Knowledge of Geographic Content and Spatial Thinking

Indicator: Supports the Topic with Accurate Examples

Indicator: Historical Interpretation and Analysis of Significance

**Recommended Correlations:** Visual and Performing Arts Core Learning for Grade 3

Creative Expression 2.2. Mix and apply tempera paints to create at least 3 tints by adding white to a pure color, at least 3 shades by adding black to a pure color, and using neutral colors.

Creative Expression 2.3. Paint or draw a landscape, seascape, or cityspace that shows the illustration of space and the concept of depth using foreground, middle ground, and background with appropriate size and placement relationships between objects.

### **Activity #2 Making a Cultural Replica**

**Materials needed:** For each student, a copy of *A Cultural Replica and a Mural Depicting Life in a Kumeyaay Indian Village* (Handout #2.2) and *Cultural Replica* (Handout #2.3); construction paper, crayons and material scraps (e.g. raffia from a craft store, feathers, acorns and oak leaves, fan palm leaves).

Review with students the prompt and rubric, *A Cultural Replica and a Mural Depicting Life in a Kumeyaay Indian Village* (Handout #2.2). Provide students with a pattern of a human form *Cultural Replica* (Handout #2.3), construction paper, crayons and material scraps to decorate their cultural replica based upon the information in the *Student Reader: The Kumeyaay Indians* and information listed on the table, *Culture of the Kumeyaay Indians* developed in Lesson 2. Save the cultural replicas and place them on the murals constructed in the next activity.

### **Activity #3 Mural: Life in a Kumeyaay Indian Village.**

**Materials needed:** Materials for a mixed media mural include large sheets of neutral-toned butcher paper for the background; tempera and watercolor paint; crayons; colored chalk; construction paper to create three-dimensional paper sculpture objects that are glued to the background; a variety of other papers such as tissue paper and cardboard; mosaic materials such as sticks, stones, tiles, sandpaper and raffia (available from craft stores); several sizes of sponges (use to smear, wipe, dot or trail the paint on the background paper); glue; and, various containers for supplies, etc...

**Teacher Instructions:** Divide the class into *bands* (groups) with 5 students in each *band*. *Bands* (groups) will each create a mural to illustrate life in a Kumeyaay Indian village. Drawing upon the geographical and historical data presented throughout the unit, students will illustrate their understanding of the physical environment and its affect on the lifestyle of the Indians of the local region. The size of the mural can vary from small to part of an entire wall.

The teacher should encourage students to be creative in their use of materials while remaining as historically accurate as possible. Help students choose materials suitable for the project and assist students with the organization of their murals.



### **Construction of the Mural**

A mural is a design or a pictorial representation executed on background paper using a variety of media. It can be either two- or three-dimensional.

To help them depict a scene that visually illustrates the daily life of people who lived in a Kumeyaay Indian village, students should use the information from the Student Readers and from the table, *Culture of the Kumeyaay Indians*, developed during Lesson 1.

### **Steps to complete the mural:**

Each *band* (group) should:

1. Determine the background for their mural that depicts the local landscape. Tempera paint may be applied to the neutral-toned butcher paper using paint brushes and/or small sponges. Watercolor paint or colored chalk may be used.
2. To decorate the mural, the *net* (leader) assigns each group member one of the following responsibilities: physical location, food, clothing, shelter and tools.
3. Construct the items of food, clothing, shelter and tools that will be depicted on the mural to visually illustrate the daily life in a Kumeyaay Indian village. Discuss the proportions of the objects that will be constructed and then attached to the mural. Use construction paper to create the objects that are glued to the background. A variety of other papers and materials may be used. Refer to the “Materials needed” section at the beginning of this project.
4. Place the drawn artifacts and each “cultural replica” (Activity #2) on the mural.
5. Add a title “Life in a Kumeyaay Indian Village” to the mural.

### **Assessment**

The focus question provides a framework for the evaluation of this unit project. A cultural replica is completed by each student whereas the murals are completed by groups of students. Student work to be assessed includes:

- Write a constitution that outlines tribal responsibilities during construction of the Unit Project mural titled, “Life in a Kumeyaay Indian Village.” (Activity 1)
- *Make a Cultural Replica of a Kumeyaay Indian* reflecting the information read in the Student Reader and information recorded on the table, *Culture of the Kumeyaay Indians*. Rubric Indicators for

Bodies of Evidence include: Knowledge of Historically Accurate Content, Knowledge of Geographic Content and Spatial Thinking, Supports the Topic with Accurate Examples and Historical Interpretation and Analysis of Significance (Activity 2).

- ***Mural Depicting Life in a Kumeyaay Indian Village*** - Working in *bands* (groups), students create a mural to illustrate the geographical location of a Kumeyaay Indian village and to reflect the historical data learned during the unit. Include a title, information from the table *Culture of the Kumeyaay Indians*, and the cultural replicas. Rubric Indicators for Bodies of Evidence include: Knowledge of Historically Accurate Content, Knowledge of Geographic Content and Spatial Thinking, Supports the Topic with Accurate Examples and Historical Interpretation and Analysis of Significance (Activity 3).

In addition, each person’s participation in the group activities may also be assessed according to:

- willingness to interact within the group
- staying on task
- sharing materials
- cooperating with other group members
- being courteous to others
- doing a fair share of the work
- willingness to clean up the work area

### **(Optional) Oral Presentation on an Issue/Topic**

(Refer to Literacy Unit #3, Days 21-23 and to the Resource Section of the Literacy Unit)

Prompt: Have each student from each *band* orally present his/her section of the mural.

Rubric Indicators for Bodies of Evidence include: Knowledge of Historically Accurate Content, Knowledge of Geographic Content and Spatial Thinking, Supports the Topic with Accurate Examples and Historical Interpretation and Analysis of Significance.

Quick Check: Fluency, accuracy, pacing & rhythm, intonations, expression, use notes appropriately, maintains eye contact.

<b>What Makes an Oral Presentation Effective?</b>
<ul style="list-style-type: none"><li>● The reading sounds smooth (fluency).</li><li>● The speaker pronounces every word and doesn’t repeat words or phrases (accuracy).</li><li>● The speaker sets of good speed – not too fast or not too slow (pacing).</li><li>● The speaker’s voice goes up and down appropriately (intonation).</li><li>● The speaker’s voice conveys emotion (expression).</li><li>● The speaker uses notes for reference but does not read them.</li><li>● The speaker maintains eye contact with the audience.</li></ul>

## Grade 3 Indian Government Guide

Tribe *Band* Name: \_\_\_\_\_

Location of Village: \_\_\_\_\_

\_\_\_\_\_

Name of *Net*: \_\_\_\_\_

Name of Messenger: \_\_\_\_\_

Name of Shaman: \_\_\_\_\_

Tribal Members: \_\_\_\_\_

\_\_\_\_\_

Tribal Constitution (Outlines the task responsibilities of each tribal member):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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(This activity was developed by Susan Mastin and Cynthia Delameter.)

## *A Cultural Replica and a Mural Depicting Life in a Kumeyaay Indian Village*

**Prompt Part 1:** Using a pattern of a human form provided by your teacher, decorate your *cultural replica* based upon the information in the Student Reader and on your table, *Culture of the Kumeyaay Indians*. Save the *cultural replica* and place it on the foreground of the mural constructed in the Part 2 of the prompt.

**Prompt Part 2:** Create a mural to illustrate life in a Kumeyaay Indian village. Working in *tribal bands*, draw or paint the background of the mural to reflect the natural environment of the region. Next, each person in the group is responsible for depicting one of the following using historical data learned during the unit: physical location, shelter, food, clothing, and tools/transportation and placing it in the foreground or middle ground of the mural along with his/her *cultural replica* made in Part 1 of the prompt.

<b>INDICATORS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b>	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
<b>KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING</b>	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.
<b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited Historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
<b>HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE</b>	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

# Cultural Replica

