

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

2013-14

School in the Park Curriculum for Grade 3 at the San Diego History Center Week 1: *Who Are the Kumeyaay?*

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Overview of the Week

Guiding Question: *Who are the Kumeyaay?*

Sub-questions: What are the tools of a historian?

- How do historians use these tools to learn about the Kumeyaay?
- How did the Kumeyaay survive in San Diego County thousands of years ago?
- Do Kumeyaay people still live in San Diego County?

Content Questions:

What are the tools of the historian?

The tools of the historian include primary sources such as first-hand written accounts, cultural artifacts and photographs. Historians and archaeologists may also use tools such as magnifying glasses, brushes, tape, and/or evidence tags while they are researching the past.

Who are the Kumeyaay?

The Kumeyaay are the indigenous (native) people of San Diego County and Northern Baja California, Mexico

What do all human beings need to survive?

All human beings need food, water, and protection.

(Note: at the San Diego Zoo, students will learn that all animals - including humans- need food, water, and shelter. Here at SDHC we choose the word “protection” to indicate that humans protect themselves in some ways that animals may not, such as by making clothes and tools.)

Overarching instructional goals: By the end of the day/ week, students are expected to:

- Know that the Kumeyaay are the indigenous people of San Diego County/ Northern Baja
- Know that SD County is divided into regions
- Identify the three survival needs for humans
- **Understand** how, when, and why the Kumeyaay seasonally migrated around SD County
- **Generate** at least one type of food, water, and protection from each region of SD County
- Know that the Kumeyaay were the first people in San Diego and that they **STILL** live here today

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Student generated project: By the end of the week, students will :

- Create and assemble a calendar that describes and illustrates the Kumeyaay seasonal migration and explains how the Kumeyaay survived in San Diego County thousands of years ago.
- utilize the tools of the historian to actively investigate, research, and compile evidence about Kumeyaay history and the regional geography of San Diego County.

Career Connections: historian, archivist, archaeologist, curator, teacher, ethnobotanist, skilled crafts-person, cartographer, geographer, author

Real world context connections: positive attitudes towards being part of a neighborhood, city, and larger community, increased cultural / multicultural sensitivity and awareness, respect and understanding of native / indigenous peoples including the local natural resources utilized and artifacts created

Pre -Visit “Bridging” Activities- Rosa Parks Classrooms

[SDHC classroom introduction powerpoint](#)

[pre-test](#)

[pre/post test answer key](#)

[adapted picture test](#)

(In what way/s will these documents benefits teachers/students before SITP visit?)

Kitty Gabriel: Classroom Pre-Visit - (One Book San Diego: KPBS)

- **Jingle Dancer – Cynthia Leitich Smith – (One Book San Diego: KPBS)**
- *Jenna, a contemporary Muscogee (Creek) girl in Oklahoma, wants to honor a family tradition by jingle dancing at the next powwow. But where will she find enough jingles for her dress?*
- **One Book San Diego:** Bring together our community and encourage residents to join together in the shared experience of reading and discussing the same book. The program also encourages participation in related events, discussions of the ideas raised in the featured books, and examination of how these ideas connect with our daily lives, local communities and family history.
- **Tie In:** Local Culture: students can share and compare in their own families and communities about their culture. By exploring their own foodways (Fry Bread Recipe), ceremonies, stories, music, health customs, or other practices – compare to Kumeyaay, History Center artifacts, Balboa Park, personal stories from students
 - **Pre-Reading**
 - What can you tell about the story just by reading the title and looking at the cover? Who do you think this story is about? Why do you think so?
 - Have you ever heard of a powwow? What do you think it would be like?
- **Verbal/Linguistic –**
- In the story, the author uses personification to describe the times of day:
- As Moon kissed Sun good night ... As Sun fetched morning...As Sun caught a glimpse of Moon
- How could you use personification to describe the seasons?
 - Relate to student generated calendar of seasons at History Center and seasonal migration

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- **Logical/Mathematical**
 - In the story, Jenna needs four rows of jingles to finish her dress. Can you identify anything else that comes in fours?
 - (The History Center will touch on the Kumeyaay and the importance of the four directions, four seasons, four stages of life,).
 - **Supplemental Questions and Links questions**
 - What is a tradition? What is a powwow?
 - Do you have traditions in your families? What are they?
 - Discuss the meaning of "four" in Native tradition. (see author's note). In JINGLE DANCER, how is the number four represented? (Four directions, four women, four rows of jingles, four dancers at the powwow... can you find more?).
 - What does *regalia* mean? Emphasize that regalia is not a costume. Talk about other people who wear special clothes on meaningful occasions
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- **Achieve 3000 - “Where You Live Matters”** (Geography isn't just about mountains and rivers. It also affects the way people live and make a living.)
 - **“Keeping the Past Alive”** (At age 93, Rex Pooyouma wants to keep the old Hopi Native American ways alive. One way he does this is by making moccasins.)
- (Are these readings part of pre-visit or meant to be used during SITP week? Formatting is confusing here.)*

Week at a Glance (Without Activity Descriptions)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.	4 regions of SD County, Kumeyaay intro, visit “Big Map” reading/ writing block	Kumeyaay Coastal region create clay artifacts reading/ writing block	Kumeyaay Hills/ Mountains regions “Hunting Games” reading/ writing block	Kumeyaay Desert region visit BP Desert Garden reading/ writing block	complete and construct calendars, weekly review, prompt writing block post test
P.M.	student map- calendar pg.1, Math	calendar pg.2, Math	calendar pg.3, PE, “Learning From objects and photographs”	calendar pg.4, Math	Kumeyaay treats with read aloud visit M.of Man

SDHC weekly schedule with activity descriptions

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Monday

Linked Materials: [Calendar page 1](#); San Diego Regional Map **SDHC** [Classroom Layout](#)

9:00-9:15 Opening Location: Classroom

•**Classroom Teacher** - (*Seating groups: tables will be set-up in a “U” shape to create a “sh’mulq or village” atmosphere. Please enter the classroom at the head of the line and begin filling students in **outer chairs first***)

•**Museum Educator/Classroom teacher** - collaborate

•**Facilitator** - sprouting students, pass out name tags, pencils, journals

30 min Introduction to the Week Classroom

<p>Vocabulary: <i>neighborhood, city, state, country, continent, planet, galaxy, region, landforms, Kumeyaay, history/ historian, past</i></p>	<p>Materials: completed calendar as example/model Project/Calendar Rubric classroom wall relief map of San Diego County</p>	<p>Purpose: Students will understand: •the expectations and project for the week •that they live in a neighborhood inside of the city and county of San Diego</p>
<p>Guiding Question(s): Where do we live? What is a region? What are the 4 regions of SD county? Who are the Kumeyaay? Where do they live? How can we (“History Detectives”) learn about how the Kumeyaay lived in SD in the past?</p>	<p>Adult Leaders will: •assist struggling students/ beginning ELLs by providing hands-on /visual map, vocabulary, and/or Kumeyaay materials</p>	<p>Students will: •see the example project and rubric and ask questions about the week •orally repeat (and use body movements) to recite, “ ..The neighborhood/ city/ county/etc I live in is ____” •learn that the first people in SD County were the Kumeyaay Indians (and that the Kumeyaay are still here)</p>

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40 min.

Visit to “Big Map”

SDHC, Gallery 3

<p>CA Standard: Hist/SS 3.2 Common Core: CCSS.ELA-Literacy.SL.3.1 CCSS.ELA-Literacy.SL.3.6</p> <p>Vocabulary: map, key/ legend, symbols, compass rose, (scale) San Diego County, regions (Coast, Hills, Mountains/ Forest, Desert), seasons (Winter, Spring, Summer, Fall), bay, peninsula</p>	<p>Materials: calendar page 1 (SD Regional map with fill-in blanks), pencils,clipboards per student</p> <p>San Diego Regional Map Calendar page 1</p>	<p>Outcomes: SWBAT</p> <ul style="list-style-type: none"> - orally recall the 4 regions of San Diego County <p>(written) complete the labeling portion of calendar page 1 (SD County Map) using correct conventions</p>
<p>Guiding Question(s): What is a map?</p> <p>How/ What can we learn from maps?</p> <p>What are the four regions of San Diego County and where are they located?</p> <p>Where would the Kumeyaay be in the Summer, Fall, Winter, and Spring?</p>	<p>Adult Leaders will: support student learning by:</p> <ul style="list-style-type: none"> •Fac/CT/ME-prompting students to think critically about maps and the information they can provide •ME- “ “ about why the Kumeyaay would have migrated throughout the county during different seasons •CT/ME-provide picture cards, maps/ relief maps, and/ or academic 	<p>Students will:</p> <ul style="list-style-type: none"> •orally participate in whole-class discussion about maps, parts of a map,

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	vocabulary cards to support struggling learners	and the regions of SD County on the large floor map in front of SDHC Gallery 3 •(physically) place laminated labels onto the correct region/geographical feature on the map (labels include Pacific Ocean, Coast, Hills, Mountains, Desert, San Diego River, Winter, Spring, Summer, Fall)
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		<p>•(written) copy informat ion from the map onto their regional map (calend ar page1) using correct conventi ons</p>
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Time: 10:45-11:15- MORNING READING/ WRITING BLOCK - CT (≈30min if the flow fits)

TOPICS for Achieve 3000 (or other reading/writing): calendars, Kumeyaay, Native Americans, maps

CT (this is the one Mario and I began)

<p>Standards: CA 3.2 Common Core: 3.2.2. Specific Vocabulary: bold, landform</p>	<p>Strategy: shared or guided Text/pages: <u>Kumeyaay</u> Materials: one copy <u>Kumeyaay</u> per student</p>	<p>Content outcomes <i>(what knowledge are students expected to learn?):</i> Skill outcomes <i>(what are the reading strategies/skills of focus?):</i></p>
<p>Guiding Questions: (discuss with students prior to reading -- >students to</p>	<p>Teacher/Other Adults CT - Guided Reading 1) table of contents</p>	<p>Students: • read assigned pages and orally discuss and answer the guided</p>

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answer orally)	mini-lesson	questions
1) Why are there words written in bold (dark black)?	2) reading pgs 4-5 with guiding questions and/ or written responses	
2) What do the orange dots on the maps mean?	(CT - Give brief description of how you will do ongoing, formative assessment of students' performance related to content understanding and strategy usage.)	
3)What types of landforms are in the Kumeyaay territory?		
4) What do you think the Kumeyaay did with the rainwater?	ME and facilitator - support and monitoring of other students who are doing some kind of reading	

11:20 -EXIT SLIP QUESTIONS: *Where were the Kumeyaay in the Fall?/Winter? Spring?/Summer? Why did they migrate instead of staying in one region?*

11:25-12:05 (40 minutes) Lunch/Bathroom Break

12:05 - 1:05 Color in Regional maps (25 min) and complete math - ParkQuest p.1(35 min)

Blended Lesson - Classroom Teacher Content: math - [Parkquest outline](#) [map PQ](#)

Standards: (use letters/numbers)	Strategy: (shared, guided, independent)	Content outcomes: Students will understand how scale is used on a map to show
Specific	Materials:	

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<p>Vocabulary: map, scale, migrate, region, landforms, season, distance, natural resource(s)</p>	<p>regional map from the morning (calendar p.1) and crayons, and parkquest map (p.1)</p>	<p>distances, and how far (distances)the Kumeyaay travelled each year. Skill outcomes: SWBAT complete their calendar and math pages (1) and orally explain how far the Kumeyaay travelled each year and where/ when they were in San Diego County each season</p>
<p>Guiding Questions How can map scales help us understand distance on a map? / Why do we need scales on a map? How far did the Kumeyaay travel (migrate) around San Diego County each year? How do you know? Why did the</p>	<p>Teacher/Other Adults will support student learning by: prompting students to think critically about a map's scale and how/ why they are useful “ “ about why the Kumeyaay would have migrated throughout</p>	<p>Students will: work in partners or table groups to: 1) brainstorm math strategies to figure out how far the Kumeyaay migrated each year 2) brainstorm reasons about why and how the Kumeyaay may have travelled and the types of</p>

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<p>Kumeyaay migrate around S.D County each year? Why do you think that?</p>	<p>the county during different seasons CT-provide math manipulatives, highlighters, or other supporting tools to help support struggling learners</p>	<p>natural resources/landforms they may have seen/ utilized along the way</p>
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1:05-1:15 go over exit slip responses (check for understanding, correcting misconceptions/ confusion)

Tuesday

9:00- 9:15 Opening

linked teachers guides: [Clay artifacts](#) (what is this? how is it to be used? by whom?)

- Classroom Teacher - seat students
- Museum Educator/Classroom teacher - collaborate
- Facilitator - sprouting students, power writing (teach and/or conduct)

power writing words (use words from day before): (*San Diego County, Kumeyaay on the board for correct spelling*) migration, regions, seasons

Time: 40 min

artifacts/realia

Classroom

<p>Standards: CA 3.2 CCSS.ELA-Literacy.RI.3 .3</p> <p>Vocabulary: <i>survival needs (food, water, protection), region, coast,</i></p>	<p>Materials: graphic organizer and pencil per student, corresponding artifacts/realia</p> <p>Powerpoint (coastal)</p>	<p>Outcomes: (orally/written) recall the foods, water, and protection that met the Kumeyaay's needs in the coastal region.</p>
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<p><i>culture, nutrition (protein, vitamins, minerals) evaporation, dehydrate/dehydration</i></p>	<p><u>region)</u></p>	<p>orally/ written) recall the natural resources and artifacts used/ created in the Coastal Region</p> <p>(orally/written) recall that the Kumeyaay migrated to the coast every summer.</p>
<p>Guiding Question(s): How did the Kumeyaay meet their survival needs in the Coastal Region? What types of natural resources are found in the Coastal Region? What artifacts could be made in the Coastal Region?</p>	<p>Adult Leaders will: orally assisting students when/where appropriate to make relevant connections (text, world, classroom experiences, self) assist struggling learners by providing vocabulary cards or ELD assistance support</p>	<p>Students will: read each slide out loud with M.E. take notes onto their graphic organizer participate in think-pair-share and table group discussions carefully handle, observe, and discuss Kumeyaay artifacts /realia</p>

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	<p>learners by sitting with them and providing instructional/behavioral support as needed</p> <p>assist ME in passing out relevant artifacts/realia</p>	
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1 min “shake break” in the language of the day

30min Blended Lesson - CT (Kumeyaay) Content: (reading) classroom

Title of Activity: **CT** Shared reading/ Non-fiction text: Kumeyaay 1) mini-lesson “using a glossary to learn unknown words 2) pgs. 14-15 “crafts” with guiding questions. 3) watch short video “Native Clays”

OR...ACHIEVE 3000 TOPIC OPTIONS: Rivers, Oceans, kelp, evaporation, preserving foods with salt, Native American boat making/ fishing

<p>Standards: (use letters/numbers) Specific Vocabulary:</p>	<p>Strategy: (shared, guided, independent) Text/pages: Materials: Technology (needed by student)</p>	<p>Content outcomes: Skill outcomes:</p>
<p>Guiding Question(s): 1) What does the bold word mean? If you don't know what this word means, How could you figure it</p>	<p>Teacher/Other Adults</p>	<p>Students</p>

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<p>out? (glossary)</p> <p>2)What types of crafts did the Kumeyaay make and what were they used for?</p> <p>3) What were the crafts made out of? Why did they use those materials?</p> <p>4) What types of crafts do people create today? What types of crafts can YOU create?</p>		
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35-45 min

Creating Kumeyaay artifacts with clay

classroom

<p>CA Standards: H/SS 3.2.2, Art 2.5, Art 3.2</p> <p>Common Core: 3.2.2</p> <p>Vocabulary: <i>San Diego River, clay,</i></p>	<p>Materials per student: 1 ball of clay, 1 work board, 1 popsicle stick, 1 name label</p> <p>M.E.: Video “Native Clay”, examples of</p>	<p>Outcomes: students will create their own (mock) clay Kumeyaay artifact</p>
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<p><i>olla (cup, bowl), natural resource, artifact</i></p>	<p>completed clay artifacts</p>	
<p>Guiding Question(s): Is clay a natural resource or artifact? How do you know? Where does clay come from (in San Diego County)? What did the Kumeyaay make with clay? How do you know? What can YOU make with clay? (needs to be modeled after a Kumeyaay artifact)</p>	<p>Adult leaders will assist by: 1) Encouraging creativity! There is no right or wrong way to make the artifact as long as they resemble an artifact that the Kumeyaay would have made with clay 2) assist struggling learners by modeling clay techniques such as coiling or pinch pot IF needed or showing them example artifacts or photographs</p>	<p>Students will: 1) watch the video 2) create their own clay "artifacts" 3) answer exit slip question about clay</p>

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11:20 -EXIT SLIP QUESTION: *Name at least one type of food, water, and protection that met the Kumeyaay's needs in the Coastal Region.*

11:25-12:05 (40 minutes) Lunch/Bathroom Break

12:10-12:40 (~30 min) **Complete and Color in Calendar (p. 2) in classroom**

AUTHOR VISIT:Jingle Dancer Author: Cynthia Leitich Smith will visit History Center Classroom October 22nd – KPBS Sponsored

<p>Standards: CA His/SS 3.1, 3.2 CCSS.ELA-Literacy.W.3.7 CCSS.ELA-Literacy.W.3.8</p>	<p>Materials: graphic organizer, calendar page, crayons, colored pencils</p>	<p>Outcomes: SWBAT (written) transfer notes from their graphic organizer onto calendar page</p> <p>work in table groups to check calendar page for correct spelling and information</p> <p>draw / color in a picture of the Kumeyaay surviving in the Coastal Region (use as informal assessment to check for understanding)</p>
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Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

<p>Guiding Question(s): What were the foods, water, protection(s) that met the Kumeyaay's needs in the Coastal Region? Where can you get the information you need to complete your calendar page?</p>	<p>Adult Leaders will: assist students as needed by providing supporting materials such as food, water, protection picture pages or vocabulary cards show students pictures from other (Kumeyaay/ SD Region) books</p>	<p>Students will: transfer information from their graphic organizers onto their calendar page work in table groups to check for correct spelling and information draw /color a picture of the Kumeyaay surviving in the Coastal Region</p>
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12:45-1:15 (~30min)

Blended Lesson - Classroom Teacher Content: Math

<p>Standards: (use letters/numbers) Specific Vocabulary:</p>	<p>Strategy: (shared, guided, independent) Text/pages: Materials: Technology (needed by student)</p>	<p>Content outcomes: Skill outcomes:</p>
<p>Guiding Questions</p>	<p>Teacher/Other Adults</p>	<p>Students</p>

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1:05-1:15 go over exit slip responses (check for understanding, correcting misconceptions/ confusion)

Wednesday

9:00- 9:15 Opening

- Classroom Teacher - seat students
- Museum Educator/Classroom teacher - collaborate
- Facilitator - sprouting students, power writing

power writing words (use words from day before): (*Coastal Region, Kumeyaay on the board for correct spelling*) *natural resource(s), artifact(s) survival needs*

1 min “shake break” in the language of the day

45 min

[calendar page 3](#)

classroom

<p>Standards: CA His/SS 3.1, 3.2 CCSS.ELA-Literacy.RI.3.3</p> <p>Vocabulary: <i>regions, hills, mountains, acorns, shawii, ewaa, survival needs (food, water, protection), natural resources, artifacts</i></p>	<p>Materials: graphic organizer for note taking, pencils</p> <p>ppt day 3 (hills/ mountains/ forest regions)</p>	<p>Outcomes: SWBAT (oral/written) recall the foods, water, and protection that met the Kumeyaay’s needs in the Hills and Mountains regions.</p> <p>(oral/ written) explain the natural resources and artifacts used/ created in the Hills/ Mts.I Regions</p> <p>(oral/written) explain why the Kumeyaay</p>
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		migrated to the Hills/ Mts. every Spring and Fall
<p>Guiding Question(s): Which seasons did the Kumeyaay spend in the hills and mountains/forest regions of SD County?</p> <p>How did the Kumeyaay meet their survival needs in the hills and mountains regions?</p> <p>Which natural resources were available to the Kumeyaay, and what types of artifacts did they make in the hills and mts. regions?</p>	<p>Adult Leaders will:</p> <ul style="list-style-type: none"> • orally assisting students when/where appropriate to make relevant connections with students (text, world, classroom experiences, self) • help M.E pass around artifacts and realia • assist struggling learners by providing vocabulary cards or ELD assistance • and/or support learners by sitting with them and providing instructional/behavioral support as needed 	<p>Students will:</p> <ul style="list-style-type: none"> • read each slide out loud with M.E. • take notes onto their graphic organizer • participate in think-pair-share and table group discussions • carefully handle, observe, and discuss Kumeyaay artifacts

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30 min

“Hunting Games”

Casa de Prado courtyard

<p>Standards:C A His/SS 3.2 CCSS.ELA-Literacy.SL.3.1d PE: Group Dynamics 5.6</p> <p>Vocabulary: <i>hunting, practice, hoop, pole, rabbit stick, aim, survival</i></p>	<p>Materials: 3 wooden hoops (asst.size), 3 poles (long wood dowels), cardboard rabbit sticks, stuffed animals (rabbits, squirrels)</p>	<p>Outcomes: SWBAT (physically) participate in mock hunting strategies (games) practiced by Kumeyaay children</p> <p>keep oral tally of animals knocked over with rabbit sticks (counting and retaining info.)</p> <p>play in cooperative groups and encourage positive sportsmanship</p>
<p>Guiding Question(s): Who was responsible for hunting in a Kumeyaay family? Why did boys have to practice hunting?</p>	<p>Adult Leaders will: assist students in the games by offering encouragement and helping to ensure safety and cooperation</p>	<p>Students will: (physically) participate in hunting games</p> <p>orally recall/ describe who hunted and why they had to practice</p>

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<p>How did Kumeyaay families work together to survive?</p>	<p>assist ME with set-up/ clean-up and demonstrations</p> <p>CT - provide physical modifications/ assistance for students with special needs</p>	<p>with non-sharp/ safer materials</p> <p>(mentally/ orally) keep track of the numbers of animals “hunted”</p> <p>play safely & cooperatively</p>
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Time ?

Title of Activity: Shared reading/ Non-fiction text: Kumeyaay 1”Family” pg. 16 and/or “Homes” pgs.10-11 and/or “Food” 8-9, with guiding questions.

Blended Lesson Classroom Teacher Content:(reading, writing, math)

<p>Standards: (use letters/numbers)</p> <p>Specific Vocabulary:</p>	<p>Strategy: (shared, guided, independent)</p> <p>Text/pages:</p> <p>Materials:</p> <p>Technology (needed by student)</p>	<p>Content outcomes:</p> <p>Skill outcomes:</p>
<p>Guiding Questions</p>	<p>Teacher/Other Adults</p>	<p>Students</p>

11:20 -EXIT SLIP QUESTION: Name at least one type of food, water, and protection that met the Kumeyaay’s needs in the Hills and Mountains Regions.

11:25-12:10 (40 min) Lunch/Bathroom Break

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12:10-12:20 (5-10 min)

Interactive Song “There are Mountains, and Forests, and Hills, Oh My!”

12:20 - 1:05 (45 min) Take a Walk with a Purpose - AKA “PE”

TBD: Learning from Objects or AR, + nature walk (Zorro Garden trail or Alcazar garden)

1:05 - 1:20 15 min bathroom/ water break

1:20 - 2:00 (30-40 min)

Research Library

[Research Library](#)

[Binders](#)

<p>Standards: CA 3.2 CCSS.ELA-Literacy.SL.3.1 CCSS.ELA-Literacy.SL.3.1d CCSS.ELA-Literacy.SL.3.1d</p> <p>Vocabulary:<i>historian, archives, primary source, evidence, culture,</i></p>	<p>Materials: 6 Kumeyaay binders from the E.H Davis Collection (3 regional, 3 compare/contrast)</p> <p>RL Evidence Pages and pencil per student</p>	<p>Outcomes: SWBAT (written) complete their evidence pages</p> <p>orally describe at least one way that historians can use photographs to get clues/ evidence/ information about the past</p> <p>orally describe at least one way that historians can use photographs to get clues/ evidence/ information about the Kumeyaay’s culture</p>
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<p>Guiding Question(s): How can historians use primary sources to gain information about the past?</p>	<p>Adult Leaders will: assist students as needed by providing open-ended/exploratory questions about the photographs remember that there is no correct/incorrect answer, this is an exercise in critical and visual thinking and creative reasoning based on "evidence" provided by the student</p>	<p>Students will: work in pairs to look through the photo binders and answer evidence based question about each of the photos (rotate to both types of binder is time permits)</p>
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2:00 - 2:35 (30-35 min)

Complete and color calendar page 3

<p>Standards: CA His/SS 3.1, 3.2 CCSS.ELA-Literacy.W.3.7 CCSS.ELA-Literacy.W.3.8</p>	<p>Materials: graphic organizer, calendar page, crayons, colored pencils</p>	<p>Outcomes: SWBAT (written) transfer notes from their graphic organizer onto calendar page work in table groups to check</p>
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Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

		<p>calendar page for correct spelling and information</p> <p>draw / color in a picture of the Kumeyaay surviving in the Hills/ Mts. Regions (use as informal assessment to check for understanding)</p>
<p>Guiding Question(s): What were the foods, water, protection(s) that met the Kumeyaay’s needs in the Hills/ Mts. Regions? Where can you get the information you need to complete your calendar page?</p>	<p>Adult Leaders will: assist students as needed by providing supporting materials such as food, water, protection picture pages or vocabulary cards show students pictures from other (Kumeyaay/ SD Region) books</p>	<p>Students will: transfer information from their graphic organizers onto their calendar page work in table groups to check for correct spelling and information draw /color a picture of the Kumeyaay surviving in</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

		the Hills/Mts Regions
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2:35-2:50 go over exit slip responses (check for understanding, corrections/ misconceptions/ confusion)

Thursday

9:00- 9:15 Opening

- Classroom Teacher - seat students
- Museum Educator/Classroom teacher - collaborate
- Facilitator - sprouting students, power writing

power writing words (use words from day before): (*Kumeyaay*) *mountains, shawii, ewaa*

1 min “shake break” in the language of the day

9:15-9:50 (30-40 min) classroom

<p>Standards: CA His/SS 3.1, 3.2 CCSS.ELA-Literacy.RI.3.3</p> <p>Vocabulary: region, desert, cactus (prickly pear/noples, agave, barrel, yucca) snakes, lizards, insects, survival needs (food, water, protection), natural resources,</p>	<p>Materials: graphic organizer for note taking, pencils</p> <p>ppt. day 4 Desert Region</p>	<p>Outcomes: (orally/written) recall the foods, water, and protection that met the Kumeyaay’s needs in the Desert region.</p> <p>(orally/ written) recall the natural resources and artifacts used/ created in the Desert Region</p> <p>(orally/written) explain why the</p>
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Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

artifacts		Kumeyaay migrated to the Desert every Winter
<p>Guiding Question(s): Which seasons did the Kumeyaay spend in the desert region of SD County? How did the Kumeyaay meet their survival needs in the desert region? Which natural resources were available to the Kumeyaay, and what types of artifacts did they make in the desert region?</p>	<p>Adult Leaders will: orally assisting students when/where appropriate to make relevant connections with students (text, world, classroom experiences, self) help ME pass around artifacts & realia assist struggling learners by providing vocabulary cards or ELD assistance and/or support learners by sitting with them and providing instructional/behavioral</p>	<p>Students will: read each slide out loud with M.E. take notes onto their graphic organizer participate in think-pair-share and table group discussions carefully handle, observe, and discuss Kumeyaay artifacts</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

	support as needed	
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9:50 - 10:20 (30 min)

Title of Activity: Exploring Kumeyaay Resources in the Desert Region

BP Desert Garden

<p>Standards: CCSS.ELA-Literacy.SL.3.1b CCSS.ELA-Literacy.SL.3.1d CCSS.ELA-Literacy.SL.3.3</p> <p>Vocabulary: region, desert, cactus (prickly pear/noples, agave, barrel, yucca) snakes, lizards, insects, survival needs (food, water, protection), natural resources, artifacts</p>	<p>Materials: laminated desert resource plant/ animal identification and question cards (1 set per group)</p>	<p>Outcomes: S WBAT (physically) match/ identify plants and animals on the desert resource cards and in the desert garden</p> <p>orally describe how the plant/ animal was used by the Kumeyaay to meet their needs of food, water, or protection and if/how it was transformed into an artifact</p>
<p>Guiding Question(s): Which natural resources could the</p>	<p>Adult Leaders will: go over the safety rules for the desert</p>	<p>Students will: observe all safety rules</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

<p>Kumeyaay find in the desert region?</p> <p>Our job is to find (agave, yucca, prickly pear, lizards, etc) and describe if each is/was a source of food, water, or protection for the Kumeyaay</p>	<p>garden help to ensure the safety of each student in the group by walking closely with group and helping monitor behavior and/or proximity to cacti or other living things in the garden</p>	<p>find each of the natural resources indicated by their groups leader(s)</p> <p>discuss each natural resource in terms of what type of food, water, protection, or artifact it was for the Kumeyaay</p>
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10:20 - 11:20 (60 min) classroom

Title of Activity: Shared reading/ Non-fiction text: Kumeyaay 1) "Children" pg.18-19 with guided questions

<p>Standards: Vocabulary:</p>	<p>Materials: Technology: Reading Text:</p>	<p>Outcomes:</p>
<p>Guiding Question(s):</p> <p>1) Look at the caption on page 19. What are they Kumeyaay boys learning? What plants did they use?</p>	<p>Adult Leaders will:</p> <p>CT:</p>	<p>Students will:</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

<p>2) Which words are in bold on page 18? What do you think they mean? If you don't know what they mean, where can you look?</p> <p>3) What were the responsibilities of Kumeyaay girls? Boys? Who taught them these things? Why?</p> <p>4) What are some of your responsibilities at home? Who taught you how to do those things?</p>		
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11:20 -EXIT SLIP QUESTION: *Name at least one type of food, water, and protection that met the Kumeyaay's needs in the Desert Region.*

11:25-12:05 (40 minutes) Lunch/Bathroom Break

12:05 - 12:35 (30 min)
classroom

complete [calendar page 4](#)

<p>Standards: CA His/SS 3.1, 3.2</p>	<p>Materials: graphic organizer,</p>	<p>Outcomes: SWBAT (written)</p>
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Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

<p>CCSS.ELA-Literacy.W.3.7 CCSS.ELA-Literacy.W.3.8</p>	<p>calendar page, crayons, colored pencils</p>	<p>transfer notes from their graphic organizer onto calendar page</p> <p>work in table groups to check calendar page for correct spelling and information</p> <p>draw / color in a picture of the Kumeyaay surviving in the Coastal Region (use as informal assessment to check for understanding)</p>
<p>Guiding Question(s): What were the foods, water, protection(s) that met the Kumeyaay's needs in the Coastal Region?</p>	<p>Adult Leaders will: assist students as needed by providing supporting materials such as food, water, protection picture pages</p>	<p>Students will: transfer information from their graphic organizers onto their calendar page work in table</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

Where can you get the information you need to complete your calendar page?	or vocabulary cards show students pictures from other (Kumeyaay/ SD Region) books	groups to check for correct spelling and information draw /color a picture of the Kumeyaay surviving in the Coastal Region
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12:35-1:05

(30 min)

CT Math

Location ?

Standards: (use letters/numbers) Specific Vocabulary:	Strategy: (shared, guided, independent) Text/pages: Materials: Technology (needed by student)	Content outcomes: Skill outcomes:
Guiding Questions	Teacher/Other Adults	Students

1:05-1:15 go over exit slip responses (check for understanding, correcting misconceptions/ confusion)

Friday

9:00-9:10

- Classroom Teacher - seat students
- Museum Educator/Classroom teacher - collaborate
- Facilitator - sprouting students

30 min **CT**, lead prompt writing practice for post test review

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

Standards: (use letters/numbers) Specific Vocabulary:	Strategy: (shared, guided, independent) Text/pages: Materials: Technology (needed by student)	Content outcomes: Skill outcomes:
Guiding Questions	Teacher/Other Adults	Students

9:10-9:55 (45 min) Complete and Assemble Calendars classroom

<p>Standards:C A His/SS 3.1, 3.2 CCSS.ELA-Literacy.W.3.7 CCSS.ELA-Literacy.W.3.8</p> <p>Vocabulary: calendar, Mat'tam, circle, cycle, seasons, regions, nature,</p>	<p>Materials: completed calendar pages, calendar cover and back pages, three hole punch, string/ yarn/ twine, crayons, colored pencils, rulers</p>	<p>Outcomes:S WBAT complete calendars by 1) completing all regional /seasonal pages and SD map 2) add a back page and cover page 3) 3 hole punch all, tie together with string of choice 4) complete back page (Mat' tam cycle) will link here 5)</p>
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Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

		time....rough draft of paragraph/ final draft for cover page
<p>Guiding Question(s): What is a calendar? What shape is this calendar? Why do you think its a circle? What is a cycle? Why do the Kumeyaay use cycles to measure time? What do you think is the most important season/region? Why do you think that? What is your evidence? Why is our paragraph called who ARE the Kumeyaay</p>	<p>Adult Leaders will: assist students as needed by providing supporting materials such as vocabulary cards, pictures from other (Kumeyaay/ SD Region) books, and the word wall assist students with construction of the calendar by holding pages together, teaching or assisting students tying string knots work with early finisher to begin paragraph rough draft</p>	<p>Students will: work independently or with table groups to complete and assemble their calendars write a rough draft for front cover paragraph <i>"Who Are the Kumeyaay?"</i> (extension) edit and revise rough draft and write final draft onto back of cover page</p>

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

instead of who <i>WERE</i> the Kumeyaay?	("Who Are the Kumeyaay?")	
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9:55 - 10:15 (30min) [Jeopardy \(review game\) link](#) classroom (whiteboards/markers, table groups)

10:15-11:00 Guided Reading

location ?

Standards: Vocabulary:	Materials: Technology: Reading Text:	Outcomes:
Guiding Question(s):	Adult Leaders will:	Students will:

11:05 - [Post test](#) - followed by giving students correct answers
[Post-test answer key \(followed by giving correct answers\)](#)

11:25 - 12:05 Lunch Break

12:10 - 12:30 - Classroom Teacher and Museum Educator score writing prompts (from post test) while Facilitator conducts a read aloud with students. (Will read aloud and post-test take whole rest of afternoon time? Please indicate time allocations.)

Read Aloud Text: [Native Ways](#) or [My Ancestors Village](#) or [Native American Sign Language](#)

Post-Test

- 10 multiple-choice questions
- 2 writing prompts (worth 0-1-2 points)
- [Post-test answer key](#)

Project Evaluation (Rubric)

Post-Visit “Bridging” Activities (still needs to be completed)

- Classroom Teacher will:
- Museum Educators will:

Schedule for Rotation 1 = 9/16 a1, 9/23 c1, 10/14 d1, 10/21 b1

- Students will:

Vocabulary with definitions

Student Materials

Student worksheets for independent study time, early finishers, bus work

[Maps and landforms crossword puzzle](#)

[Kumeyaay word search](#)

[Kumeyaay artifacts \(museum based\) survey for bar graph](#)

Resources and guides for classroom teachers

[A Teachers Guide to Historical and Contemporary Kumeyaay Culture \(Barona\)](#)

***This is an extremely informative resource - recommended reading**

[Classroom Book List](#)

[3rd grade writing prompts 1 \(with unit based pacing\)](#)

(are these writing prompts specific to SITP week #1 content?)

advanced math (Kumeyaay content): [arrays](#) [fractions](#)