



Continued Traditions

3rd Grade

Duration

Pre-Visit: 45 minutes

Visit: 45-60 minutes

Post-Visit: 30 minutes

Museum Locations

Becoming Los Angeles,
Level 1

North American Mammal
Hall, Level 2

Standards

History-Social Science
Content Standards

3.1.1, 3.1.2,

3.2.1, 3.2.2

CCSS ELA

LITERACY.RI.3.7

LITERACY.RI.3.10

NGSS S+E Practices

3, 8

Supplies

- Worksheets
- Pencil
- Clipboard (optional)

Vocabulary

- Artifact
- Archaeology
- Ti'at



**Student
Work**

Concepts

- The Gabrielino-Tongva were the first people to call the Los Angeles area home.
- Archaeology can provide us with insight into the long history and traditions of the Gabrielino-Tongva, as can learning from Gabrielino-Tongva people today.
- The Gabrielino-Tongva continue to live in the Los Angeles area and practice some of the traditions of their ancestors.

Objectives

- Students will learn about the first people to call the Los Angeles area home.
- Students will investigate how the Gabrielino-Tongva have used the natural resources of the local region.
- Students will participate in historical and archaeological inquiry through the analysis of artifacts, historical sources, and informational resources.
- Students will make connections between the past and the present.

Outline

1. In the classroom, students will learn about the Gabrielino-Tongva communities and their long history in the Los Angeles area.
2. During a visit to the museum, students will investigate a Gabrielino-Tongva artifact and consider how the Gabrielino-Tongva have used local natural resources.
3. After visiting, students will reflect on their pre-visit classroom work and incorporate new insights and knowledge.

References & Resources

- American Indian Cultural Center, <<http://www.haramokngna.org/education/tongva/>>
- California State University Long Beach Ti'at Restoration, <<http://www.cla.csulb.edu/departments/americanindianstudies/marcus-lopez-tiat-restoration-orientation/>>
- Gabrielino-Tongva Tribe, <<http://www.gabrielinotribe.org/>>
- Jurmain, C & McCawley, W 2009, *O, My Ancestor: Recognition and Renewal for the Gabrielino-Tongva People of the Los Angeles Area*, Heyday Books, Berkeley.
- Public Radio Exchange (PRX), <<https://beta.prx.org/stories/152563>>
- Tongva People, <<http://www.tongvapeople.org/>>

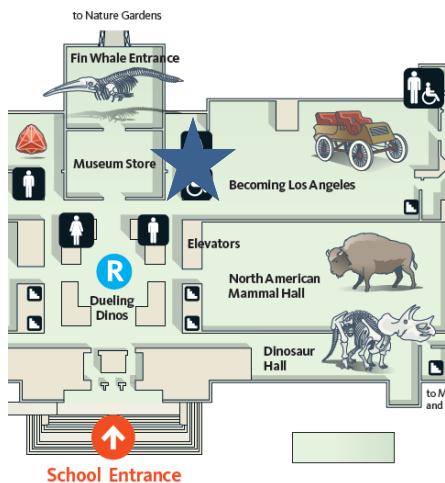
Lesson Overview

Pre-Visit

In the classroom, introduce students to the Gabrielino-Tongva, the first people of the Los Angeles area. Students will hear from a contemporary member of the Gabrielino-Tongva community and learn about traditions that remain important for their community today.

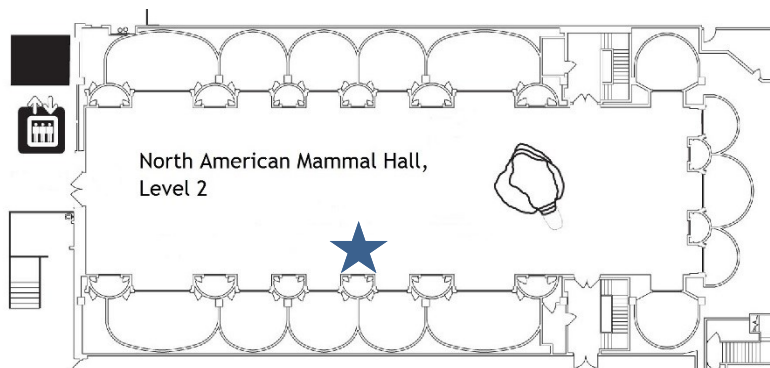
Museum Visit

Students will locate a Gabrielino-Tongva artifact in the Becoming Los Angeles exhibition that helps to document the long history and traditions of the Gabrielino-Tongva in the Los Angeles area. Once students locate the artifact, they will use their observations and analyses of textual and visual sources to further investigate it and its significance.



Optional Extension at the Museum

Have students look closer at the island gray fox diorama and have them identify and discuss San Nicolas Island natural resources that the Gabrielino-Tongva could have accessed with the ti'at (traditional sea canoe).



Post-Visit

Back in the classroom, have students reflect on their pre-visit classroom work and incorporate new insights and knowledge that they have gained from their investigation at the Natural History Museum.

Pre-visit:

Introduction to the Gabrielino-Tongva in the classroom

The Gabrielino-Tongva are the Native American people who lived in the Los Angeles area and the four southern Channel Islands for thousands of years prior to the arrival of Spanish explorers. Prior to the Spanish arrival, Gabrielino-Tongva villages were located throughout the Los Angeles Basin from what we now know as Malibu to Laguna Beach and inland to the San Gabriel Mountains.

Villages were located in areas that allowed them to take advantage of the abundance of natural resources that the geographically diverse landscape provided. The village locations reflected a keen awareness of the semi-arid environmental conditions in the region. Inland villages were placed near permanent sources of water but high enough to avoid seasonal flooding. Permanent coastal villages were located in shielded areas to protect residents from winter storms. Each year, the Gabrielino-Tongva would temporarily move locations based on the seasonal availability of natural resources.



Image: Gabrielino-Tongva territory prior to Spanish arrival, source: <http://www.tongvapeople.com/>

Pre-visit:

Today, many people who identify as Gabrielino-Tongva continue to live in their ancestral homeland and practice many of the traditions of their ancestors.

To hear about one these traditions, have students hear from Cindi Alvitre, a contemporary member of the Gabrielino-Tongva community.



<https://beta.prx.org/stories/152563>



Image: Cindi Alvitre with the contemporary ti'at built in the 1990s, named *Moomat Ahiko*, which means “breath of the ocean” in the Gabrielino-Tongva language, image credit: The Orange County Register, <http://www.ocregister.com/articles/alvitre-530168-moomat-ahiko.html>

Pre-visit:



Your Task:

After hearing Cindi's story, write your thoughts on the following questions using the provided spaces.

Although Los Angeles has changed a lot since Cindi's ancestors lived here, in what ways does she still feel connected to them and to the Los Angeles landscape?

What is a ti'at and why are they important for the Gabrielino-Tongva community?

Why do you think we don't find many remains of ti'ats from the past?

Pre-visit:

Archaeology and the Gabrielino-Tongva

We can learn more about the long history and traditions of the Gabrielino-Tongva in the Los Angeles area through archaeology. To date, there have been over 3,000 Gabrielino-Tongva archaeological sites uncovered in the yellow area depicted on the map. These sites range from stone tool artifacts to evidence of villages.



Archaeology: The study of human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains.

Artifact: An object made or modified by humans

Let students know that when they visit the Natural History Museum, they will have the opportunity to investigate an artifact that helps to document the long history of the Gabrielino-Tongva in the Los Angeles area and provides insight into a tradition that Cindi Alvitre mentioned in her story.

Additional background information for Educator

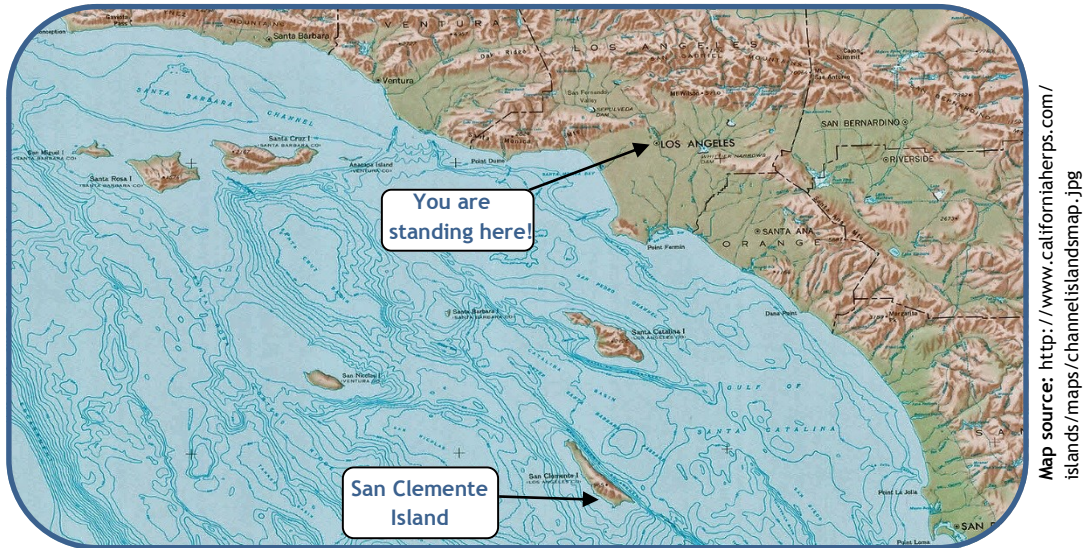
The contemporary Gabrielino-Tongva are not a single tribe. Their community is made up of several diverse groups that support and advocate for Gabrielino-Tongva cultural heritage throughout the Los Angeles area and beyond. The Gabrielino-Tongva Tribe are recognized by the state of California and are seeking federal recognition from the United States government.

There is disagreement and controversy over the accuracy of the name which should be attributed to the indigenous people of the L.A. Basin. Historically, the name Gabrielino was derived from the name of the Spanish Mission San Gabriel. Today, different Gabrielino-Tongva groups and individuals may also identify as Gabrielino/Tongva, Tongva, Gabrielino, or Kizh. At the Natural History Museum, you will see *Gabreleño-Tongva* used in the Becoming Los Angeles exhibition.

Museum Visit:

Locate Artifact in Becoming Los Angeles Exhibition

In 1939, museum archaeologist Arthur Woodward went on an expedition to San Clemente Island to learn more about the people who lived there in the past. Like all archaeologists, Arthur kept a field journal to document his observations. On Monday December 4th, 1939, he made an exciting discovery!

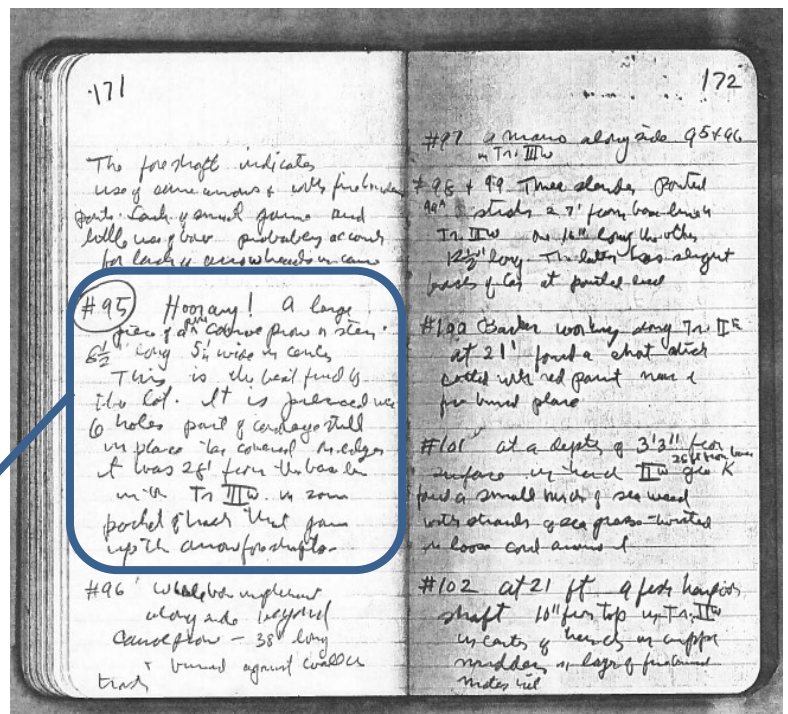


Your Task:

Locate the artifact in Becoming Los Angeles using the clues written in Arthur Woodward's Field Journal below.



Image: Arthur Woodward on San Clemente Island in 1939

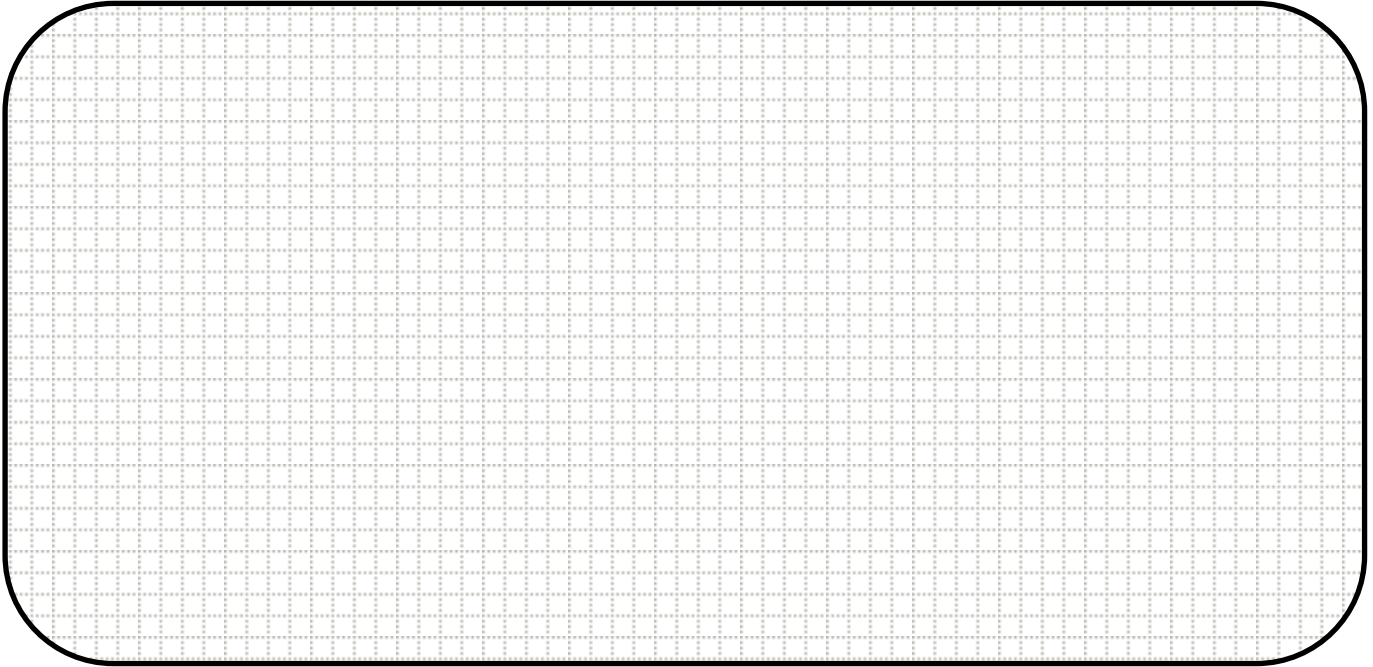


"Hooray! A large piece of a pine carved prow or stern **8 1/2" long, 5 1/2" wide** in the center. This is the best find of the lot. It is pierced with 6 holes [with] part of cordage still in place. Tar covered on edge."

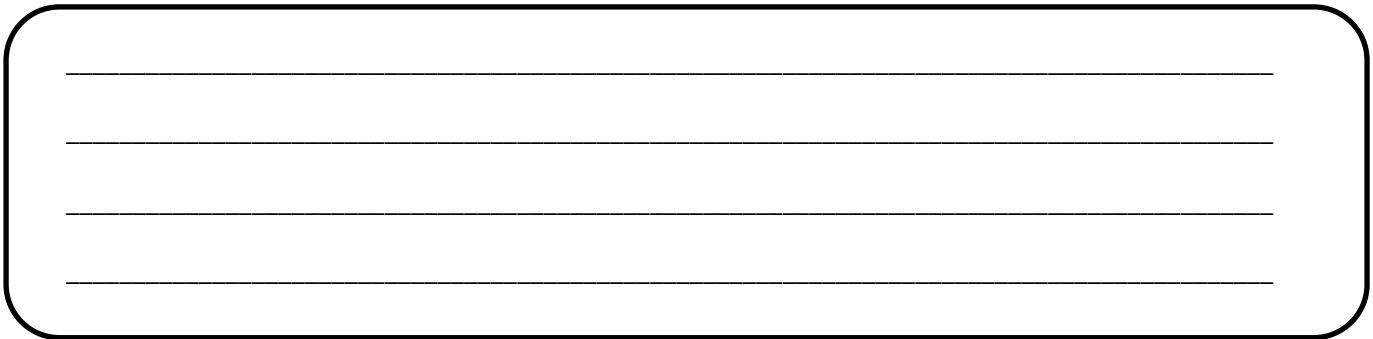
-Arthur Woodward, December 4, 1939

Artifact Investigation

Once you have located the artifact excavated by Arthur Woodward, carefully observe the artifact and use the space below to *sketch your observations*.



Describe the artifact:



HINT!

Archaeologists often make note of artifact measurements in their field journals!

Artifact length: _____

Artifact width: _____

List two natural materials that you think were used to make the artifact:

Natural Material 1: _____

Natural Material 2: _____

HINT!

Look closer at the texture and colors of the artifact and find clues in Arthur's field journal

Artifact Investigation

As you have discovered, this artifact is just one small fragment of a much larger object created by earlier Gabrielino-Tongva people.



Your Task:

Use evidence from the text and images surrounding the artifact to investigate what the complete object might have been.

What is the Gabrielino-Tongva name for the complete object? _____

Draw below what you think the complete object might have looked like:



How might this object have influenced the ways in which early Gabrielino-Tongva communities found and used island natural resources such as seagrass, abalone, marine mammals and fish?

Optional Extension at the Museum:

San Nicolas Island Natural Resources

Island Gray Fox Diorama, North American Mammal Hall, Level 2

The Ti'at enabled Gabrielino-Tongva communities to travel between the mainland and the southern Channel Islands and take advantage of many island natural resources. Archaeologists working on San Nicolas Island have uncovered many artifacts that were created using natural resources that are found there. The images below are **examples** of artifacts that were excavated on San Nicolas Island before they became part of the Natural History Museum's archaeological collection.

Your Task:

Look closer at the Island Gray Fox diorama. Using the space below, **draw or write (or both!)** San Nicolas Island natural resources that you think the Gabrielino-Tongva could have used.



Projectile point



Basket fragment



Fish hook



Mortar and pestle



Harpoon point

Post-Visit:

Reflection and Discussion in the classroom

After investigating the artifact at the Natural History Museum, how has your knowledge and understanding of the Gabrielino-Tongva changed?



Your Task:

Now that you have completed further research on the Gabrielino-Tongva, take a look at the work that you completed before your visit to the museum. After reading it, use the space below to free write how you might answer any of these questions differently. Using knowledge that you gained at the Natural History Museum, what would you add to your answers? How might you change some of your answers?
