Introduction

What if you were alive many years ago? How would you live? Where would you get your food? What kind of tools would you use? What would be the same? What would be different?

This Web Quest unit will guide you through various internet sites and allow you to explore the lives of the Chumash Indians.

- You will learn about national identities, religious beliefs, customs, and folklore of the Chumash Indians
- You will also learn about geography including the climate, how the Indians adapted to their environment. For example, how they obtained food, clothing, tools, etc.
• You will learn about the economic and government system used by the Indians as well as how the Indians related to the state and federal governments.

• Furthermore, you will learn how the Indians interacted with the new settlers.

**Task**

The student will be able to describe the Chumash Indian nations in their local region long ago and in the recent past. The students will communicate their findings through artwork, oral communication, and written reports.

**Process**

**Day One: Field Trip to the Ventura County Museum of History and Art**

Using their listening and speaking strategies, the students will listen to Julie Tumamate, a Chumash Indian who lives in Ventura. She will share information and answer the students’ questions about her culture. Her father is a full-blooded Chumash. The students will be expected to participate using prior knowledge and newly found knowledge of the Chumash. Then the students will board buses to the Ventura County Museum of History and Art where they will participate in a tour of the Chumash culture. The students will listen to stories read by a speaker and practice traditional skills such as acorn grinding and bead making in the Chumash Discovery Center. They will also examine a variety of baskets, tools and cultural artifacts in the museum’s collection.

The students will be taking notes throughout the tour.

**Questions for students to think about:** How long do I grind the corn? How long does it take to prepare a full meal? How did the Chumash make their tools?
Day Two: The Lifestyle of the Chumash Indians.

Objective: You will learn about national identities, religious beliefs, customs, and traditions of the Chumash Indians.

- Research the following internet sites:
  - http://www.sbnature.org/research/anthro/chumash/daily.htm
  - http://www.rain.org/eagle/chumash1.htm
  - http://www.chumashindian.com/
  - http://www.angelfire.com/id/newpubs/ven77.html

- Read about the Chumash Indians and how they lived.

- Answer the following questions about the Chumash Indians on separate sheet of paper or on a Microsoft Word document. Make sure you use complete sentences.
  1. Who were the Chumash Indians?
  2. How did the Chumash Indians live?
  3. Where did they live?
  4. Did they have houses like we do today? What did they look like?
  5. What did they wear?
  6. What did they use for money?
  7. Did they have any religious beliefs?

Day 4: New settlers to the Chumash Indian region

Objective: You will be able to discuss the interaction of new settlers with the already established Indians of the region.

Research the following internet site:

- http://www.chumashindian.com

Read about the Chumash Indians and the new settlers that came to their region.
Answer the following questions about the Chumash Indians and the new settlers that came to their region. Write your answers on a piece of paper or type your answers on Microsoft word.

1. Who were some of the settlers that came to the Chumash Indian region?
2. How do you think the Chumash Indians felt?
3. Imagine yourself as a 10 year old boy or girl in the Chumash community. How would you feel when the new settlers came? Would you welcome them? If so How? Or would you be scared of them? Why?

Day Four: Brotherhood-of-the-Canoe

Students will discuss prior knowledge of the term “brotherhood,” after which students will listen to a teacher read aloud of, “The Brotherhood-of-the-Canoe,” and retell the story to a partner. They will then write down the retelling, recalling details of the story. Students will go to the computer lab and enter, save and print their retelling. Students will return to the class for an art activity in which they create a scene from the story out of construction paper, on which their printed versions of the retelling will be fixed. Students will end the day by using the in class library and computer to research the concept of brotherhood in other modern cultures.

Day Five: Classroom Exhibit

The students will create an exhibit in the classroom containing the work they created throughout the week. These artifacts will include...woven baskets, the Brotherhood of the Canoe project, legends, stories, and the tools used by the Chumash people long ago.

Then the students will keep a journal as they observe the exhibit. They will be asked to critique two artifacts which are not their own. They will record answers to following questions such as; What were the tools/objects used for? How did the Chumash gather food long ago? How does the artifact make you feel? What does brotherhood mean to you? When observing the artifact, what tool, which we use today does it resemble? How would it feel to be a Chumash boy or girl long ago? What now do you wonder about the Chumash people?
Next the students will participate in a whole group discussion about their thoughts and ideas which they recorded in their journals. During this discussion the students will generate a KWL chart of what they have learned throughout the week. This discussion will then be focused on the question of what they now wonder about the Chumash people.

Finally, the students will discuss how the Chumash people lived long ago and in the recent past based on the artifacts presented. They will then provide scaffolding on how to gather information about what they still wonder about the Chumash people.

### Evaluation

<table>
<thead>
<tr>
<th>Performance</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Struggled with behavior, following directions, and participating during field trip.</td>
<td>Demonstrated some difficulty with behavior, following directions and participating during field trip.</td>
<td>Demonstrated very good behavior, following directions, and participating during field trip.</td>
<td>Demonstrated excellent behavior, following directions, and participating during field trip.</td>
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<tr>
<td><strong>Day 2 &amp; Day 3</strong></td>
<td>Had some difficulty researching online and responding to questions.</td>
<td>Demonstrated progressing ability to researching and responding to questions.</td>
<td>Met grade level expectations researching and responding to questions.</td>
<td>Exceeded grade level expectations researching and responding to questions.</td>
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<td><strong>Day 4</strong></td>
<td>Oral, written, typed retelling contained few. Incomplete Brotherhood-of-the-canoe project. Did not begin research.</td>
<td>Oral, written, typed retelling contained some details. Completed project and began research.</td>
<td>Oral, written and typed retelling contained many details. Completed project with quality and began research.</td>
<td>Oral, written and typed retelling was extremely through. Project was of highest quality and began research.</td>
<td></td>
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<tr>
<td>Performance Day 5</td>
<td>Had difficulty participating in exhibit, critique, and closing discussions.</td>
<td>Had some difficulties during exhibit, critique, and closing discussions.</td>
<td>Demonstrated grade level expectations during exhibit, critique, and closing discussions.</td>
<td>Demonstrated above grade level expectations during exhibit, critique, and closing discussions.</td>
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**Conclusion**

The students will have learned about the vast culture of the Chumash and their life in the past and present. The students have evaluated themselves by asking questions and exploring a new way of living through the Chumash people.

**Standards:**

**Language Arts** – Writing 1.0, 1.1, 1.4, Written and Oral English
Language Conventions 1.0 – 1.9, Listening and Speaking Strategies 1.0, 1.1, 1.6, 1.7, **Visual and Performing Arts**, 3.2,

**Language Arts**-1.0 Writing Strategies–Students will be taking notes. 1.0 Listening and Speaking Strategies–Students will listen and participate in activities.

**NETS FOR Students**

**Basic standards**

1. Basic operations and concepts
2. Social, Ethical, and human issues
3. Technology productivity tools
4. Technology Communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

**Grades 3 – 5**

1) Use Keyboards and other common input and output devices efficiently and effectively. (1)
2) Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3) Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (4)

4) Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout curriculum. (3)

5) Use technology tools (e.g., multimedia authoring, presentations, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6) Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interest. (4)

7) Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

8) Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

9) Determine which technology is useful and select the appropriate tools(s) and technology resources to address a variety of tasks and problems. (5, 6)

10) Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Credits and References

www.yahooligans.com
www.mamamedia.com
www.sbnature.org
The Library of Native Americans: The Chumash of California, by Jack S. Williams

The Chumash Indians by Bill Lund

A New True Book: The Chumash, by Duvall

The Rainbow Bridge, A Chumash Legend, adapted by Kerry Necholdom

Indians of North America: The Chumash, by Robert O. Gibson

Chumash, A picture of their world, by Bruce W. Miller

A Day with a Chumash, by Georgia Lee

The First Americans, California Indians, by C.L. Keyworth