

ARTS EDUCATION PROGRAM

LESSON PLAN

VIRTUAL CLUB PELICAN

Project Title: Mapping a Kumeyaay Village

Theme: Archaeology

Age Range: 7-12 years

PROJECT INTRODUCTION: Students will take on the role of a Cartographer by creating a map of an imaginary Kumeyaay Village located at the Batiquitos Lagoon. The map will use an aerial view as it's perspective, and will use drawings, symbols, and labels to communicate it's information.



PROJECT MATERIALS:

- Pencil & Eraser
- Black Sharpie
- 1 White 12"X 12" Cardstock & Additional Thin Strip of White Cardstock
- Colored Pencils
- Optional: Scissors
- Optional: Tape

PROMPT QUESTIONS:

1. When you learn about the history of the Kumeyaay People and the Batiquitos Lagoon what do you imagine the area looked like back in those times?
2. What was the lagoon like before buildings and vehicles and suburban neighborhoods existed?
3. What animals lived in the area? What plants grew in the area? What food was available in the water? Why was this important to the Kumeyaay? How did they gather resources for their tribe?
4. What important parts of Kumeyaay life would we learn about by seeing what their villages looked like?

DISCUSSION (discuss or read):

Kumeyaay Life at the Batiquitos Lagoon

The location of Kumeyaay villages varied from the oceans to the high mountains to the desert. The Kumeyaay people moved with the seasons. Because of the abundance of natural resources, many bands of the Kumeyaay settled along waterways in the San Diego coastal region such as the area around the Batiquitos Lagoon. The Kumeyaay tended to stake out territories that covered several life zones: areas with variety in elevation, climate, rainfall, plants, and animals. This helped them maintain access to resources for their tribe throughout the seasons.

Around the shoreline at Batiquitos, nearly 200 different pre-historic sites have been recorded. Archaeologists have found evidence of middens (trash heaps made up of discarded shells), fire hearths, and other artifacts left

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by California Paleo-Indians (9000-3500 years ago) and more recently by the Kumeyaay (about 2300 years ago to about 1800 A.D.) showing that marine shellfish were harvested for thousands of years from Batiquitos Lagoon. Other examples of archeological finds are small tools, bows and arrows for hunting and stone mortars and pestles and grinding stones for grinding grain and berries.

We don't know exactly what a historical Kumeyaay village looked like, but we can use archeological and historical information to think about what important places and things a village would have.

IMPORTANT FEATURES OF A KUMEYAAY VILLAGE:

Cooking Area: The Kumeyaay were hunters and gatherers who ate shellfish, meat, berries, acorn mash, and many other items from native plants like cactuses and agave. Hunters used bows and arrows and throwing sticks. Pottery was used to store food and the most common method of food processing was grinding using a variety of grinding stones. Fire hearths were used for cooking. Baskets were also important for many aspects of daily life including for baby cradles, cooking, holding water, mats, and cages.

Shelter: Circular dome-shaped structures called "awas" made from willows, sycamores and palms with smoke holes built into the roof. Some houses were large, 15-20 feet in diameter, while others were more like small brush shelters. Most living complexes were a cluster of 2-3 houses with covered wind-breaks between them to shelter inhabitants from rain, summer sun, and wind, while they did their chores.

Areas for games: The Kumeyaay took great pride in playing games that practiced everyday survival skills like strength and endurance.

Areas for trading: Trade was very important to Kumeyaay life. Coastal tribes like those in the Batiquitos area would trade dried fish, sea otter skins, and shell beads with inland villages who would trade animal skins, acorns, salt, and obsidian.

ART PROJECT KEY TERMS:

Archaeologist is a person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains.

Cartographer is a person who draws or produces maps.

Aerial View is looking downward as if the viewer is in the air.

Map is a diagrammatic representation of an area of land or sea showing physical features.

Perspective is a point of view.

Compass Rose is a circle showing the principal directions printed on a map or chart.

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ART MAKING PROCESS:

STEP 1:

To begin your art project, start with your pencil and one white piece of 12" X 12" paper. Using your pencil lightly draw a curving line that will represent the shoreline between the Batiquitos Lagoon and the land where your village will be located (Fig.1).

STEP 2:

Think about the elements you want to include in your village and what shapes they would look like if you looked down at them from an airplane. For example the "awas" the Kumeyaay live in would look like circles. A field for games might look like a rectangle. Lightly draw these shapes onto your map. What else do you see in the Kumeyaay village? Once you have drawn all the items and locations you want to include on your map, darken these lines with your black Sharpie (Fig.2). Erase any remaining pencil lines.

STEP 3:

Think about what symbols or details you can add to the shapes you have drawn that will help the viewer understand what the area is used for. For example in the cooking area you can draw some baskets or pottery. Wavy lines can represent water. Add trees and landmarks if you choose. Use your pencil to draw in some of these symbols and then darken the lines with your black marker (Fig.3). Erase any remaining pencil lines. Consider adding a simple compass rose in one of the corners of your map (Fig.A).

STEP 4:

Once you have finished drawing in all your shapes, symbols, and details of the Kumeyaay village, use your black Sharpie to write the names of your locations on or near their shapes on your map (Fig.4).

STEP 5:

After all of the locations are labeled, use your colored pencils to add color to your entire map (Fig.5). Think about how the colors you choose help the viewer understand the map locations. For example you can color the lagoon blue and the viewer will know that area is water.

- Option: When your map is completely colored, you can think about adding several additions to your map that give it a 3-dimensional quality (Fig.6). Using your other piece of blank paper, your pencil, colored pencils and scissors you can draw, color and cut a small cloud of smoke that can "blow" out of your smoke hole. Cut a small thin rectangle out of your extra paper and fold it like an accordion and tape one end to the smoke cloud and the other end onto the map . Or you can draw some fish that can "jump" out of the lagoon. (Fig.7). Use your imagination and creativity!

POST PROMPT QUESTIONS (reflect and share):

1. How did you like working as a Cartographer? What did it feel like to look at the world from an aerial view?
2. What did you learn about the Kumeyaay People by imagining their village at the Batiquitos Lagoon?
3. What other maps could you draw? Your neighborhood? A place you have read about in a book? A place in your imagination?

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ART PROJECT STEP BY STEP EXAMPLE:



FIG.1

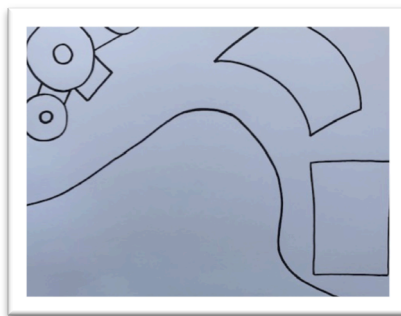


FIG.2

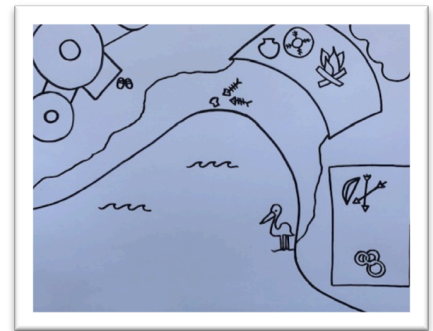


FIG.3

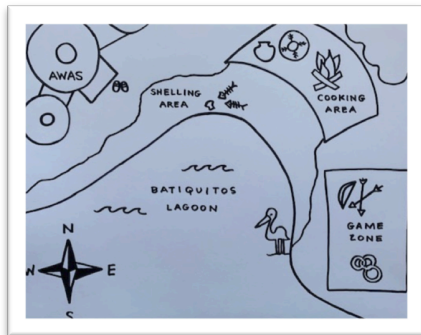


FIG.4

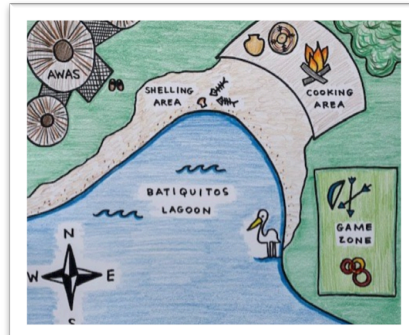


FIG.5



FIG.6



FIG.7

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Fig. A

