EXPLORE Lesson Plan for California Teachers

Lesson Title: Cabrillo and the Kumeyaay: A First Encounter Illustration

Grade Level: 3

Lesson Objectives:
- Students will analyze images and describe observations.
- Students describe features of the explorer Juan Rodriguez Cabrillo.
- Students discuss and describe features of Kumeyaay Indians.
- Students identify adaptations that people make to differing environments.

Big Idea: People adapt to their environments.

Essential Question(s): How does our environment affect how we live?

California Standards:
- HSS 3.2.2: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools)
- HSS 3.3.1: Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religions traditions and contributions.
- VAPA 2.4: Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

Lesson Introduction:
Students draw a picture of themselves depicting daily life. They might choose to draw a picture of themselves wearing or holding items that tell about who they are and what they do. Or, Students might choose to draw a scene in which they are engaged in a daily activity by themselves or with other people.

Students share their drawing with partners, groups, or the whole class, and describe the elements in their drawing (e.g., clothing, items, environment). Teacher explains that these drawings show what the artist wants others to know about the subject (in this case, themselves).

Learning Activities:
Teacher briefly introduces students to Juan Rodriguez Cabrillo and projects a series of depictions of the Spanish explorer – a photo of a from a display at the Cabrillo National Monument museum exhibit, an image of a postage stamp, a sketch, and an illustration of Cabrillo aboard a ship. Students make observations of each image
identifying the features such as color, objects, composition, etc., and then discuss what these depictions tell us about Cabrillo. Teacher asks students such questions as: What do you see in this image? Why do you think the artist presented Cabrillo in this way? What questions do you have about Cabrillo? What do you think his life was like – what did he do? how did he live? what was important to him? What can we tell about the environment in which Cabrillo lived? What does the artist want us to know about Cabrillo? Record observations about Cabrillo on the board.

Teacher tells the story of Cabrillo sailing aboard one of three Spanish galleons on September 28, 1542, into what is today known as San Diego Bay. Cabrillo was seeking to establish Spanish trade routes with Asia in the Pacific Ocean. On a world map, show students the locations of Spain, New Spain (Mexico), and Asia (India and China). Cabrillo’s ships followed a barren coastline from New Spain to Alta California until they entered a harbor with calm waters, which the Spaniards called San Miguel (today named San Diego). Cabrillo and his crew first encountered people known as the Kumeyaay Indians who had been living in Southern California and Northern Baja California for more than 10,000 years. The Kumeyaay gathered shellfish from the shores of the bay and used tule reed canoes to fish far from the shore. When Cabrillo’s ship, San Salvador, entered San Diego Bay in 1542, imagine what the Kumeyaay saw, thought, and felt. Cabrillo described the Kumeyaay as friendly, “well built” and clothed in animal skins.

After telling the story, Teacher projects paintings depicting Kumeyaay life during this age of exploration. Students are engaged in analysis of images with such questions as: What do you see in this picture? Where do you think this scene took place? What can you describe about the natural environment? What are the Kumeyaay people doing? Why are they doing these things? What does the artist want us to know about Kumeyaay people? Record observations about Kumeyaay Indians on the board.

Students compare and contrast their personal drawings from the beginning of the lesson to those analyzed. Teacher asks If students in the future where studying about you, would your picture tell an accurate story? To make your picture as accurate as possible, what changes might you make to your original drawing? Explain to students that cameras did not exist in the 16th century, so there are no photographs from this time period. Also, few drawings were made during this period. However, based on stories passed down by generations, more recent artists constructed these images to help us learn about people and events from the past.

Teacher asks Students to think about the first encounter between the Kumeyaay Indians and Cabrillo. Students are paired up and take turns describing what the Kumeyaay Indians or Cabrillo might have experienced. Students describe what these two peoples might have seen in each other, believed about each other, and wondered about each other upon first encounter. Teacher facilitates whole class sharing and records responses on the board.
Teacher provides Students with paper and explains that they are to use what they have discussed and learned to draw a scene showing the first encounter between the Kumeyaay Indians and Cabrillo and his crew. Instruct students to tell a detailed story showing the environment, people, and feelings that those people might have experienced. Items in the scene, such as ships, tools, trees, and clothing should be drawn based on information shared or found through additional research. Pencil drawings may be enhanced with crayon and/or watercolor paints. Students write an appropriate caption for their artwork.

Display completed student art in the classroom and conduct a gallery walk for students to view each other’s work. During the gallery walk, assign students to view in pairs and answer such questions as What do you see? What is happening in this picture? What does the artist want us to know about this event?

Assessment:

5-point Scoring Guide
- 1 point for accurate and detailed depiction of the Kumeyaay Indians
- 1 point for accurate and detailed depiction of Cabrillo and his crew
- 1 point for accurate and detailed depiction of the San Diego Bay area in the 16th century
- 1 point for depicting a reasonable scenario for this first encounter
- 1 point for a caption that summarizes or introduces the content of the drawing

Materials:
- Cabrillo National Monument Display:

- Cabrillo Sketch: http://a5.files.biography.com/image/upload/c_fit.cs_srgb.dpr_1.0,h_1200.q_80,w_1200/MTMyNzI4Njg5MTQ1MTkwODc4.jpg

- Cabrillo on Ship Drawing: http://assets0.learni.st/learning_preview/1671238/image/w583h583_304537-juan-rodriguez-cabrillo-was-a-soldier-in-cortes-army.jpg
• Kumeyaay Images:

Credits: Lesson plan adapted from “A Two-Voice Poem about First Contact: Cabrillo and the Kumeyaay” by Katie Hammel. Empires of the Wind NEH Seminar, June 2015.