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**Imperial Valley Desert Museum**  
**K-12 Virtual Classroom Video Series**  
**Kumeyaay Based Education Curriculum**





# IVDM Educational Video Series | Kumeyaay Based Education Curriculum

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CONTENT AREA: HISTORY-SOCIAL SCIENCE  
TIME REQUIRED: 15-20 MINUTES

## Grade Level: Kindergarten Title of Lesson: A Peek into the Past

### History- Social Science Standards:

<b>K.4</b>	Students compare and contrast the locations of people, places, and environments and describe their characteristics.
<b>K.6</b>	Students understand that history relates to events, people, and places of other times.

### Lesson Content:

**Lesson Overview:**  
In this lesson, kindergarten students will be introduced to Kumeyaay history and culture. Students will gain an understanding of the relationship between the past and present and learn how the physical environment shapes culture.

**Learning Objectives:**  
Students will:

1. Evaluate how the lives of individuals and families of the past are different from what they are today.
2. Identify the various geographical locations in which the Kumeyaay traditionally lived.



### Activity:

**Materials & Resources:**

1. Access to the Internet.
2. "A Peek into the Past" Video.
3. Kindergarten Worksheet

**Procedure:**

1. Students begin the lesson by first viewing the complete "A Peek into the Past" video. This video introduces the students to the Kumeyaay people, where they lived, and how they lived in their environment and with each other.
2. Once the video is complete, students should complete the Kindergarten WS. This worksheet acts as an assessment to see if students can distinguish between the different geographical features of the Kumeyaay's home.



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CONTENT AREA: HISTORY-SOCIAL SCIENCE  
 TIME REQUIRED: 20 MINUTES

**Grade Level: 1<sup>st</sup> Grade**  
**Title of Lesson: Sun and the Moon**

**History- Social Science Standards:**

<b>1.4</b>	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
<b>1.5</b>	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

 **Lesson Content:**

**Lesson Overview:**  
 In this lesson, 1<sup>st</sup> grade students will be introduced to the Kumeyaay and their heritage while inviting comparison to their own daily lives, specifically in how we learn and understand the world around us.

**Learning Objectives:**  
 Students will:

1. Understand the difference between written and oral history, and the importance of oral history to the Kumeyaay.
2. Recognize indigenous culture and the impact/influence it has.

 **Activity:**

**Materials & Resources:**

1. Access to the Internet.
2. "Sun and the Moon" Video.
3. Sun and the Moon Craft

**Procedure:**

1. Students begin the lesson by first viewing the complete "Sun and the Moon" video. This video introduces the students to the Kumeyaay people and their use of storytelling as a primary form of knowledge transfer.
2. Once the video is complete, students should complete the "Sun and the Moon Craft".





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, VISUAL ART, GEOLOGY  
TIME REQUIRED: 15 MINUTES

**Grade Level: 2<sup>nd</sup> Grade**

**Title of Lesson: The Formation of Clay**

**Visual Arts Standards:**

**3.2** Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

**3.3** Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

## Lesson Content:

### **Lesson Overview:**

In this lesson, 2<sup>nd</sup> grade students will learn the traditional clay-and pottery-making methods of the Kumeyaay, including how the clay is formed, where they got it, how they shaped it, and their uses of the finished product.

### **Learning Objectives:**

- Students will:
1. Recognize clay and where it is found.
  2. Identify the importance of clay to the Kumeyaay and what they used it for.

## Activity:

### **Materials & Resources:**

1. Access to the Internet.
2. "The Formation of Clay" Video.
3. Play-Doh Snakes Craft Worksheet

### **Procedure:**

1. Students begin the lesson by first viewing the complete "The Formation of Clay" video. This video introduces the students to the Kumeyaay practice of adapting to their environment using clay.
2. Once the video is complete, students should follow along with the video or use the "Play-Doh Snakes Craft" worksheet to complete the activity.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, BOTANY  
TIME REQUIRED: 20 MINUTES

**Grade Level: 3<sup>rd</sup> Grade**

**Title of Lesson: The Desert is Alive**

### Next Generation Science Standards:

<b>3-LS3-2</b>	Use evidence to support the explanation that traits can be influenced by the environment.
<b>3-LS4-3</b>	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
<b>3-LS4-4</b>	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.



### Lesson Content:

#### Lesson Overview:

In this lesson, 3<sup>rd</sup> grade students will learn that the desert is alive with uniquely adapted plants.

#### Learning Objectives:

Students will:

1. Recognize clay and where it is found.
2. Identify the importance of clay to the Kumeyaay and what they used it for.



### Activity:

#### Materials & Resources:

1. Access to the Internet.
2. "The Desert is Alive" Video.
3. The Desert is Alive Scavenger Hunt Worksheet

#### Procedure:

1. Students begin the lesson by first viewing the complete "The Desert is Alive" video. This video introduces students to uniquely adapted desert plants and the Kumeyaay's traditional use of these plants.
2. Once the video is complete, students should complete, "The Desert is Alive Scavenger Hunt".





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, GEOLOGY  
TIME REQUIRED: 20 MINUTES

## Grade Level: 4<sup>th</sup> Grade Title of Lesson: The Ever-Changing Landscape

### Next Generation Science Standards:

<b>4-ESS1-1</b>	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
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 **Lesson Content:**

**Lesson Overview:**  
In this lesson, 4<sup>th</sup> grade students will explore the geological marvels located in Imperial Valley and Eastern San Diego County.

**Learning Objectives:**  
Students will:

1. Recognize the geological processes and activity that has influenced the local areas in which they reside in.
2. Identify the importance of new tools and items to trade with for the Kumeyaay.

 **Activity:**

**Materials & Resources:**

1. Access to the Internet.
2. "The Ever-Changing Landscape" Video.
3. The Google Earth Scavenger Hunt Worksheet

**Procedure:**

1. Students begin the lesson by first viewing "The Ever-Changing Landscape" video. This video introduces students to local geological processes and how they provided the Kumeyaay with new tools.
2. Once the video is complete, students should complete, "The Google Earth Scavenger Hunt".





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, GEOGRAPHY  
 TIME REQUIRED: 25 MINUTES

**Grade Level: 5<sup>th</sup> Grade**  
**Title of Lesson: Trails, Geography, and Evidence**

**Next Generation Science Standards:**

<b>5.1</b>	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the wood-land peoples east of the Mississippi River.
<b>5.2</b>	Students trace the routes of early explorers and describe the early explorations of the Americas.
<b>5.3</b>	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

 **Lesson Content:**

**Lesson Overview:**

In this lesson, 5<sup>th</sup> grade students will explore the traditional territories, trail routes, and geographical locations from San Diego, Imperial County, and Baja California, Mexico in which the Kumeyaay have resided for over 10,000 years.

**Learning Objectives:**

- Students will:
1. Recognize the diverse landscapes the Kumeyaay have inhabited in.
  2. Identify evidence in the landscape of Kumeyaay settlement.



 **Activity:**

**Materials & Resources:**

1. Access to the Internet.
2. "Trails, Geography, & Evidence" Video.
3. The "Trails and Geography at Home" Worksheet

**Procedure:**

1. Students begin the lesson by first viewing the "Trails, Geography, and Evidence" video. This video introduces students to evidence of the Kumeyaay's rich 10,000-year history.
2. Once the video is complete, students should complete the, "Trails and Geography at Home" worksheet.



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CONTENT AREA: HISTORY-SOCIAL SCIENCE, ARCHAEOLOGY  
TIME REQUIRED: 25 MINUTES

## Grade Level: 6<sup>th</sup> Grade Title of Lesson: Local Archaeology and Tools

### History- Science Standards:

<b>6.1</b>	Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Palaeolithic era to the agricultural revolution.
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### Lesson Content:

#### Lesson Overview:

In this lesson, 6<sup>th</sup> grade students will learn about the various tools the Kumeyaay created utilizing the resources in their environment.

#### Learning Objectives:

Students will:

1. Understand the science of archaeology and analyze archaeological artifacts as sources of information about other cultures.
2. Identify the various geographical locations the Kumeyaay lived in, and how their environment influenced the development of tools.

### Activity:

#### Materials & Resources:

1. Access to the Internet.
2. "Local Archaeology and Tools" Video.
3. The "Archaeology Laboratory Record Form Activity" Worksheet

#### Procedure:

1. Students begin the lesson by first viewing the "Local Archaeology and Tools" video. This video demonstrates to students that the Kumeyaay are truly Masters of the Desert.
2. Once the video is complete, students should complete the, "Archaeology Laboratory Record Form Activity" worksheet.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, WORLD HISTORY, GEOGRAPHY  
 TIME REQUIRED: 25 MINUTES

### Grade Level: 7<sup>th</sup> Grade

### Title of Lesson: Defining Space

#### History- Science Standards:

HISTORY SOCIAL SCIENCE FRAMEWORK  
 WORLD HISTORY AND GEOGRAPHY:  
 MEDIEVAL AND EARLY MODERN TIMES

- Students analyze the geographic, political, economic, religious, and social structures of the Kumeyaay.
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?



### Lesson Content:

#### Lesson Overview:

In this lesson, 7th grade students will examine the relationship between land and identity within the Kumeyaay, a local indigenous group.

#### Learning Objectives:

Students will:

1. Analyze the characteristics, patterns, distribution, and migration of human settlement and human populations in the Imperial Valley and eastern San Diego Region.
2. Compare and contrast the relationship the Kumeyaay had with the land and the various people groups that explored their traditional territories.



### Activity:

#### Materials & Resources:

1. Access to the Internet.
2. "Defining Space" Video.
3. The "Journal Entry Form Activity" Worksheet

#### Procedure:

1. Students begin the lesson by first viewing the "Defining Space" video. This video demonstrates to students the relationship the Kumeyaay had with their land and the various people groups they interacted with.
2. Once the video is complete, students should complete the, "Journal Entry Form Activity" worksheet.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, WORLD HISTORY, GEOGRAPHY  
TIME REQUIRED: 25 MINUTES

**Grade Level: 8<sup>th</sup> Grade**

**Title of Lesson: Stories and Histories in the Land**

**History- Science Standards:**

HISTORY SOCIAL SCIENCE FRAMEWORK UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT	<ul style="list-style-type: none"> <li>• Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced, with an emphasis on native lands and lifestyles prior to, during, and after western expansion.</li> <li>• Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, specifically changes from traditional to modern agricultural and industrial practices and federal Indian policy.</li> </ul>
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 **Lesson Content:**

**Lesson Overview:**

In this lesson, 8<sup>th</sup> grade students will understand the strength, courage, and resilience of the Kumeyaay from creation to present day.

**Learning Objectives:**

Students will:

1. Students will examine the reasons for people groups settling in traditional Kumeyaay territory and how these groups benefited from the land.
2. Examine how the availability of, competition over, and allocation of natural resources lead to cooperation or conflict between the Kumeyaay and other groups.



 **Activity:**

**Materials & Resources:**

1. Access to the Internet.
2. "Stories and Histories in the Land" Video.
3. The "Kumeyaay Timeline" Worksheet

**Procedure:**

1. Students begin the lesson by first viewing the "Stories and Histories in the Land" video. This video introduces students to the various people groups that journeyed through Kumeyaay traditional Kumeyaay territories and how that evidence exists today.
2. Once the video is complete, students should complete the, "Kumeyaay Timeline" worksheet.



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CONTENT AREA: HISTORY-SOCIAL SCIENCE, ARCHAEOLOGY, ETHNOGRAPHY  
TIME REQUIRED: 30 MINUTES

**Grade Level: 9<sup>th</sup> Grade**

**Title of Lesson: Kumeyaay Studies: Archaeology & Ethnography**

**History- Science Standards:**

HISTORY SOCIAL SCIENCE FRAMEWORK  
World and Regional Geography  
Archaeology

- How does a society’s geographic location and environment shape work and living opportunities as well as relationships with people outside of that society?
- Archaeology focuses on cultures and civilizations of the past through the close analysis of material and human remains.

## Lesson Content:

**Lesson Overview:**  
In this lesson, 9th grade students will be introduced to the responsibilities of a museum curator, curation processes, and the preservation of Kumeyaay artifacts.

- Learning Objectives:**  
Students will:
1. Critically think about material artifacts and the roles that they play in human cultures.
  2. Analyze archeological artifacts as sources of information about other cultures.
  3. Conduct a basic cultural study using ethnographic methods, objectives, and frames of analysis.

## Activity:

- Materials & Resources:**
1. Access to the Internet.
  2. “Kumeyaay Studies: Archaeology & Ethnography” Video.
  3. The “Archaeology & Ethnography Activity” Worksheet

- Procedure:**
1. Students begin the lesson by first viewing the “Kumeyaay Studies: Archaeology & Ethnography” video. This video demonstrates to students the importance of preserving Kumeyaay artifacts and their history.
  2. Once the video is complete, students should complete the, “Archaeology & Ethnography Activity” worksheet.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, WORLD HISTORY, CULTURE, GEOGRAPHY  
TIME REQUIRED: 25 MINUTES

**Grade Level: 10<sup>th</sup> Grade**

**Title of Lesson: Kumeyaay Studies: Indigenous Identity**

**History- Social Science Standards:**

10.4	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage, moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
10.10	Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

## Lesson Content:

### **Lesson Overview:**

In this lesson, 10th grade students will explore the conditions the Kumeyaay encountered pre-contact, upon the arrival of explorers and settlers, and the challenges these groups posed on the Kumeyaay's lifestyle.

### **Learning Objectives:**

Students will:

- Understand the ideas of imperialism and colonialism as applied to the Kumeyaay and their traditional territories.
- Compare and contrast the Kumeyaay's lifestyle pre-contact and upon the arrival of explorers and settlers.

## Activity:

### **Materials & Resources:**

1. Access to the Internet.
2. "Kumeyaay Studies: Indigenous Identity" Video.
3. The "Who Am I?" Worksheet

### **Procedure:**

1. Students begin the lesson by first viewing the "Kumeyaay Studies: Indigenous Identity" video. This video demonstrates the challenges the Kumeyaay have encountered to their identity and beliefs.
2. Once the video is complete, students should complete the, "Who Am I?" worksheet.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, INDIGENEOUS PEOPLE, CURRENT EVENTS, HUMAN RIGHTS  
TIME REQUIRED: 25 MINUTES

**Grade Level: 11<sup>th</sup> Grade**

**Title of Lesson: Kumeyaay Studies: Indigenous Rights**

**History- Social Science Standards:**

11.10	Students analyze the development of federal civil rights and voting rights.
11.11	Students analyze the major social problems and domestic policy issues in contemporary American society.

## Lesson Content:

### **Lesson Overview:**

In this lesson, 11th grade students will explore the challenges, struggles, and efforts the Kumeyaay, fellow indigenous groups, and other groups in the United States have encountered in their fight for justice and equality.

### **Learning Objectives:**

Students will:

- Review the success efforts to promote the preservation of indigenous cultures.
- Learn how to advocate for the rights of indigenous peoples.
- Learn the names of local and federal organizations working to help indigenous peoples.

## Activity:

### **Materials & Resources:**

1. Access to the Internet.
2. "Kumeyaay Studies: Indigenous Rights" Video.
3. The "Resilience Poster Activity" Worksheet

### **Procedure:**

1. Students begin the lesson by first viewing the "Kumeyaay Studies: Indigenous Rights" video. This video demonstrates the challenges the Kumeyaay have encountered on their path for civic justice and equality.
2. Once the video is complete, students should complete the, "Resilience Poster Activity" worksheet.





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CONTENT AREA: HISTORY-SOCIAL SCIENCE, DEMOCRACY, ECONOMICS, TRIBAL GOVERNMENTS  
TIME REQUIRED: 25 MINUTES

## Grade Level: 12<sup>th</sup> Grade Title of Lesson: Kumeyaay Studies: Tribal Governments & Sovereignty

**History- Social Science Standards:**

12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

 **Lesson Content:**

**Lesson Overview:**  
In this lesson, 12th grade students will examine the varied structures and functions of tribal government as well as the relationship these nations have with the United States.

**Learning Objectives:**  
Students will:

- Define sovereignty as it relates to the Kumeyaay and other indigenous tribes.
- Demonstrate understanding of the structure, functions, and powers of tribal government.
- Identify roles and relationships among federal, tribal, and state governments.

 **Activity:**

**Materials & Resources:**

1. Access to the Internet.
2. "Kumeyaay Studies: Tribal Governments & Sovereignty" Video.
3. The "Tribal Governments & Sovereignty Crossword Puzzle" Worksheet

**Procedure:**

1. Students begin the lesson by first viewing the "Kumeyaay Studies: Tribal Governments & Sovereignty" video. This video demonstrates the purpose of tribal government and how these powers were acquired and are used today.
2. Once the video is complete, students should complete the, "Tribal Governments & Sovereignty Crossword Puzzle" worksheet.

