HISTORICAL INQUIRY QUESTION

What was life like for the Tongva before and after Spanish arrival?

LOST LA EPISODE

Borderlands
What was life like for the Tongva before and after Spanish arrival?

Author of Lesson
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Content Standards
4.2: Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish Mission and Mexican Rancho periods.

4.2.1: Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends and religious beliefs. Describe how they depended on, adapted to and modified the physical environment by cultivation of land and use of sea resources.

4.2.5: Describe the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos and pueblos.

4.2.6: Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

CCSS Standards
CCSS.ELA-LITERACY.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Integration of Knowledge and Ideas.

CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally or quantitatively

CCSS.ELA-LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Lost LA Episode**
This lesson aligns with the “Borderlines” episode of “Lost LA” and addresses the concept of cultural change. Cultural change refers to the impact of the Spanish colonization on indigenous people, in this case as it applies to the Tongva (Gabrieliño) Native people, and explores both the prevailing attitudes of the Spanish, and the reaction of some California natives to Spanish domination.

https://www.kcet.org/shows/lost-la/episodes/borderlands

**Overview of Lesson**
Students will produce a written response, using a mural of Toypurina (a Tongva hero) as a prompt. They will also examine images of California natives within the context of how they lived “before missions” and “within the mission system, and the impact on their culture and quality of life. Collaborative groups will study images and record on a primary source graphic organizer their observations, inferences and questions. Groups will discuss their findings with each other and will present their reasoning as a group to the whole class referencing projected images. They will watch a clip from “Borderlands” Lost LA and conclude by evaluating their written response to the Toypurina mural.

**Sources**
A. Mural of Toypurina, 2009, Mural depicting Tongva hero Toypurina created by Raoul Gonzalez, Ricardo Estrada and Joseph Montalvo.
B. Early Photograph of Tongva men building boats from Tule.
C. Wiyot’s Children. Illustration by Mary Leighton Thomson. Depicts the Tongva settlement of Sa’angna, located near present-day Playa del Rey and Marina del Rey.
   [http://gabrielino-tongva.com](http://gabrielino-tongva.com)
D. Early Photograph of Horacio Nelson Rust and Gabrieline (Tongva) Indians, 1883. Courtesy of the South Pasadena Public Library Local History.
   [https://www.flickr.com/photos/sopaslibrary/](https://www.flickr.com/photos/sopaslibrary/)
E. Photograph of Mrs. James Rosemeyre (formerly known as Narcisa Higuera), one of the last fluent Tongva Speakers, 1905.

**Procedures**
1. The teacher begins by asking students, “What do we know about the indigenous people of California?” The teacher will jot down input from students on chart paper. Input may be about different tribes. Responses may include the use of natural resources, diet, tools, traditions, beliefs and ceremonies. This chart should be displayed throughout the lesson as a reference.
2. The teacher will write down the lesson’s Inquiry Question in a prominent place, “What was life like for the Tongva before and after Spanish arrival?” Explain to students that they will be comparing and contrasting the life of the Tongva using this inquiry question.

3. Students will be given Source A (the Toypurina mural). Students will be asked to write five to ten minutes using the prompt, “What is the story that the artist is telling?” (Toypurina is considered a Tongva hero.)

4. When writing is completed, students will pair share their quick writes. Two to three students will share their writing with the class, referring to the projected image.

5. The teacher will then guide a whole-group discussion focusing on two to three images within the mural. For example: “What is the focal point? Why is there a child in the mural, and what do you think she represents? Why do you think the artist included a stalk of corn? Why is there a man with a tank top standing in front of the building?”

6. Next, the teacher will explain that the mural is a timeline that tells a story of the Tongva before and after the Spanish arrival. The teacher should also tell students that the woman in the mural is Toypurina, an indigenous woman in California who participated in a revolt at the Spanish San Gabriel Mission in 1785.

7. The teacher shows the “Borderlands” clip from Lost LA. This section of the video includes the attempted uprising of the Tongva and the leadership of Toypurina.

8. Teacher will then reintroduces the inquiry question, “What was life like for the Tongva before and after Spanish arrival?”

9. Students will be paired and each student will receive the first Image(Source B), with accompanying graphic organizer (Handout 1). The teacher will model how to use the image utilizing the document camera to walk students through the analysis of Source B using the graphic organizer.

10. The teacher will then ask students if they have any questions about the process while checking for understanding. After Source B is completed, the teacher will then hand out the next image (Source C), and students analyze the image while filling out the graphic organizer. They will complete this process for Source D and Source E. Students should pair share after the completion of each graphic organizer.

11. The teacher circulates the room checking for understanding.

12. Four students will be chosen to share their analysis of the images with the class.
13. Optional: Prior to asking students to do the Exit Ticket, the student provides one more piece of evidence for students to review, “The Great Indian Migration-Los Angeles 1772-1840.” This 3-minute video clip highlights the migrations of California natives from their villages to the missions with a trail of dots indicating the movement of individual Native people. Prior to showing the clip, the teacher reviews the historical inquiry question and asks students to consider the video clip as more evidence. The clip can be accessed here: https://youtu.be/WjmRR59vXjk

14. Exit ticket (Handout 2). The teacher will give students 5 minutes to answering this prompt, “What was life like for some California Natives before and after Spanish arrival?” In your opinion was life for California Natives better as a result of Spanish arrival or worse?

Assessment
Students will complete primary source analysis sheet (Handout 1) and they will write a concluding paragraph via an Exit Ticket (Handout 2). Students can use the evidence they gathered from Handout 1, their viewing of “Borderlands” and other materials.

Bibliography
SOURCE A

Mural of Toypurina, a Tongva hero, created by Raoul Gonzalez, Ricardo Estrada and Joseph Montalvo, 2009
SOURCE B

Photograph of Tongva making boats out of bundles of tule, circa 1900s

Note: Tule is a long, thin grass-like plant. It grows around the shores of lakes and swamps. It was used by the Tongva to build their homes, boats, and beds.

SOURCE C

“Wiyot’s Children, Illustration by Mary Leighton Thomson, Date Unknown
Note: Depicts the Tongva settlement of Sa’angna, located near what are now Playa del Rey and Marina del Rey.
SOURCE D

Early photograph of Horacio Nelson Rust and Gabrielino (Tongva) Indians, 1883

Note: Rust (1828-1906) was a businessman who was interested in archaeology. He was the Indian agent for the California Mission-Tule River Consolidated Agency.

South Pasadena Public Library Local History, [https://www.flickr.com/photos/sopaslibrary/](https://www.flickr.com/photos/sopaslibrary/)
SOURCE E

Mrs. James Rosemeyre (formerly known as Narcisa Higuera), one of the last fluent Tongva Speakers, 1905

# HANDOUT 1: VISUAL ANALYSIS ORGANIZER

<table>
<thead>
<tr>
<th>Source</th>
<th>What do you notice about the image? (People, clothes, setting)</th>
<th>When was the image created?</th>
<th>Where was the image created?</th>
<th>Who created the image?</th>
<th>Does the image depict life before, or after Spanish arrival? Explain.</th>
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</table>
What was life like for the Tongva before and after the Spanish arrival?

In your opinion, was life for the Tonga better as a result of Spanish arrival or worse? State your opinion and use two details to support your claim. Please use whatever knowledge you have acquired about California’s Native Americans.