

## Personal Contact Info

Deanna Jones

[deannajones@smbd.net](mailto:deannajones@smbd.net)

“Cache”

**Resource Summary:** In this lesson, students will use the information from “Cache” to write either a narrative or an informative piece.

**Subject Areas:** English Language Arts

**Grade Level Range:** 7-10

### Standards:

CCSS RL 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS RL 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Resource Provided By:** Deanna Jones, ELA/ELD, El Camino Jr. High, Santa Maria Bonita School District

### Resource Details:

- Before viewing the film, provide students with a list of vocabulary words (see Additional Resources). As students watch the film, ask them to use context clues to make an educated guess for each definition. Once the film is over, go over the correct definitions as a class. For Emerging EL students, you may want to provide a full list of vocabulary words and definitions prior to viewing the video.

-Watch the video, pausing occasionally to ask these questions:

1:51 Why does Dr. Erlandson say to himself, “stop pulling things out of the box”?

2:27 Why does Dr. Vellanoweth say if archaeologists don't excavate the redwood box the right way; it could be ruined for all of mankind?

4:08 Why do you think the archaeologists' video recorded the excavation of the redwood box in the lab? Why not just write a report to discuss the findings?

-After watching the video *Cache*, go over the vocabulary words (See Additional Resources for Teacher's Guide to vocabulary definitions)

-Give students 10-15 minutes to discuss the following questions in small groups (4-5 students per group).

-In your opinion, who stashed the redwood box?

-Why is this discovery so important to our understanding of how people lived on the Channel Islands?

-Who would be interested in learning about the discovery of the cache?

-Why would the owner of the redwood box have stashed caches all around the island?

-What do you think of the phrase, "Artifacts tell stories"? Support your answer with evidence.

-How did the toggling harpoons get from the Aleut people in Alaska to the Channel Islands? Cite evidence from the film in your response.

-As a whole class, have the groups share their responses.

-Let students know that, based on the information presented in the film, they will write either a narrative or an informative piece.

-Remind students that they will need to use appropriate words based on their audience. Students should also use at least 4 words from the vocabulary list in their writing.

Option 1: Write a newspaper article in which you describe the recent discovery of the cache on San Nicolas Island (See Additional Resources for 2-page newspaper template).

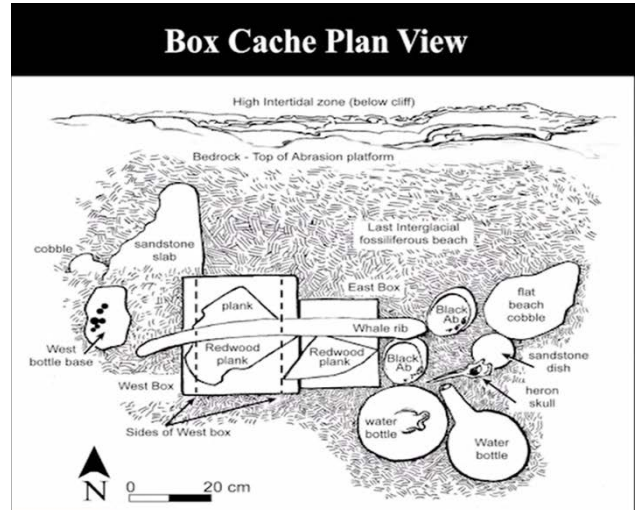
Option 2: Write a historical narrative in which you chronicle the moments leading up to the cache's hurried placement in the cliff side.

Option 3: Write a narrative in which you describe the migration of the toggling harpoon from the Aleuts in Alaska to the Nicoleño on San Nicolas Island.

-Once students have produced their writing piece, place students in small groups (4-5 students per group), and have them present their writing. While presenting, the other students should be actively listening and taking notes.

**Additional Resources:**

These images are from the *West of the West* film, "Cache"



Name: \_\_\_\_\_

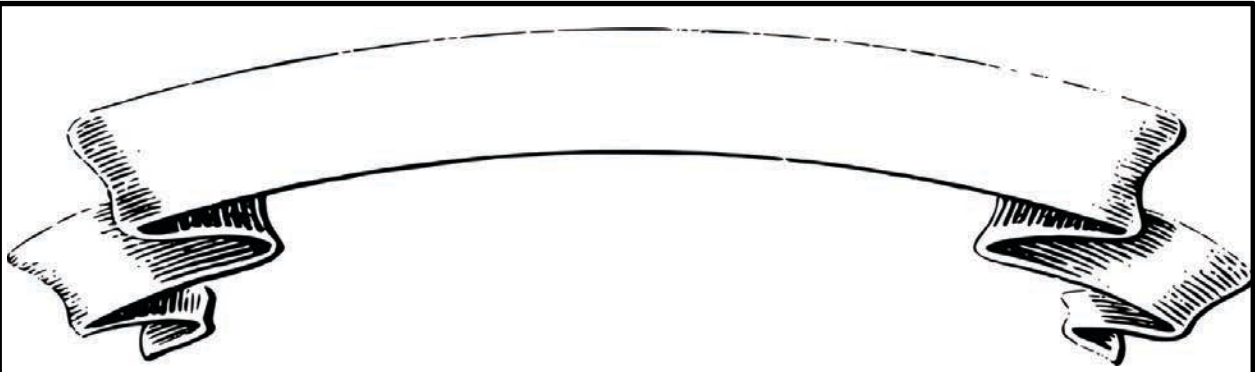
West of the West: Cache  
Vocabulary

	How familiar are you with this word? <small>1=very familiar 2=somewhat familiar 3=not familiar</small>	What do you think the definition is?	Write down your teacher's definition
archaeology	1    2    3		
occupation	1    2    3		
fossil	1    2    3		
effigy	1    2    3		
euphoria	1    2    3		
toggling harpoon	1    2    3		
asphaltum	1    2    3		
cache	1    2    3		
artifacts	1    2    3		
salvage	1    2    3		
excavation	1    2    3		
cordage	1    2    3		

Name: \_\_\_\_\_

West of the West: Cache  
Vocabulary **TEACHER'S GUIDE**

	How familiar are you with this word? <small>1=very familiar 2=somewhat familiar 3=not familiar</small>	What do you think the definition is?	Write down your teacher's definition
archaeology	1    2    3		The science that deals with past human life by studying artifacts
occupation	1    2    3		The act of living in a specific area
fossil	1    2    3		A trace or print or the remains of a plant or animal preserved in rock
effigy	1    2    3		An image or representation of a person
euphoria	1    2    3		A strong feeling of happiness
toggling harpoon	1    2    3		A multi-pointed weapon used to hunt whales
asphaltum	1    2    3		A natural oil residue that is used as an adhesive or to waterproof baskets
cache	1    2    3		A place for hiding, storing, or preserving treasure or supplies
artifact	1    2    3		An object showing human work and representing a culture
salvage	1    2    3		To rescue or save something from being ruined/lost.
excavation	1    2    3		The act of digging, especially by an archaeologist
cordage	1    2    3		Ropes or cords



Empty rectangular box for a title or header.

Vertical column of 20 dotted lines for writing.

Vertical column of 10 dotted lines for writing.

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