

*“Once Upon A Time (Saxipak’a)”*

**Resource Summary:** In this activity, students will view the video “Once Upon A Time”, then use maps and timelines to recreate the story of Chumash occupation on the Channel Islands. Additionally, students will analyze the economic, environmental, and colonial impacts to the Chumash habitation of the Islands.

**Subject Areas:** History/Social Studies

**Grade Level Range:** 6-8

**Standards:**

CCSS HSS CST 6-8.2 Students construct various timelines of key events, people, and periods of the historical era they are studying.

CCSS HSS CST 6-8.3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

CCSS HSS HI 6-8.2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

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

**Resource Details:**

-Prior to viewing the film, ask students how we know what happened in history. Students will suggest we know because of books, oral tradition, or research.

-If we don't have books or oral tradition, who helps to figure out what happened in the past?

-Provide students with the timeline, and ask them to take notes while watching the film about what happened during those time frames.

-Watch “Once Upon A Time”

-In pairs or groups, have students discuss the following questions:

-Why does Julie Tumamait-Stenslie say her culture (Native American) was something they weren't meant to remember?

-Why does Julie Tumamait-Stenslie say, "Fortunately the anthropologists remembered to talk to people"?

-Since the Chumash culture was lost, why is it fitting that the title of this chapter is "Once Upon A Time"?

-How does archaeology contribute to our ability to tell the story of Native people on the Channel Islands?

-Why does Dr. Lynn Gamble suggest "Every year we have another piece of the puzzle"?

-What is the economic/trade relationship between the mainland Chumash and Island Chumash? What types of items were traded between the mainland and island Chumash?

-What 3 things did the Spaniards bring to the Chumash? How did these 3 things affect the Chumash?

-Why does Julie Tumamait-Stenslie suggest the best thing about the missions were the baptism records?

-Once they have discussed the above questions, have students share their responses as a class.

-Give students a map of the Channel Islands, and ask them to label the Pacific Ocean, California, the major cities, and the Channel Islands. Tell them they will use their timeline as well as additional information presented in the film, to see the different waves of migration, trade routes, and changes to the environment over time.

-Color the timeline squares in different colors, then use those colors to show the direction of movement of each item. (See Additional Resources for completed example).

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

West of the West: Once Upon A Time  
Vocabulary

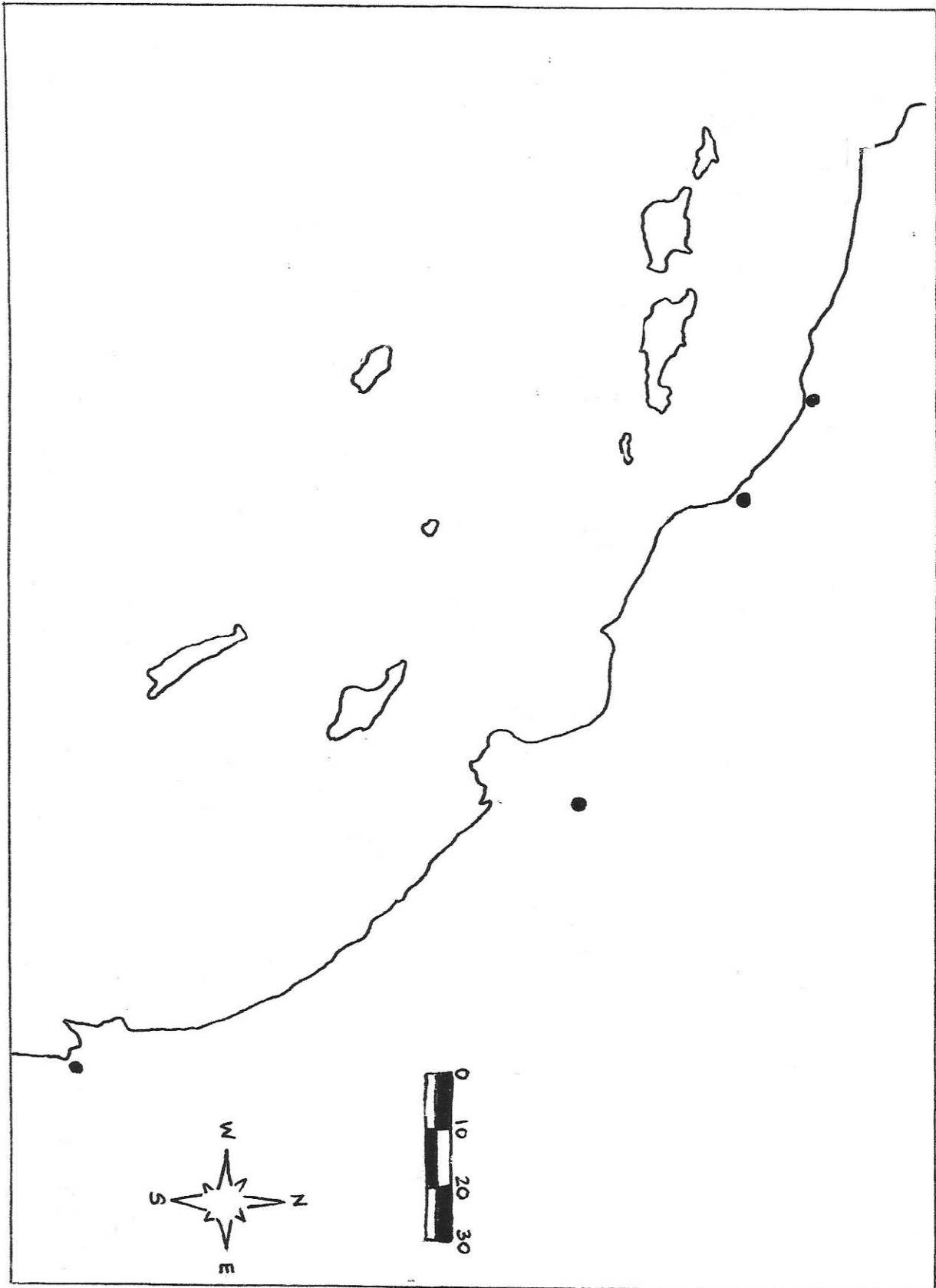
	How familiar are you with this word? <i>1=very familiar</i> <i>2=somewhat familiar</i> <i>3=not familiar</i>	What do you think the definition is?	Write down your teacher's definition
pathogens	1    2    3		
crisis	1    2    3		
metaphysical	1    2    3		
vulnerable	1    2    3		
ethnographer	1    2    3		
site	1    2    3		
resilient	1    2    3		
subsistence	1    2    3		
epidemic	1    2    3		
paradox	1    2    3		
house depression	1    2    3		

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

West of the West: Once Upon A Time

Vocabulary: **Teacher's Guide**

	How familiar are you with this word? <i>1=very familiar</i> <i>2=somewhat familiar</i> <i>3=not familiar</i>	What do you think the definition is?	Write down your teacher's definition
pathogen	1    2    3		A germ (such as a virus or bacterium) that causes disease.
crisis	1    2    3		An unstable or difficult time.
metaphysical	1    2    3		Concerned with abstract thoughts or subjects.
vulnerable	1    2    3		Open to attack or harm by an outside force.
ethnographer	1    2    3		A scientist who studies and records cultures.
site	1    2    3		A place where archaeologists find artifacts.
resilient	1    2    3		Recovering from or adapting to change easily.
subsistence	1    2    3		Hunting/gathering the minimum amount for survival.
epidemic	1    2    3		A sudden or rapidly spreading disease.
paradox	1    2    3		A statement that seems to go against common sense.
house depression	1    2    3		A wide, shallow pit that tells archaeologists a house once stood there.



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

West of the West: Once Upon A Time  
Timeline

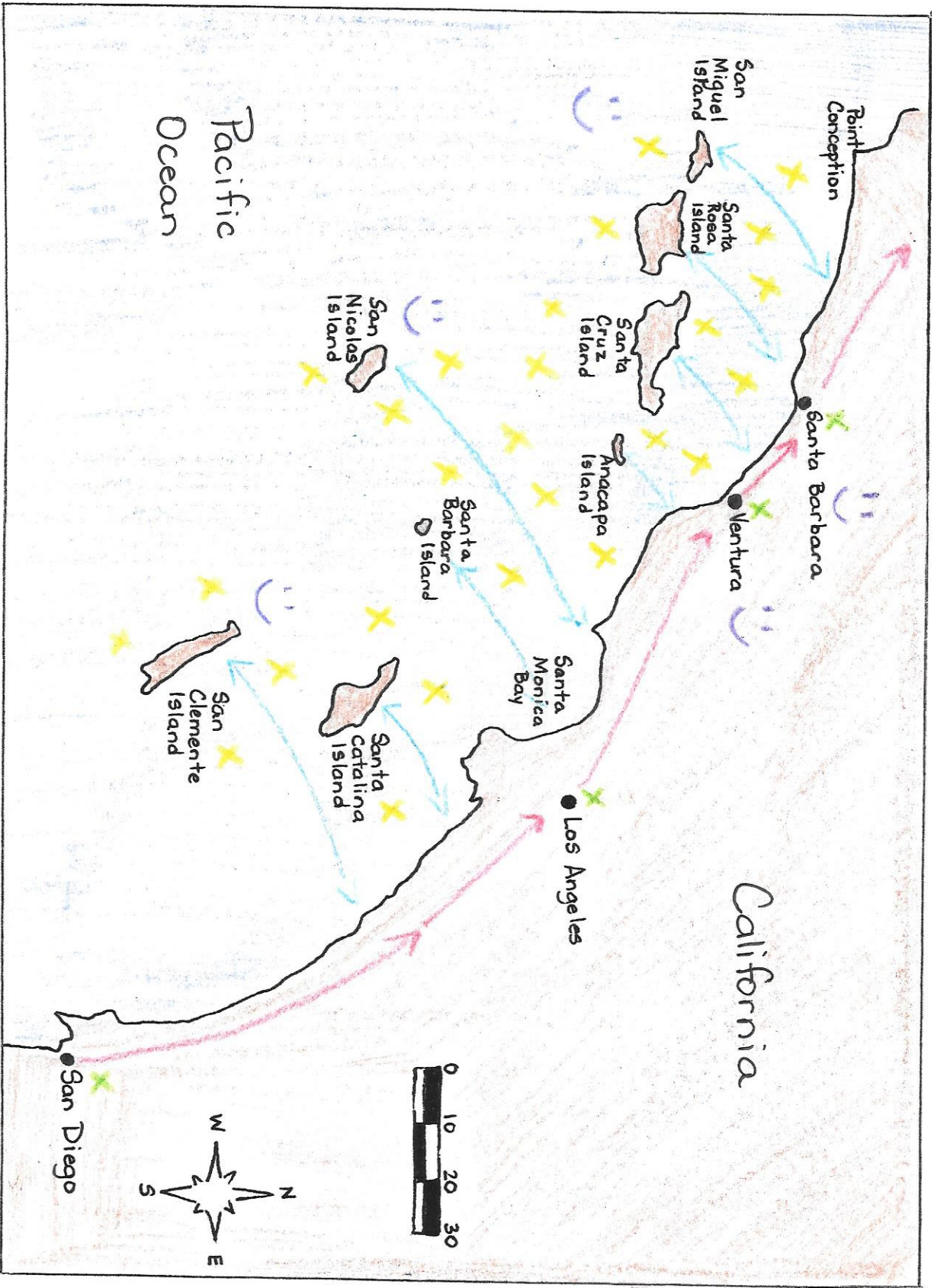
Before Spanish Occupation  
Thriving but vulnerable communities, made up of hunters + gatherers. Trade between mainland Chumash (deer, hides, bones, seeds), and Island Chumash (shell beads)

1803-1804  
Most mainland Chumash are resettled at the missions. Trade relations between mainland + island Chumash stops.

1970s-1980s  
People began to become interested in learning more about the Chumash

1760s  
Portola Expedition in 1760s led to the development of the chain of missions along California's coast.

1815  
The most severe El Niño event in recorded history caused famine conditions on Channel Islands, forcing Island Chumash to resettle in the missions



**Additional Resources:**

[Collection of J.P. Harrington's recorded interviews](#) (click on the beige squares "Online Sound Clip" to hear Harrington's interviews)

[John P. Harrington Interview with Chumash](#)

[Luisa Ygnacio, informant to J.P. Harrington](#)

[Fernando Librado Kitsepawit singing Toki Toki](#)