

“Once Upon a Time (Saxipak’a)”

Resource Summary: In this activity, students will view the video “Once Upon a Time,” then use a Hyperdoc to complete a variety of activities related to the film. In each stage of the lesson, students will utilize a variety of technology tools to build their understanding of the relationship between humans, culture, natural resources and the environment.

Subject Areas: Language Arts/Literacy, Science

Grade Level Range: 6-8

Standards:

[*California Common Core State Standards- English Language Arts & Literacy in History/Social Science, Science and Technical Subjects.*](#)

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[*Next Generation Science Standards*](#)

MS- ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

[*International Society for Technology and Education Standards for Students*](#)

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Resource Details:

A Hyperdoc, created by Lisa Highfill, is an interactive Google doc to replace the traditional worksheet method of instruction. The teacher creates the document with a variety of learning activities for students to engage, explore, explain, apply, reflect, and extend their learning. To learn more, please visit [Lisa Highfill's site](#), <http://www.hyperdocs.co>, or check out her book *The Hyperdoc Handbook* (2016).

1. Before beginning the lesson, the teacher should review the provided [Hyperdoc template](#). Supplemental resources (Padlets, Google docs, etc.) will need to be created or copied and linked by the teacher.
2. The teacher will then share the Hyperdoc with students. Students will work in pairs to complete the Hyperdoc. One person in each pair should make a copy of the Hyperdoc and then share their Google doc with their partner.
3. Once students have their own copy of the Hyperdoc, the teacher should review the document with the students.

4. Begin by sharing the essential question with the students. Explain that they will be looking at a variety of resources to help them answer this question.
5. Direct students to the first activity on the Hyperdoc: Think-Pair-Share. Ask students to work in pairs to answer the questions on the document. Students should record their responses on a [Padlet- https://padlet.com](https://padlet.com) created and linked by the teacher.
6. As a class, review student responses recorded on the Padlet. Clarify any questions or misconceptions.
7. Next have students read the two articles about Chumash history. Remind them to pay attention to details in the article related to natural resources, Chumash culture, and the environment where the Chumash lived.
8. Show the video, Once Upon a Time (Saxipak'a) to students. As students watch, they should record their notes on a class [Google doc](https://docs.google.com/document). The teacher will need to copy and link this document for students.
9. After viewing the video, take time to review notes with students. Discuss important concepts from the video and add important concepts not included in students notes.
10. Student will demonstrate what they learned, from the readings and the video by creating a [Thinglink https://www.thinglink.com](https://www.thinglink.com). For this Thinglink, the students should work in pairs to annotate a map of the Channel Islands provided by the teacher. On their Thinglinks, students should include at least 5 tags related to the environment, resources, and culture of the Chumash. See example here.
11. Each student will submit Thinglinks to the teacher (NEO, Google Form, etc.) In addition to their links, students should provide a brief reflection explaining what they learned about how the environment and natural resources helped to shape the culture of the Chumash Indians.

Resources:

Hyperdoc Link-

<https://docs.google.com/document/d/1BqoDNemNEjFNBMtSmvHL2MGpaMQF5jBKphH1Yk2xFJo/edit>

Class Google Doc-

<https://docs.google.com/document/d/1pNi5QwI5xfk3SD817Lp1KLCAUoUO-MIfD0GdbeZORT4/edit>

Additional Resources:

Once Upon a Time (Saxipak'a) Hyperdoc –

<https://docs.google.com/document/d/1BqoDNemNEjFNBMtSmvHL2MGpaMQF5jBKpH1Yk2xFJo/edit>

Padlet (teachers will need to create) –

<https://padlet.com/>

Google doc for Saxipak'a class notes –

<https://docs.google.com/document/d/1pNi5Qwl5xfk3SD817Lp1KLCAUoUO-MIfD0GdbeZORT4/copy>

Thinglink (teachers and students will need to create accounts) –

<https://www.thinglink.com/>

Thinglink example –

<https://www.thinglink.com/scene/893723136241958912>