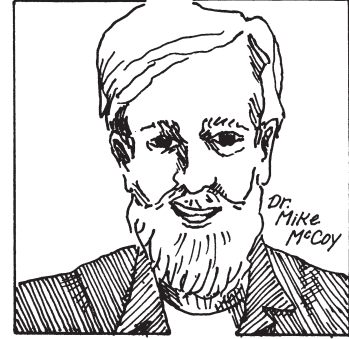
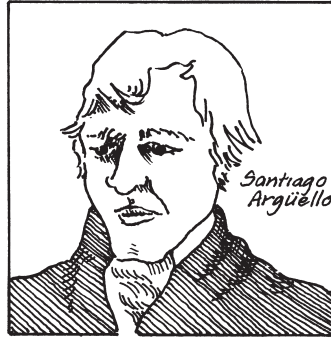


History Chapter Teacher Sheet



Activity #1: Timeline of Tijuana Estuary Populations

Objectives:

To understand the timeline of cultures within the Tijuana Estuary over time.

Time:

One 55-minute class period

Background:

Many diverse cultures have occupied the area around the Tijuana Estuary over time. Understanding the history of these populations adds to our knowledge of the importance of the Tijuana Estuary, and the role the Estuary has played in the historical past. The students will compare the different cultures that lived in the estuary with the environmental conditions present during each time period.

Materials:

Students will need a copy of the History reading of this guide, 3 X 5 or 4 X 6 note cards, and colored pencils or markers. You will need to put up a 10 meter piece of cotton clothesline in the classroom. It might work better if you have a long hallway to put up the line, or you can place the line around the perimeter of the classroom.

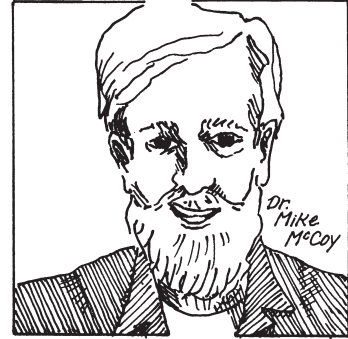
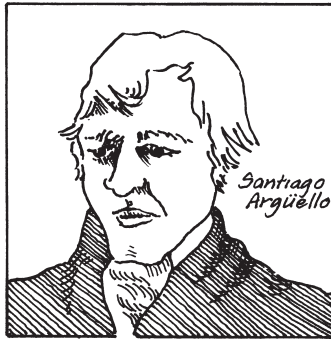
Before class begins, prepare the clothesline by dividing it into 10 sections, each 1 meter long. Each section represents 1000 years. Place a piece of tape at the beginning of each section as a marker for the students.

Procedure:

Divide the class into two groups. (For larger classes, you will have to put up two clotheslines and divide the class into four groups.) One group of students will be the "Cultural Historians" and will prepare cards showing the various populations that inhabited the Tijuana Estuary, including details about the way each population lived (tools used, etc.). The other group of students will prepare cards showing the climate and geological conditions in the Estuary during various periods of time. The students will then pin their cards to the string you have put up around the room.

After the groups have placed their cards, they will answer the questions at the end of the activity and participate in a class discussion.

History Chapter Student Sheet



Activity #1: Timeline of Tijuana Estuary Populations

PURPOSE:

To display the history of the various populations and cultures that have lived in the Tijuana Estuary area over the course of time.

INTRODUCTION:

There have been many diverse populations that have made the Tijuana Estuary their home. Each population had its own culture, used their own tools, and lived according to their own rules. In addition, the ecology, climate, and geology of the Estuary played a part in determining how these various cultures lived. By comparing each culture that lived in the Tijuana Estuary with the environmental conditions present at the time, we can better appreciate how the area evolved into the Tijuana Estuary of today.

MATERIALS:

Your group will need a set of note cards, a copy of the History reading of the Tijuana Estuary Guide, and some colored pencils or markers. Your teacher will provide a length of twine or clothesline for you.

PROCEDURE:

1. Two of the people in your group will be the Cultural Historians, and the other two people in your group will be the Ecological Historians. As a group, read the History reading of the Tijuana Estuary Guide. As you read, note in your journal the name of each population that has lived in the Tijuana Estuary, any information you can find about the way that population lived (tools used, food gathering and hunting, etc.), and the climate and geological conditions present in the

Estuary during that time.

2. Determine a color your group will use to write your information on the note cards. You should select one color for each population.
3. Cultural Historians: Write the name of one population on a notecard using the selected color. Include any information you have found about how that population lived.
4. Ecological Historians: Write the climate and estuary conditions you have found for each period in the Estuary history. You should use the same color that the Cultural Historians are using for the populations that lived during that particular period.
5. Hang your note cards on the string your teacher has put up in the classroom. Be sure to place the card in the correct time period.
6. Observe the timeline your class has just constructed and answer the following questions:
 - a) Describe any patterns you see in the timeline.
 - b) Describe the relationship between environmental conditions and cultural conditions for the different populations.
 - c) How did lifestyles change over time?
 - d) Why do you think some populations no longer exist in this area?
 - e) Are there any signs of these populations in our lives today? Explain your answer.