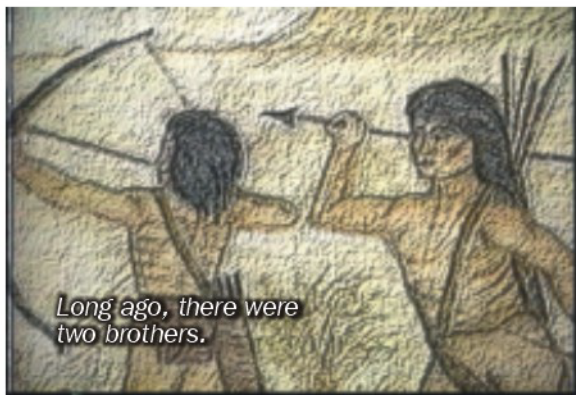


SERRANO INDIANS: PEOPLE OF THE PINES



#3512

OPEN-CAPTIONED
UNITED LEARNING

1993

Grade Levels: 4-8

16 minutes

DESCRIPTION

The peaceful Serrano lived in the San Bernadino Valley of California from pre-European settlement of the continent until the early 1900s. Discusses the customs, folklore, religion, trading, and everyday life of this Native American tribe.

ACADEMIC STANDARDS

Subject Area: United States History

- Standard: Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450
 - Benchmark: Understands the significance of beliefs held by both Native Americans and Europeans (e.g., Native American beliefs about their origins in America, ideas of land use held by Native Americans and Europeans) (See Instructional Goals #1, #2 and #3)
 - Benchmark: Compares political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., concepts of political authority, civic values, and the organization and practice of government; population levels, urbanization, family structure, and modes of communication; systems of labor, trade, concepts of property, and exploitation of natural resources; dominant ideas and values including religious beliefs and practices, gender roles, and attitudes toward nature) (See Instructional Goal #1, #2 and #3)
- Standard: Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
 - Benchmark: Understands the impact of territorial expansion on Native American tribes (e.g., the Cherokee, Chickasaw, Choctaw, Creek and Seminole removals, the significance of the Trail of Tears, the original lands held by various tribes of the Southeast and those held in the Old Northwest territory) (See Instructional Goal #4)

Subject Area: Behavioral Studies

- Standard: Understands various meanings of social group, general implications of group membership, and different ways that groups function
 - Benchmark: Knows that language, stories, folktales, music, and artistic creations are expressions of culture (See Instructional Goal #1)

INSTRUCTIONAL GOALS

1. To present examples of Serrano folk tales.
2. To depict the Serrano way of life prior to 1776.
3. To illustrate how the Serrano lived as stewards of their environment.
4. To stimulate discussion about the end of the Serrano way of life.

VOCABULARY

1. creation
2. acorn

3. tannic acid
4. obsidian
5. arrowhead
6. legend
7. shaman
8. steward
9. environmentalist

BEFORE SHOWING

1. Find the following locations on a map of California: San Bernardino, mount San Gorgonio, Morongo reservation and San Manuel reservation.
2. Review the terms *Native American* and *American Indian*.

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause after the Serrano creation story.
 - a. How do anthropologists believe that the Serrano came to live in the San Bernardino area?
 - b. What were the differences between twin brothers Pakrokitat and Kukitat?
 - c. What did Kukitat want?
 - d. According to this legend, why is there death in the world?
 - e. What is the Serrano explanation of heaven and hell?
 - f. Who is to blame for war?

AFTER SHOWING

Discussion Items and Questions

1. Discuss Serrano daily life.
 - a. What kinds of handmade work did the Serrano do?
 - b. What kind of trading did the Serrano do?
 - c. What were Serrano homes like?
 - d. What kinds of food did the Serrano eat?
 - e. What dangerous food did the Serrano eat? What did they do to lessen the risk?
 - f. How was fire-making a tedious task?
 - g. What was the importance of the campfire and the great horned owl?
 - h. For what were Serrano weapons used? How were they made?
2. Discuss the legend of the great white deer.
 - a. What animal does the great white deer look like?
 - b. What was special about this deer?
3. Discuss the legend of the great snake.
 - a. How tall and wide was the snake?
 - b. What did Kanneno do when he saw the snake?
 - c. What happened to Kanneno?
 - d. How did the shaman help Kanneno?

4. Discuss the shaman.
 - a. What jobs did the shaman have in the village?
 - b. What did the shaman do for the people?
 - c. In what subjects was the shaman an expert?
5. Discuss the Serrano's interaction with their environment.
 - a. What would the Serrano do before harvesting food or killing an animal?
 - b. How did the Serrano interact with their environment in order to survive?
 - c. Why does the video refer to the Serrano as environmentalists?
6. Discuss the interaction between the Serrano and Europeans.
 - a. Why was Father Francisco Garces important in Serrano history?
 - b. Why did the Serrano way of life vanish?

Applications and Activities

1. Discuss the characteristics of folk tales.
 - a. What is the difference between a folk tale, a legend, and a myth?
 - b. Where are folk tales told?
 - c. Who told folk tales?
 - d. How were folk tales passed down from generation to generation?
 - e. What is the purpose of a folk tale?
 - f. Why would different cultures enjoy these stories about trickster characters?
 - g. Why did Native Americans have to be clever in order to survive?
 - h. How do modern people have to be clever to survive?
2. Study folk tales.
 - a. Read a traditional Coyotes story. (See RELATED RESOURCES.)
 - b. Compare Coyote and Anansi.
 - (1) How are the characters alike in personality?
 - (2) Whom do the characters help?
 - (3) What is the purpose of the tale?
 - c. In small groups, create Coyote or Anansi stories. Each story should explain how or why something came to be. Consider the following topics:
 - (1) Why it snows in winter.
 - (2) Why stars can be seen in the night sky.
 - (3) Why people like sweets.
 - (4) Why mosquitoes bite people.
 - (5) Why owls sleep during the day.
 - d. Present the folk tales by role-playing or reading aloud.
3. Use primary sources (e.g., newspaper articles, journals, diaries, photographs, maps) to write the script for a half-hour news show on Western migration and Native American people.
4. Use a Venn diagram to compare cultural components of the Serrano people with local modern people or other Native American tribes. Consider the Hopi, the Navajo, or local tribes.
 - a. Place similar items in the overlapping portion of the two circles and place different items in the portions of the circles that are separate.
 - b. Use separate diagrams to compare customs and traditions, food, schools, forms of shelter, language, and recreational activities.
5. Make a model of a Serrano home or village.
6. Compare creation stories from other cultures.

7. Hypothesize why there are no Serrano people in the video.
8. Investigate modern life for Serrano Indians on the Morongo and San Manuel reservations.
9. Attend a powwow sponsored by Native Americans.
10. Visit a local museum's Native American displays.

RELATED RESOURCES

Captioned Media Program

- Corn is Life #2601
- Folktale From Two Lands #2659
- Indians of the Southwest #3049
- Legend of the Blue Bonnet, The #2491
- Native American's View, A: Columbus and European Settlement #3058
- Native Americans: People of the Desert #3059
- Sioux Legends #1918

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- COYOTE STORIES AND POEMS (<http://www.indians.org/welker/coyote.htm>)

A subpage of Indigenous People's Literature that includes full text documents of Native American folklore and legends.

- MYTHS AND FABLES FROM AROUND THE WORLD
<http://www.afroam.org/children/myths/myths.html>.

A subpage of Kids Zone, this site includes text and images of tales from various cultures.

- NEW PERSPECTIVES ON THE WEST <http://www.pbs.org/weta/thewest/>

This site, which accompanies the PBS series of the same title, offers an interactive timeline, map, and biographical dictionary. The multimedia tour includes: Sitting Bull, Chief Joseph, and Wounded Knee. Links to other related sites.

- NATIVE AMERICAN RESOURCES <http://www.hanksville.org/NAresources/>

An Internet library and resource catalog.

- AMERICAN HISTORY IMAGES ON FILE: THE NATIVE AMERICAN EXPERIENCE
www.csulb.edu/projects/ais/nae/

Contains photographs, drawings, maps, and short descriptions chronicling the experiences of the Native American population dating from the first migrations from Siberia (pre-1600) through recent experiences.

- POWERSOURCE GALLERY: NATIVE AMERICAN ART AND EDUCATION CENTER
<http://www.powersource.com/powersource/gallery/>

Designed to teach the cultural history of Native Americans, this online gallery provides art stories and related resources.



**PLEASE RETURN LESSON GUIDE
WITH VIDEO**

**Lesson guide also available
online at *www.cfv.org***

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