

## Lesson Idea #2: Tongva Perspective--Nature as our relatives

### Objectives:

- 1) Understand the concept of relationships and relatives as understood by the Tongva.
- 2) Given this understanding of nature and our own responsibility to nature.

### Materials Needed:

Markers  
Paper  
Picture Books

### Resources to use:

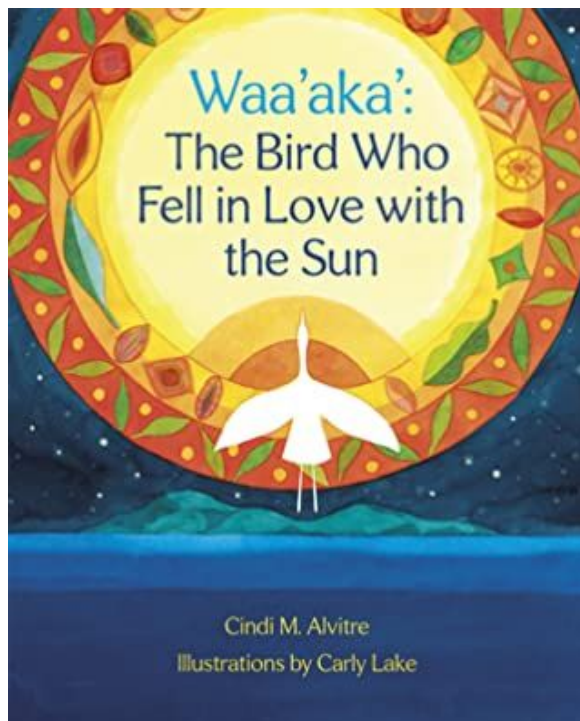
Mapping Indigenous LA: [mila.ss.ucla.edu](http://mila.ss.ucla.edu), teaching Resource  
Tongva Perspectives map  
Printed Labels of Tongva words: Breath, Relative, Ears, Head, Lungs, Heart  
Children's Books in the classroom written by Native Authors

### Background Information

We continue to define the definition of relative. Include background on relationship to nature. Consult [Mapping indigenous LA](http://Mapping indigenous LA) website and click on the Tongva Perspectives map. Review [Tending the Wild here](#).

This could be a wonderful film to show: [Brenda Child's reading Pow-wow Bow-wow](#).

Here is a Tongva book that pertain particularly to the Gabrielino Tongva, California Indians and one that speaks directly to land protection :



Define the definition of relative. Include background on relationship to nature. These [wonderfully Native authored Children's books](#) are also great to pair up with this exercise. These texts help rethink how we consider relatives and the more-than-human.

Note on pronunciations: vowels of Tongva words are pronounced in similar ways to Spanish. See Tongva Language Facebook page for soundclouds on many words.

### **Exercises**

- 1) Relationship exercise: Generate from the students the definition of relative. Ask students: what other living things are important to you?
- 2) Explain that the Tongva feel that the plants, water, animals and elements of nature are their relatives.
- 3) Read one of the picture books identified in the above list that explains this relationship to nature. Ask questions about how the humans, plants, and animals relate in the text? How do they help each other? Do you have a special relationship to a certain plant or animal? What do they need to grow and be well?
- 4) Look at the Oak Woodland image found on Teaching resource at MILA website with a Tongva view of relative *Hiinken* that ties to *Hiiko* that means breath or spirit or wind.

### **Assessment:**

Students respond in writing to the following ideas. The Tongva feel that the plants, water, animals and elements of nature are their relatives to be treated with respect. Who are your relatives in nature?