First Peoples Classroom Visit



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SANTA CRUZ MUSEUM of natural history

First Peoples Program Introduction

The First Peoples Program is one of the Museum's oldest and most popular programs. We strive to respectfully and accurately represent local native tribes, their history, and their culture. The key terms and themes of this program have been thoughtfully and intentionally created with input from tribal consultants from the Amah Mutsun Tribal Band, as well as feedback from teachers and docents who have participated in this field trip. We continue to regularly update our program and supporting materials to reflect the most up-to-date information available. **While the museum is closed we will continue to offer this program by bringing it directly to your classroom.**

A Note on Terminology:

The terms "**Ohlone**" or "**Ohlone culture**" are applied to belongings, practices, and knowledge that pertain to the 50 tribes spanning from Big Sur to San Francisco. This is a modern grouping, coined by anthropologists, and members of each tribal group do not necessarily identify as "Ohlone". This term is useful when specific origins are unknown, or to describe widely-used cultural practices shared amongst many groups in this area.

Due to decades of missionization, direct lineage from many of these groups has been lost, along with knowledge and physical evidence of their culture. Whenever possible, we will attribute belongings and practices to their specific origins, recognizing that Indigenous culture is by no means homogeneous.

Awaswas was the language spoken by groups in the Santa Cruz area, and **Mutsun** was the language spoken by groups in the Watsonville/Gilroy area. Many of the descendents of the peoples taken to Missions Santa Cruz and San Juan Bautista may identify as **Amah Mutsun** and have formed a tribal band, and are working to relearn their culture and heal from historic trauma. For more information, visit amahmustun.org.

To view a detailed map of the tribes in this area, please visit our virtual First Peoples exhibit.

First Peoples Program Overview

Grades: 3rd - 4th

Topic: Students learn about the culture of the original human inhabitants of Santa Cruz. Through exploration of cultural belongings, they see different tools and practices used in Indigenous Cultures. In the process of learning about Native people's connection to nature, students come to understand that humans are a part of the ecosystem. By creating a seed ball at the end of the program they will learn about and participate in the Ohlone concept of gratitude. They also develop cultural awareness and are able to see similarities and differences between cultures, both as they were and as they are.

Why is this a relevant and interesting topic? Not only is learning about Native Americans a state standard for all students, it is also important to have a perspective of different cultures. Native people today work to protect and preserve their culture, traditions, and practices, and by teaching children about these things we help them to do so. Even for those who have no Native ancestry, learning about these cultures can be relevant to all our lives. We can benefit from exposure to a diversity of cultures, particularly those that have a different type of connection to the environment. Especially in a time when people are further disconnected from natural processes and from how things that they use daily are made, children are interested to learn about and practice resourcefulness, and begin to truly *see* the nature that surrounds them, not only as a backdrop, but as a resource and a system of which they are a part.

Stewardship Goal: At the conclusion of this program, students will not only have an appreciation for the history of Native people in this area, but also for their connection to nature. *Students will be better prepared to:*

1. Observe plants and animals consider their value/use for food, tools, shelter, etc.
2. Make choices that demonstrate an understanding that the health of their environment influences their own health and that of their community.
3. Take action to conserve resources with an understanding that all animals, including humans past and present, need clean food, air, water, and space to survive.

Objectives: *By the end of the program, students will:*

1. Relate their own needs to the needs of people in the past and people in different cultures, including the need for food, water, shelter, and community.
2. Identify Ohlone as the culture practiced by Native Americans in this area, and name of the tribe that lived where their school is.
3. Empathize with other cultures rather than reducing them to stereotypes and know that Ohlone culture is still practiced.
4. Identify at least one example of a native plant and animal that was used for food, shelter, or tools.
5. Demonstrate gratitude for nature & the resources it provides.

California Standards

We are actively working on developing our curriculum and helping teachers to identify ways in which our program supports and relates to Common Core, CA History-Social Science Frameworks. **Click here** for a more detailed look at the standards and how this program supports them.

California Standards		
ALL GRADES		
Science and Engineering Practices **Engaging in argument from Evidence**	**Disciplinary Core Ideas** **LS1.C: Organization for Matter and Energy Flow in Organisms** All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	**Crosscutting Concepts** **Stability and Change** Students observe some things stay the same while other things change, and things may change slowly or rapidly.
History-Social Science Standards		
HSS3.1.2 Students trace the ways in which people have used the resources of the local region and modified the physical environment. **HSS3.2.2** Students discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment. **HSS4.2.1** Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.		

First Peoples Program Outline

We will do our best to adhere to the following outline. Please let our staff know as soon as possible if your class has specific needs with respect to timing. **Total program time: 80 minutes, 95 minutes including set up**

Set up (before program start time): 10 minutes
Greeting/Introduction: 10 minutes
Station 1: 10 minutes
Station 2: 10 minutes
Station 3: 10 minutes
Station 4: 10 minutes
Gratitude: 15 minutes
Conclusion: 10 minutes
Passing time between stations: 1 minute each, 6 minutes total
Clean up: 10 minutes*

***If moving between classrooms between program one and two, instructors will need 20 minutes for take down and set up**

Greeting/Introduction

Time: 10 minutes
Objectives: Provide an overview of the program and introduce concepts of **culture**, **nature connection**, and **natural resources**. Students will look at a map and learn about the terms **Ohlone, Awaswas, Uypi,** and **Amah Mutsun**. Students will understand that Native people have been here for a very long time, have a rich culture, and how they use the abundant natural resources of Santa Cruz in their daily life.
Materials: Map, timeline rope
Vocabulary: Ohlone, Awaswas, Uypi, Aptos, Amah Mutsun, culture, native

Station 1: Hunting tools (Museum Staff led)

Time: 10 minutes
Objectives: Students will discuss resourcefulness and honorable harvest, and the many uses of animals by Native people. Students learn about the hunting traditions of the local Native people.
Belongings /tools: animal pelts, bow, arrow, spear, atlatl
Vocabulary: hunting, sustainability, camouflage, native, senses, atlatl

Station 2: Belongings (Student led)

Time: 10 minutes
Objectives: Students will explore several belongings and make inquiries about what they are made out of and what they are used for. We will discuss the many uses of animals by Native people.
Belongings /tools: antlers, rattle, tule saw, musical instruments, hunting picture, hoof picture
Vocabulary: hunting, sustainability, camouflage, native, senses

Station 3: Acorn gathering and processing (teacher led)

Time: 10 minutes
Objectives: Students will learn about the honorable harvest. Students will learn what tools native peoples use to process acorns and what natural resources these tools came from. Students will learn why it is important to wash acorns before eating them.
Belongings /tools: Baskets, mortar and pestle, acorns
Vocabulary: oak, acorn, mortar and pestle, gratitude

Station 4: Other native plants and their uses (Student led)

Time: 10 minutes
Objectives: Students will learn about other plants and their uses. Students will learn how native people made fire. Students will learn about the abundant variety of foods the native people ate.
Belongings /tools: Fire making tools, tule belongings (baskets, rope, mat, boat, and duck decoy), native foods examples
Vocabulary: Fire board, gratitude, tule, duck decoy, seasonal native plants

Gratitude

Time: 15 minutes
Objectives: Students will learn about and practice gratitude for nature and make a native plant seed ball they can take home or plant in a school garden.
Belongings /tools: Clay, soil, native plant seeds
Vocabulary: gratitude, honorable harvest, native plant

Conclusion

Time: 10 minutes
Objectives: Students will be introduced to the concept that fire is an important tool for the Native people in this area, and that it was used to benefit plants, animals, and people. We will tell a traditional story, called *How Hummingbird Got Fire*, that was shared with us by the Amah Mutsun. We will emphasize continued Indigenous presence.

First Peoples Classroom Kit

Why do we provide the First Peoples Kit?

This education kit is designed to familiarize your students with topics presented in the *First Peoples of Santa Cruz* field trip and to provide a depth of experience and opportunity to apply knowledge after the trip. It can also be used within your own unit on the Native people of Central California. The activities within this kit will give your students a better understanding of such topics as **food preparation, the use of native plants and animals, oral tradition, and culture** using unique belongings , hands-on exploration, engaging activities and writing prompts.

How does it work?

We recommend that these activities are done in the order that they are presented, for a more comprehensive understanding of relevant concepts. These activities can be adjusted to different age or learning groups by adjusting the level and amount of reading and writing, and choosing appropriate vocabulary.

First Peoples Kit Contents

1. Supplemental Activity Curriculum Descriptions
2. Visual Aids to support curriculum, including Native plant guide, Mix and Match game cards, and worksheets
3. Belongings to support exploration including shells, pelts, Stave game, Clapper stick, Tule item, Fire drill, Mortar and Pestle, and Acorns
4. Books including: *Life of the California Coast Nations,* by Bobby Kalman; *Rumsen Ohlone Stories;* told by Linda Yamane; *Little Deer and the First Native American Flute*, by Al Striplen; *When the Mission Bells Rang,* by Judith A. Scott

List of Activities and Key concepts Covered

1. **Tending Nature -** Students identify the needs of living things and explore the relationship between Ohlone people and nature.
2. **Tule Tools** - Students explore how plants are used beyond food
3. **Painting with Nature** - Students experiment with natural materials to create pigments
4. **Story Reconstruction** - Students practice using oral tradition to preserve information
5. **Tree of Music -** Students learn about traditional Ohlone songs and instruments
6. **Mission Bells -** Students learn about how the Missions affected the Native people and animals
7. **Staves Game -** Students learn how to play a traditional Ohlone game and can make their own

The Educational Kit includes the visual aids and materials for all activities and suggestions for extension activities and writing prompts which encourage deeper understanding.

Additional Resources

Website of the Amah Mutsun Tribal band Learn about the history of the Awaswas and Mutsun speaking peoples from their descendants.

Virtual First Peoples exhibit See the items in our First Peoples exhibit and learn more about them and their history.

Video: Amah Mutsun Fire relationships Fire is many things to the Amah Mutsun and other California Indian Tribes — it is sacred, it is a tool gifted by Creator, and it is a way to restore balance to Mother Earth. This presentation will share more about how the Amah Mutsun are using fire to restore landscapes and relationships in the Santa Cruz mountains and beyond.

Video: Ancient Scorched Seeds and Indigenous Land Stewardship Archaeologists can analyze charred seeds and other plant remains to learn about relationships between people and the natural world deep into the past. This talk will describe how a collaborative research project between Amah Mutsun Tribal Band, State Parks, and academic researchers utilized this type of information to explore how Indigenous peoples on the coast of San Mateo and Santa Cruz Counties used prescribed burning to steward local landscapes. Guided by these findings, Amah Mutsun Land Trust is working to revitalize Indigenous-based stewardship of open spaces today.

Activity: Ohlone Matching Game Native people living along the Central California Coast practicing the Ohlone culture understood nature and responsibly stewarded resources for their survival. Do you know what it means to be a steward of nature? To be a steward is to take care of something. To be a steward of nature you first must understand nature and then you can learn how to care for it and preserve it for the future. In the past and today people have depended on natural resources to survive. Today we are going to learn about natural resources that were important to the Ohlone.

Article: Milling with a Metate On exhibit in the Museum you'll find several large mortars and pestles which were used to pulverize or smash natural materials. They were especially useful in processing larger food substances, like acorns. Here, we expand this picture by showing another type of stone tool that hasn't been on regular display: a metate, or milling stone.

Article: An Ohlone Basket: At the Santa Cruz Museum of Natural History, we are fortunate to be able to provide local residents and visitors access to one the few existing historical Ohlone baskets. Many of the remaining historical Ohlone baskets are in museums as far away as Europe and even Russia. Here, so close to its origin, it can better be seen within its historical and cultural context.

Video: Collections Close up: Interwoven History of Baskets and Museums Unravel the complex ways in which consumer trends and museums influenced early 20th basketry collections and craft in this recording. Collections Manager Kathleen Aston elaborates on these trends and how they relate to our collection. Julie Sidel, Interpreter 1 for Santa Cruz Mission State Historic Park, joins the discussion to share how the intersection of museum belongings and interpretation illuminates daily life at the Santa Cruz Mission.