



Welcome to the Ohlone Program

The Ohlone 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. Thanks to the generous support of the Santa Cruz County Community Foundation, we are able to **revisit and revise** this program to best reflect current knowledge about Ohlone culture. The key terms and themes of this program have been thoughtfully and intentionally created with input from **Ohlone consultants**, as well as feedback from teachers and docents who have participated in this field trip. We have done our best to preserve some of the "favorites", while updating the content and adding activities to include more interactive, inquiry-based, and student-driven learning. Teacher feedback has been invaluable in this process, and we thank you for your support as we continue to grow.

Part I: Ohlone Program Overview

Title: Ohlone Program

Topic: Students learn about the lifestyle of the Ohlone people native to the Santa Cruz area, known as the Awaswas, before the introduction of Europeans. They see different tools and practices used to survive, and gain an understanding of a different culture, allowing them to view and connect to nature in a different way. In the process of learning about the Ohlone's connection to nature, students come to understand that humans are a part of the ecosystem.

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.

Theme Statement: The Santa Cruz region offered a sustainable way of life for its native people with its rich biodiversity of flora and fauna. By studying how the Awaswas (commonly

generalized as the Ohlone) relied on their knowledge of local plants and animals, as well as their unique skills honed over thousands of years of surviving and thriving in this region, students develop an appreciation for native traditions, plants, animals, and habitats. They also develop cultural awareness and are able to see similarities and differences between cultures, both as they were and as they are.

Learning Objectives:

Stewardship Outcomes: 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. Notice plants and animals, and 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.

Additional Outcomes: *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 the tribe that lived where their school is.
3. Empathise with other cultures rather than reducing them to stereotypes and know that Ohlone culture is still practiced.
4. Identify at least one example each of native plants that were used for food, shelter, and tools.
5. Identify at least one animal that was important to survival and Ohlone culture.
6. Demonstrate *thankfulness* for their experiences in nature.

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, and Next Generation Science Standards. This is by no means an exhaustive representation of the connections that can be drawn from our program, but shows what we strive to do best. If you have any comments, suggestions, or concerns about how the standards are reflected in our programming, feel free to contact us.

Core Objectives of the Ohlone Program	Common Core (CC) and History-Social Science (HSS) Standards Supported	Next Generation Science Standards (NGSS) Disciplinary Core Ideas Supported and Related*
<p>Students learn to identify the area in which Ohlone tribes lived, and how they <i>interact with the natural environment in this region</i>.</p>	<p>HSS1.2.4 Students Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>HSS3.1.2 Students trace the ways in which people have used the resources of the local region and modified the physical environment.</p> <p>HSS3.2.2 Students discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment.</p>	<p>*ESS3.C Human Impacts on Earth Systems K-ESS3-3: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p>
<p>Students learn that all living things, including people (past and present) <i>need food, shelter, space, and water to survive</i>.</p>	<p>HSSK.6.3 Students understand how people lived in earlier times and how their lives would be different today (e.g., getting water, growing food, making clothing).</p>	<p>ESS3.A: Natural Resources K-ESS3-1: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p>
<p>Students <i>compare their lives</i> to the lifestyles of a past culture, including family and community structure.</p>	<p>HSSK.6.3, HSS3.1.2, HSS3.2.2 (see above) HSS1.4.3 Students recognize similarities and differences of earlier generations in such areas as work, dress, manners, stories, games, and festivals.</p>	<p>*LS2.D: Social Interactions and Group Behavior 3-LS2-1: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p>
<p>Students identify native plants and animals and their potential <i>roles in human life</i> (food, tools, cultural symbols). This includes <i>how Ohlone may have applied their knowledge</i> to interact with (hunt, avoid, use for tools, etc) plants and animals.</p>		<p>ESS3.A (see above) ETS1.A: Defining and Delimiting Engineering Problems 3-5-ETS1-1: Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria).</p>

Part II: Ohlone Program Field Trip Content

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, such as an early departure time or wanting to include “free time” in the program hour. Late arrivals or early departures may result in the exclusion of some parts of the program.

Greeting/Introduction: 5 minutes

Station 1: 20 minutes

Station 2: 20 minutes

Walk/Conclusion: 15 minutes

Total program time: 1 hour

Groups are welcome to explore the museum for up to 30 minutes after their program.

Greeting

Time: 5 minutes

Location: Front steps

Objectives/vocabulary: Provide an overview of the program and introduce key concepts.

- **Geography** of the region inhabited by the people we will be discussing.
- **Appropriate names** for the Native People of the region, past and present.
- **Survival** in this landscape, which required deep knowledge and **gratitude** for the natural abundance of the area.
- **Museum rules** and explanation of the organization of the program (two rooms, switch, meet outside together).

Plant Station

Time: 20 minutes

Location: Front Room/ “Ohlone Room”

Objectives: Students will a) explore the exhibit and artifacts, b) examine tule and apply critical thinking to understand how this plant was used, and c) experience turning acorns into food. In doing so, students will learn about native plants and their uses as food, shelter, and tools. They will begin to explore the important relationship between the Ohlone and nature, and realize why the Ohlone expressed thankfulness for their resources.

Vocabulary: oak/acorn, weaving, management, resource, gratitude, oral tradition, ecosystem

Artifacts/tools: mural, baskets, mortar and pestle, soaproot brush, food examples, plant guides, dried plants, tule artifacts: baskets, rope, mat, duck decoy** and net** (**can be used in both stations)

Animal Station

Time: 20 minutes

Location: Back Room/ "Animal Room"

Objectives: Students will a) explore the exhibit, b) apply critical thinking skills to understand and model hunting practices, and c) discuss resourcefulness and using animals not only to survive, but to thrive and have a rich culture. In doing so, students learn about hunting traditions of the Ohlone people, and see examples of ways that animals were used beyond food (such as musical instruments). They will be introduced to animals not only as food and resources, but also as cultural symbols found in storytelling and central to Ohlone culture.

Vocabulary: hunting, sustainability, sweat lodge, scent, camouflage, decoy, oral tradition

Artifacts/tools: deer pelt, antlers, bone skin scraper, bow and arrow, atlatl, fishing basket, tule duck decoy and net** (**can be used in both stations)

Nature Walk/ Conclusion

Time: 15 minutes

Location: garden path and amphitheater

Objectives: Students will a) review what they learned about uses for plants, b) recall animals that are important to Ohlone culture, c) practice firemaking, d) appreciate oral tradition by listening to a story. In doing so, students will reinforce knowledge, and by discussing management practices of plants and animals, deepen their understanding of human's role in the ecosystem. They will understand that oral tradition was crucial for passing on this information and other skills such as firemaking. Docents will assess student learning based on participation and responses.

Vocabulary: oral tradition, culture, heritage, descendent

Artifacts/tools: firemaking tools, stave game, hoop game, artifacts, plant cards

Part III: Resources & Ohlone Classroom Kit

We encourage field trip participants to rent our Ohlone Classroom Kit. This kit includes artifacts, books, and other resources that will support classroom learning in preparation for the field trip, or as a continuation of learning after the trip. We are also happy to share additional resources and links to information that we have found to be accurate and up to date. Please visit the education page on our website for more information and helpful links.

We are in the process of updating our kit curriculum and contents. In order to avoid a disruption in kit availability we have chosen to do so gradually, and for a time our kits will include both new and previously used curriculum. We appreciate your patience as we work to consolidate and build consistency in presentation.

<p>Kit Curriculum</p> <p>The “old manual” includes:</p> <ul style="list-style-type: none"> ● Descriptions of items and artifacts in the kit ● A “Mix and Match” game ● Descriptions and materials for 2 Ohlone games ● A map of pre-contact tribal territories <p>The “new manual” includes several recommended activities:</p> <ul style="list-style-type: none"> ● Tending Nature: identifying the needs of living things and exploring the Ohlone relationship with nature. ● Tule Tools: an exploration of using plants beyond food. ● Painting with Nature: an experiment to test the properties of various materials. ● Story Reconstruction: practicing oral tradition. 	<p>What’s in the kit:</p> <ul style="list-style-type: none"> ● The newer “Ohlone Program Classroom Kit” manual ● An older manual, “Welcome to the Ohlone Kit” ● Artifacts <ul style="list-style-type: none"> ○ Shell necklace ○ Rabbit pelt ○ Stave game ○ Bag of acorns ○ Stone/ Obsidian points ○ Tule craft (boat and/or basket) ○ Tule samples ○ Moon snail, abalone, and other shells ○ Chia seeds ○ Bag of Obsidian ● Images <ul style="list-style-type: none"> ○ Laminated flash cards ○ Laminated Native Plants and Uses cards ○ Mix and Match Game Cards ● Media <ul style="list-style-type: none"> ○ <u>Life of the California Coast Nations</u>, by Bobby Kalman ○ <u>Rumsien Ohlone Stories</u>, told by Linda Yamane
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