

# First Peoples Program

## Field Trip Overview



**SANTA CRUZ MUSEUM**  
of natural history

## **About the Museum**

The Santa Cruz Museum of Natural History is a leader in environmental education in Santa Cruz County, serving more than 30,000 children and adults each year.

Our school programs connect youth with nature, engage them in scientific exploration and discovery, and cultivate the next generation of environmental stewards. We cover a wide variety of natural history topics such as watershed science, animal adaptations and habitats, and the history and culture of Native Peoples. All of our offerings aim to create a personal understanding of the natural world around us and our role in it.

All of our programs support state standards and diverse learning styles. Click [here](#) for in-depth NGSS, CCSS, and HSS alignment.

## **Transportation Scholarships**

The Museum is happy to offer transportation scholarships to classes who request assistance, but cannot guarantee the availability of funds. Please let us know if you are interested in a scholarship to help either fully or partially cover the cost of a bus.

## **Sponsors**

Thanks to our school program supporters: Captain Planet Foundation · City of Santa Cruz · Community Foundation Santa Cruz County · David & Lucile Packard Foundation · Helen and Will Webster Foundation · Monterey Peninsula Foundation, host of the AT&T Pebble Beach Pro-Am · Project Learning Tree, a program of the Sustainable Forestry Initiative, Inc. · Santa Cruz Beach Boardwalk · Save the Redwoods League

# Welcome to the First Peoples Program

Designed for Grades K-4

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.

## ***A Note on Terminology:***

The terms “**Ohlone**” or “**Ohlone culture**” are applied to artifacts, 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 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 have been lost, along with knowledge and physical evidence of their culture. Whenever possible, we will attribute artifacts and practices to their specific origins, recognizing that Indigenous culture is by no means homogeneous.

**Awawas** was the language spoken by groups in the Santa Cruz area, and **Mutsun** was the language spoken by groups in the Watsonville/Gilroy area. Descendants of Awawas and Mutsun speakers taken to Missions Santa Cruz and San Juan Bautista now 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](http://amahmustun.org).

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

## **Additional Resources**

We encourage field trip participants to rent our [First Peoples 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 happy to share additional resources and links to information that we have found to be accurate and up to date. Please visit the [Educational Resources](#) page on our website for more information and helpful links

# First Peoples Program Overview

**Topic:** Students learn about the culture of the original human inhabitants of Santa Cruz. Through exploration in our native plant garden, exhibits, and artifacts, 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. 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 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. 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.

## 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. [Click here](#) for a more detailed look at the standards and how this program supports them.

<b>Next Generation Science Standards</b>		
<p>Performance Expectations</p> <p><b><a href="#">K-ESS3-1</a></b>: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p> <p><b><a href="#">3-5-ETS1-2</a></b>: Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the design problem.</p>		
<p><i>K-2 Grade Band</i> <b>Developing and Using Models</b></p>	<p><i>K-2 Grade Band</i> <b>ESS3.A: Natural Resources</b></p>	<p><i>K-2 Grade Band</i> <b>Systems and System Models</b></p>
<p><i>3-5 Grade Band</i> <b>Constructing Explanations and Designing Solutions</b></p>	<p><i>3-5 Grade Band</i> <b>ETS1.B: Developing Possible Solutions</b></p>	<p><i>3-5 Grade Band</i> <b>Influence of Science, Engineering, and Technology on Society and the Natural World</b></p>
<b>History-Social Science Standards</b>		
<p><b>HSSK.6.3</b> 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><b>HSS1.2.4</b> 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><b>HSS1.4.3</b> Students recognize similarities and differences of earlier generations in such areas as work, dress, manners, stories, games, and festivals.</p> <p><b>HSS3.1.2</b> Students trace the ways in which people have used the resources of the local region and modified the physical environment.</p> <p><b>HSS3.2.2</b> Students discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment.</p>		

# First Peoples Program 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 needing to leave early. Late arrivals or early departures may result in the exclusion of some parts of the program.

Greeting/Introduction: 10 minutes

Station 1: 25 minutes

Station 2: 25 minutes

Conclusion: 10 minutes

Free Time: Up to 20 minutes

**Total program time: 1.5 hours**

## Greeting/Introduction

**Time:** 10 minutes

**Location:** Amphitheater or inside museum (weather dependent)

**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.

**Vocabulary:** Ohlone, Awaswas, Uypi, Aptos, Amah Mutsun, culture, native

## Station I: Native Plants & Their Uses

**Time:** 25 minutes

**Location:** Begins outside, then inside museum

**Objectives:** Students will learn how to identify a native coast live oak tree. We will discuss the relationship between Native people and oaks, beginning with gratitude and honorable harvest. We will move inside the Museum to the First Peoples exhibit, where students will learn how to process acorns the traditional way, using a mortar and pestle. We will also explore other plants that were useful for daily life including Tule and Willow. Students will learn about native plants and their many uses as food, shelter, and tools.

**Vocabulary:** oak, acorn, mortar and pestle, gratitude, tule, willow

**Artifacts/tools:** mural, baskets, mortar and pestle, fire making tools, tule artifacts (baskets, rope, mat, boat, and duck decoy)

## Station II: Animals & Artifacts

**Time:** 25 minutes

**Location:** Amphitheater or in museum (weather dependent)

**Objectives:** Students will explore several artifacts and make inquiries about what they are made out of and what they are used for. We 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 and play a sensory awareness game to model the skills needed to be both hunter and prey.

**Vocabulary:** hunting, sustainability, camouflage, decoy, native, senses, atlatl

**Artifacts/tools:** animal pelts, antlers, bow, arrow, spear, atlatl, rattle, tule knife, musical instruments

## Conclusion

**Time:** 10 minutes

**Location:** Amphitheatre or inside museum (weather dependent)

**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 end with gratitude and emphasize continued Indigenous presence.

## Free Time

**Time:** Up to 20 minutes

**Location:** Whole Museum

**Objectives:** Students are invited to further explore the artifacts and activities from the program, grind acorns using mortars, attempt to make fire, and explore the rest of the Museum, including the Intertidal Touch Pool with live sea animals.