



## 4th Grade Native American Program Pre-Visit Review

### Synopsis

Students travel back in time and experience the daily life of various California Native American peoples. On a hike through the Center, students visit several geographic regions of California. They visit the Torrey Pines and learn how the Kumeyaay people made fire using the natural resources available to them. They visit the Chaparral and play games once played by the Chumash people. In the Redwood forest, students weave mats and baskets as the Sinkyone people once did. In the oaks woodlands of the Sierra Nevada foothills students process acorns as the Miwok once did. In the Closed Cone Pine students hunt as the Muwekma did.

State Social Science Standards: 4.2.1 & 4.2.5

Aspects of this program also correlate with California's Environmental Principles and Concepts from the Education and the Environment Initiative (Assembly Bill 1548 and 1721). For more information on the "EPC's" visit [www.calepa.ca.gov/education/eei](http://www.calepa.ca.gov/education/eei)

### Objectives

- Students will be able to describe ways the California Native Americans used natural resources in their daily lives.
- Students will be aware that we use natural resources every day, just as the Native Americans did, and these natural resources are limited and should be used responsibly.

### Vocabulary to Review:

- **Natural Resources** - things we find in nature that we need or want.
- **Archaeologist** - a scientist who studies prehistoric people and their culture.
- **Artifact** - An object made by humans, such as a tool or weapon, that provides physical evidence (a clue) from the past.
- **Midden** - a mound of refuse (trash) containing shells and animal bones marking the site of a prehistoric settlement.
- **Legend** – A story handed down from the past.

### State Social Science Standards Covered

- Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- Discuss 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 **natural resources**.
- Describe the **daily lives** of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

## **Environmental Principles and Concepts Covered in this Program:**

- Provide examples of how water, landforms, vegetation and climate affect human activity in California.
- Identify that the needs of humans in California are met by using goods and ecosystem services from natural systems.
- Describe how the regions where different California Indian nations lived supplied them with different natural resources, goods and ecosystem services and resulted in different land use patterns and economic activities in each region.
- Explain how the California Indian nations modified their physical environment by cultivation of land and use of sea resources.