



3rd Grade Tongva Trail Study Guide



State Social Science Standards Covered

- 3.1 Students describe the physical and human geography and use maps and photographs to organize information about people, places, and environments in a spatial context.
- 3.1.2 Students trace the ways in which people have used the resources of the local region.
- 3.1.1 Students describe the American Indian nations **in their local region** long ago and in the recent past.
- 3.2.1 Students describe national identities, religious beliefs, customs, and various folklore traditions.
- 3.2.2 Students discuss the ways in which physical geography, including climate, influenced how the local Native Americans adapted to their natural environment (how they obtained food, clothing, tools).
- 3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.

Objectives

- Students will be able to describe ways the Orange County 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.

Key Concepts to Review

- The Native Americans who lived (and still do live) right here in Orange County are Gabrielinos. Many people with Gabrielino ancestry now refer to themselves as “Tongva.”
- Another group of Native Americans who lived (and still do live) right here in Orange County are Juaneños. They call themselves the “Acjachemen.”
- The Tongva and Acjachemen used plants for clothing, food, medicine, tools and shelter.
- String was the most important tool.
- The Tongva and Acjachemen used rabbit sticks more than bows and arrows because they hunted small prey. They used nets to catch ducks and other shore birds that lived near the beach.
- The Tongva and Acjachemen enjoy music as entertainment, but it is also part of their ceremonies and story-telling tradition.
- **Legends** are stories handed down from the past.
- The Tongva and Acjachemen often **traded** for what they wanted/needed.

Introduction

Students travel back in time to learn about the tools, trade, and customs of the Tongva (Gabrielino) and Acjachemen (Juaneño) people of Orange County. Along the trail students see, touch, and smell the plants used centuries ago by Native Americans. They make string out of plants, use “rabbit sticks” to “hunt”, perform music using authentic Tongva instruments, make “money” using pump drills, and play authentic Native American games. During a visit to the ENC’s new “green” building, students enter a life-size Tongva dwelling and use a mortar and pestle to grind “acorns.”

Recommended Books to Read

MY ANCESTORS' VILLAGE by Roberta Labastida

Through Indian Eyes: The Native Experience in Books for Children by Beverly Slapin and Doris Seale

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms by Guy Jones & Sally Moomaw

Pasquala: The Story of a California Indian Girl By Gail Faber and Michele Lasagna

The Charmstone By Eleanor Hoffman

Indians of the Oaks Melicent Lee

Suggested Classroom Activity: Create a New Culture

Materials

Plain white paper

Various colors of construction paper

Pencils, crayons, markers, scissors, glue

Objective

- To stimulate thought about culture.
- To recognize cultural diversity.
- To prepare students to learn about the Tongva & Acjachemen.

Procedure

- Brainstorm with your class: What things reflect American culture (e.g. foods, clothing styles, music)? What ideas are synonymous with American thinking? Record student thoughts on the board. Based on their thoughts about American culture, create a class definition of culture. For example, the Iowa department of Education in 1989 defined culture as “the ever changing ways of believing, feeling, and behaving of a group of people; the way of life of a people, their values, skills, customs and resulting material culture.”
- After establishing a definition, inform the class that each student will create a new culture with its own cultural name and symbol. They may use letters from their names to create a new name (e.g. Tim Jackson would become the “Tison” people).
- Have students draw their cultural symbols on the white paper. Encourage each student to use things that best represent him or her (i.e. a student who plays guitar might draw a guitar).
- Give each student a piece of construction paper, cut in the shape of a shield or crest.
- Have students write the culture’s name on the bottom of the shield, then glue on their drawings.
- Students can write a few sentences on the backs of their shields, explaining the significance of the symbols.

Wrap-up

Collect shields and display them in the classroom. Take note of the similarities and differences among the shields. Compare the diversity of the class cultures to the diversity of cultures among Native Americans. Students interview their parents or grandparents about their family’s culture. What is the history of the family? Do they share a religious belief? What is the origin of certain family traditions? Have the students write a short essay relating what they learned. Invite some students to share their stories in front of the class.

Suggested Classroom Activity: Native American Rattle

Materials

Twigs
Yarn
Scissors
Tape or Glue
Feathers, beads, buttons, washers, spools, shells with holes in them

Objective

Your students will create their own musical instruments using items from nature or found items, similar to the ones that were used by CA Native Americans hundreds of years ago. They will learn that music can be made using almost anything!

Procedure

- Lay out the craft supplies for your students, so they can choose what they would like to use to make their instruments.
- Have them wrap their twig with the yarn and leave several pieces of yarn (about half the length of the stick) dangling.

- Have them thread a couple “noise makers” onto each piece of string.
- They can add beads and feathers to their rattle for decoration.
- To play the rattle, your students will roll the stick between their palms to cause the noise makers to hit each other.

Wrap-up

What other items can you use to make instruments? Homework: Have your students collect items from around the house or recyclables (with permission from their guardians) OR gather items from nature (not living things! Make sure you collect in an appropriate area) and make a different kind of instrument.

Suggested Classroom Activity: Trading Day!

Materials

All students should bring in some handcrafted or homemade wares to school on the day they are going to trade. These wares should be inexpensive, and made primarily from things already found around the house. Examples of wares students could bring include friendship bracelets, stationery, cookies, candles, bookmarks, ornaments, pressed flowers, artwork and clay beads. Food, drink and candy may also be used on Trading Day. If students decide to purchase materials, a class spending-limit should be established.

Objective

Students will learn that many years ago, before there was a modern day economy based on money, people traded every day items to get what they needed and wanted. Different items had different values based on their usefulness, rarity and difficulty to produce.

Procedure

- A couple of days before trading day, send a letter home with your students detailing what it is they will be doing. This will give them time to come up with something to bring.
- Prior to trading, ground rules should be established for this simulation. Review ways of saying "no thank you" that will not hurt people’s feelings. Brainstorm ideas to determine how to offer goods or services. Prior to trading, have students display their goods and services, preferably with creative displays. Allow students the opportunity to make a verbal "sales pitch" to the class.
- Allow for a 10-minute "period of review" in which students circulate among the products to be bartered. No bartering should take place at this time. During this time, students can decide what items they want and begin to determine a strategy for getting the desired item(s).
- Flash the lights in the classroom to signal the beginning of trading. This activity can run for 30-45 minutes.
- Flash the lights to signal five more minutes until the end of trading.
- Flash the lights a final time and announce the end of trading.

Wrap-Up

What did you learn about bartering? What would you do differently if you could do this activity again? Describe the best, worst and/or the most creative trade you made.

Legend: *How California Was Made*

Long, long ago, before there were people, there was hardly anything in the world but water. One day, Great Spirit looked down from heaven. He decided to make a beautiful land. But where could he begin? All he saw was water. Then he spotted a giant turtle. The turtle was as big as an island. Great Spirit decided to make the beautiful land on the turtle's back.

One turtle was not big enough. The land Great Spirit wanted to make was very large. So he called out, "Turtle, hurry and find your six brothers." Turtle swam to find them. It took him a whole day to find the first. It took another day to find the next. After six days, turtle had found his six brothers. "Come", he said. "Great Spirit wants us."

Great Spirit called down. "Turtles! Form a line, head to tail, and north to south. Umm, you three to the south please move a little to the east. Hmm. There, that's just right. What a beautiful land you will make! Then Great Spirit reminded them, "It is a great honor to carry this land on your backs. So YOU MUST NOT MOVE!"

The turtles stayed very still. Great Spirit took some straw from his supply in the sky. He put it on the turtle's backs. Then he took some soil and patted it down on top of the straw.

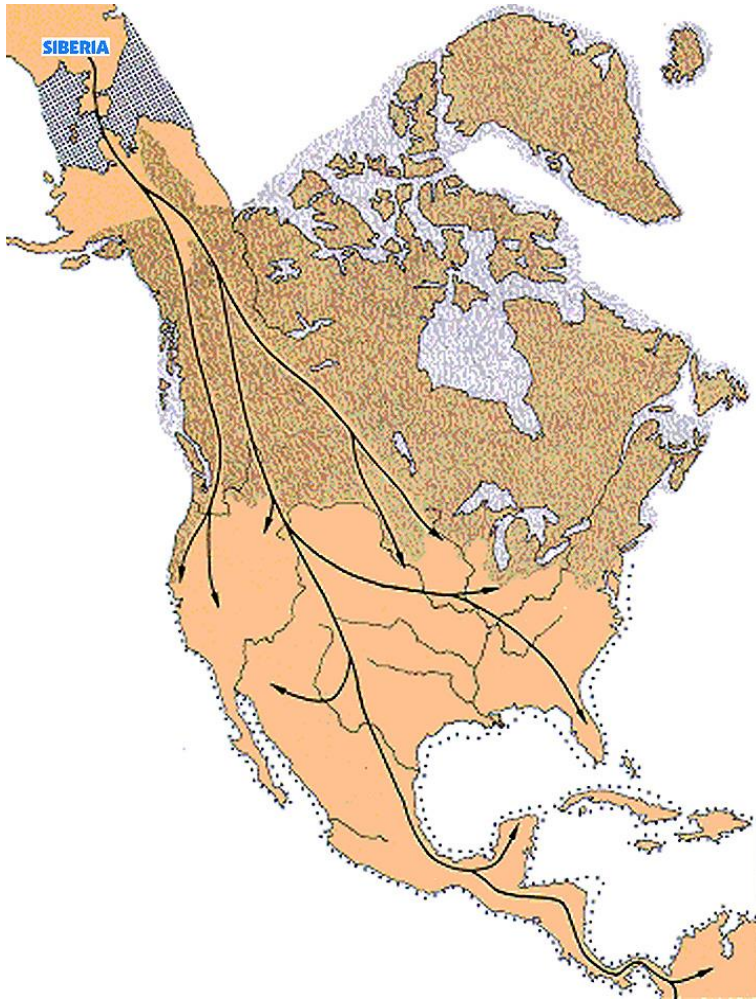
Great Spirit cleaned his hands on a fluffy white cloud. "I'll use these clouds to make mountains", he said. Then Great Spirit made trees, lakes, rivers, animals and even PEOPLE. When he was finished, he looked at the beautiful land he had made. Great Spirit was very pleased. But soon trouble came. The giant turtles grew restless. They wanted to leave.

"I want to swim east," said one. "West is best. I'll swim toward the setting sun," said another. The turtles began to argue. They could not agree. One day, four of the turtles began to swim east. Three turtles began to swim west. THE EARTH SHOOK! It CRACKED with a loud noise! But after a minute, the shaking stopped. The turtles had to stop because the land on their backs was so heavy. They had only been able to swim a little way from each other. When they saw that they could not swim away, they stopped arguing and made up. But every once in a while the turtles that hold up California argue again. Each time they do, the earth shakes.

CREDIT: Environmental Volunteers, 1983

Adapted from "Create a Nation" by Janet Yamaguchi, Vice President, Education, Discovery Science Center

The Bering Strait Land Bridge



Some Additional Information

Ancient hunters and gatherers living in California had to learn that survival depended upon careful use of plants and animals. Survival also depended upon respectful reliance on each other. Native American children of a thousand years ago lived close to the earth and close to family. A child learning hunting and gathering skills from a grandparent learned the importance of taking care of both family and community relationships and the land, "Mother Earth."

CREDIT: Robert Fry, 1993, ENC Naturalist/Native American Specialist

The Native Americans in California were a "Stone Age" people. Their arrows were tipped with flint or obsidian, their mortars and pestles were of stone and other tools were made of bone, shell or wood. They used no metal, had no agriculture, wove no cloth and did not make pottery. They lived entirely by hunting and gathering.

The early people had a balanced relationship with the environment and a deeply spiritual sense of the world. Their economic system was based on sharing, rather than competing. They provided the opportunity for widespread artistic creativity. They had a strong sense of family and community, demonstrated social moderation and restraint and had a way of government that served without oppressing.

CREDIT: Malcolm Margolin, The Ohlone Way

Petroglyph Design Forms from California



Carving and painting on rocks are believed to have had ceremonial or spiritual function.



Origins

Archeologists have learned that humans inhabited Orange County at least 10 to 12 thousand years ago, perhaps even earlier. There has also been found in Orange County what archeologists believe to be the oldest ceramics in North America, dating back 7000 years, long before the arrival of the ancestors of the Tongva and the Acjachemen. It is believed that these ancestors migrated to our area about 1500 years ago from the inland desert regions. Tongva and Acjachemen are part of the Shoshonean branch of the Uto-Aztecan language family.

The early inhabitants of this area called themselves "The People" or referred to themselves by where they lived, such as "I am a native of the Place of the Mountain." The **Tongva** inhabited the area in and around Los Angeles and north Orange County before the arrival of Europeans. When the Spanish missionaries came, they built the San Gabriel Mission and named all of the people in the Mission's territory the "**Gabrielino**". The **Acjachemen** lived in south Orange County and parts of San Diego. They received their Spanish name "**Juaneño**" from the priests of the Mission in San Juan Capistrano.



Daily Life

Villages were often built near beaches, lakes or rivers. Fresh water was most important and fish was a major part of the food supply.

Willow trees and tule reeds grew abundantly in inlets and bays along the coast. Dwellings called **ki** (shown in picture above) were often built of tule on a willow pole framework. A smokehole was left at the top and a small door at the bottom. The house was for sleeping or shelter in stormy weather. Most daily activities were outdoors.

The early people moved about their territory gathering foods wherever they were ripe. They sometimes built temporary shelters or camped in the open when on gathering trips.

Clothing was seldom worn in this mild climate except for aprons. Sometimes robes were made for cool evenings. Deerskin and occasionally otter skin were used to make robes and aprons. Each person had a blanket made of twisted strips of rabbit fur (about 80 skins), woven with twine from yucca or milkweed fiber. Yucca fiber sandals were woven for long journeys or rough country travel.

Food was gathered wherever people went. Early spring provided tender roots, bulbs, leaves and seeds. Late spring and summer harvests included flowers, fruits and seeds. Fall was a good time for seeds and nuts, including acorns. Small seeds were ground on a flat stone called a **metate** using a rock **mano**. Seeds were often mixed together and ground into flour called **pinole** (these are all Spanish terms).

Stone mortars and pestles used for grinding acorns into flour



A Few Plant Uses

Plants provided early people with food, medicine, shelter, warmth, clothing, tools and transportation. Many plants grow at the ENC that were once used by the Tongva and Acjachemen. The following is a partial list.

Bay laurel (*Umbellularia californica*) - Wet leaves were wrapped around head to cure headaches. Used as an insecticide. Used as food flavoring. Leaves rolled and stuffed up nose to cure colds. Nuts eaten.

Black Sage (*Salvia mellifera*) - Seed for food, tea. Leaves for food flavoring.

Black Walnut (*Juglans californica*) - Hulls used for dyes in basketry. Shells were filled with pitch or tar and decorated with abalone shells for use as dice. Nuts are very nutritious.

Buckwheat (*Eriogonum fasciculatum*) - small black seeds were gathered by the millions and ground into flour; it also makes a nice honey. Buckwheat tea soothes sore throats.

California Sagebrush (*Artemisia californica*) - Used as an insect repellent, to camouflage odor, and as incense. **Cattail** (*Typha angustifolia*) - Flowers are eaten when young. Fruit is eaten raw or roasted.

Young stalks and roots were eaten raw or boiled. Leaves were made into bedding, mats and clothing.

Coast Live Oak (*Quercus agrifolia*) - Acorns were ground into meal, which was made into mush or bread. Whole acorns were used as musical instruments, necklaces, toys and as trade items.

Elderberry (*Sambucus mexicana*) - Stems and fruit used to make a black dye for baskets.

Berries were dried, eaten fresh or stored, or made into jelly and perhaps wine. Stems were used to make arrow shafts, whistles, clapper sticks and flutes. Blossoms were also used as shampoo.

Laurel Sumac (*Malosma laurina*) - Bark of roots was boiled and used as an antiseptic dressing. Will not grow where there is frost, so can be used to "predict" the weather.

Lemonadeberry (*Rhus integrifolia*) - A sour, refreshing drink can be made from the acidic fruit.

Mule fat (*Baccharis salicifolia*) - The branches were made into arrows.

Prickly Pear Cactus (*Opuntia occidentalis*) - Fruits were eaten dried or raw, or made into a syrup. The plant was boiled and served as a vegetable. Seeds were ground into flour.

Sycamore (*Platanus racemosa*) - The limbs and branches were used for dwelling construction, as well as bowl making (Sycamore is the Chumash word for bowl!).

Toyon (*Heteromeles arbutifolia*) - Berries were roasted during times of famine, and tea was made from

its bark and leaves to help cure stomachaches and other aches and pains. Berries made a blue dye.
Tule or Bull Rush (*Scirpus* spp.) - Canoes were made by binding stems together, then grouping the bundles together.

White Sage (*Salvia apiana*) - Used as shampoo, branches made fiber, seeds ground for flour, and the tops of the flower stalks were chewed for sore throats.

Willow (*Salix* spp.) - bark was used to alleviate headaches.

Yucca (*Hesperoyucca whipplei*) - Fruit was eaten and leaves used for ropes, nets, hats, shoes, baskets and coarse blankets. The trunks and fibers were used to make sandals. The root was used to make soap and in basketry.

Trade

People from inland villages went to coastal settlements to barter for dried fish and shells, possibly bringing deer hide, acorns and chia seed to exchange.

Plank boats were used for travel to Catalina Island where prized trade items included sea otter pelts and steatite (soapstone). Steatite was carved straight from the cliffs into cooking pots, ceremonial bowls, pipes and fine little carvings of mammals, fish and birds. The raw stone was also traded. Steatite was prized for cooking because bowls could be set directly into the fire. Heat made the stone stronger. Early people in our area did not make pottery.

In the inland areas, coastal people sometimes traded with desert dwellers. Obsidian was greatly valued for knives, arrow points and spear points.

Drilled and rounded clamshell pieces were made into beaded necklaces that were used as currency in trading. The larger the shell beads and the longer the necklace, the greater the value.

A canoe carved from Redwood



A hunting stick used to hunt small ground-dwelling animals



Arrowheads carved from obsidian

