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THE FIRST CALIFORNIANS

Marty DeJonghe
and Caroline Earhart



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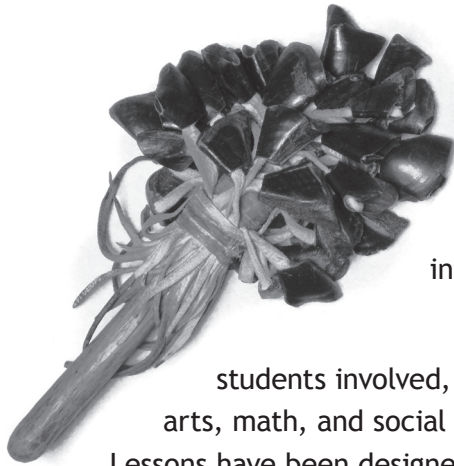
- Page 24 plank house: Photograph by Scott D. Sullivan. Image used under the Creative Commons Attribution 3.0 Unported License (<http://creativecommons.org/licenses/by/3.0/deed.en>)
- Pages 26-27, 41 duck decoy; 57 plank boat; 59 baskets; 65, 67 shells and bead; 86 scratch village; 87 final village: Illustrations by A.R. Harter.
- Page 22 bark home, granary, ceremonial house; 26 bark home; 36 burden basket, mortar holes; iii, 36, 37 mortar and pestle; 36 sticks for lifting; 37 soaproot brush; food implements; 38 acorns and pinenuts; 42 soaproot; 58 cradleboard basket; 60 basket under construction; 61 coil of basket materials; 62 obsidian and jasper, bow and arrow; 63 two-part arrow; 74 gambling basket, counting sticks; 75 walnut halves; 76 wooden clapper; 77 whistles and flute, bull roarer; iii, 76, 81 deertoe rattle. Pictures were taken at the Chaw' Se Regional Indian Museum on the grounds of the Indian Grinding Rock State Historic Park.
- Page 98 photos courtesy of Pat Dollins, *Mountain Democrat*:
<http://www.mtdemocrat.com/features/big-time-at-the-shingle-springs-rancheria/>



How to Use *The First Californians*

The lessons presented in this book tell the story of the Native Americans who traveled through North American to California thousands of years ago. Much of the information given in the book depicts the way native people lived in California before the time the Europeans began to control this western area. In the past, these people have been called “Indians”. In this book, they are addressed as **Native Californians**, since we are talking about the first people who made California their home.

The activities in this book are designed to **teach two academic subjects** (social studies along with math or language arts) in the same lesson. For example, you will teach a reading lesson that is part of the regular reading curriculum while also teaching true historical information about Native Californians. Using lessons including the basic “Three Rs” while exposing students to California and its native people will make history come alive while allowing the teacher to **enhance basic skills**, saving valuable teaching time. Emphasis has been placed on teaching **creative thinking, problem-solving, and team-building skills** to help students reach meaningful conclusions. Activity-oriented, “hands-on” lessons are used throughout this activity book.



The **Table of Contents** lists the social studies topics along with the academic subjects (reading, writing, or math skills) taught in each lesson.

Valuable **Teacher Pages** are located at the back of the book. Teaching hints, suggestions, background information, and answers to all lessons can be found there.

Each lesson is designed with the objective of keeping your students involved, interested, and enthused. The California reading, language arts, math, and social studies standards are listed at the top of each lesson.

Lessons have been designed not only for the “typical” student, but also for the gifted learner and the student who needs additional guidance.

Key to Abbreviating California Standards:

R = Reading

WO = Written and Oral Language Conventions

W = Writing

H-SS = History-Social Studies

NS = Number Sense

SDP = Statistics, Data Analysis, and Probability

MG = Measurement and Geometry

VA = Visual Arts

For...

The many teachers who would like to instill a love of learning, curiosity, and creativity in their students—and who want to make learning meaningful and *fun*!

The eager students who want and need more than just the “basics” in their daily lessons, and who will become excited about learning and ask for more!

Acknowledgements

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Introduction

A very long time ago, the first people came to live in California. How did they get here? The native people themselves believed in legends in which Coyote, Eagle, and other animals played important roles in the beginning of life on this continent. Modern scientists, however, say these people traveled thousands of miles overland from Asia. Traveling gradually over thousands of years, the first Californians came to live in a very diverse land—one that had high mountainous areas and low desert regions. There was a long coastal area and vast valley wetlands. These people learned how to adapt to their environment. The land was of great importance to them, providing all that was needed to build homes, find food, and make clothing.

Regions of California were physically different. Therefore, there was great diversity among the tribes. There were over 100 different tribes, each with its own language, customs, and beliefs. These native people lived in this land of California for thousands of years. And since their history started a long time ago, today we tend to generalize about the Native Californians. The information in this book is written as an introduction to the lives of these people who lived with great respect for the land and for all living creatures. They were in balance with nature. Family and their community were of utmost importance. The wisdom of elders was honored. Children were revered. Tribal life was based on sharing rather than competing. Many villages achieved high standards for making tools and for artistic creativity. They were deeply spiritual, with dances, music, and other ceremonies playing important roles in their lives.

There is so much we could all still learn from the way the First Californians honored and respected the land we call California today. We have already lost a great deal of the wisdom of these ancient people. Let us do what we can to understand and value their culture, their beliefs, and their traditional way of life.



Recognizing Adverbs

WO: 1.3 H-SS: 4.2.1

Name: _____



Lesson 16: Fishing Methods

Tribes who lived close to big rivers caught and ate a lot of fish. There would be a big “run” of salmon, which was an opportunity to catch many fish quickly. Some of the tribes built fish traps that looked like long thin baskets. The traps would be placed so the fish swam into the larger end and then couldn’t get out the smaller end.

Other tribes built a “weir” in the stream. They essentially built a fence of brush and sticks in the water, with only one opening. The fish would swim up to the weir and be trapped. The confused fish would swim around frantically until they found the one opening. Men would stand



Canoe made of rushes; note the fishing trap near the front of the boat



Fishing weir

in the water and rapidly spear the individual fish as they swam through the single opening. After the men had speared enough fish, they would remove the weir and allow the rest of the fish to keep swimming upstream. Then the next tribe up the river would happily have their chance to catch fish too.

Another way to catch fish was from a boat. Depending on where they lived—and what materials were available—many tribes built dugout canoes, plank boats, or tule boats. These could be used to travel further from shore to net or spear fish that couldn’t be reached easily from the water’s edge.

Amazingly, another way they caught fish was to paralyze them temporarily. Many tribes tossed crushed soaproot into the water, which would stun the fish. Then the fishermen would gather up the fish by tossing them on the shore as swiftly as they could. If the stream was flowing too quickly, the soaproot would wash away and the fish would revive.



Soaproot

Adverbs tell *when*, *where*, or *how* something is done. Adverbs often, but not always, end in the letters “ly.”

When	Where	How
	<i>close</i>	<i>quickly</i>

Written Research Project

W: 1.0, 2.3, 2.4 WO: 1.0 H-SS: 4.2.1

Name: _____



Lesson 35: Become an Expert!

Let's learn and write about one of the Native Californian tribes.

1. Start, Choose and Decide

Which tribe will you choose? Will it be a tribe that was located near where you live now: in the mountains, along the coast, in cooler areas, in the desert, along a river, or in the valley? Maybe family members or friends belong to a tribe. Whichever you choose, make sure there is enough research material available for you to use. You can find a lot of information from books at the library or from information found on the Internet. Browse through this information about Native Californians. Now *decide*!

2. Pre-Write

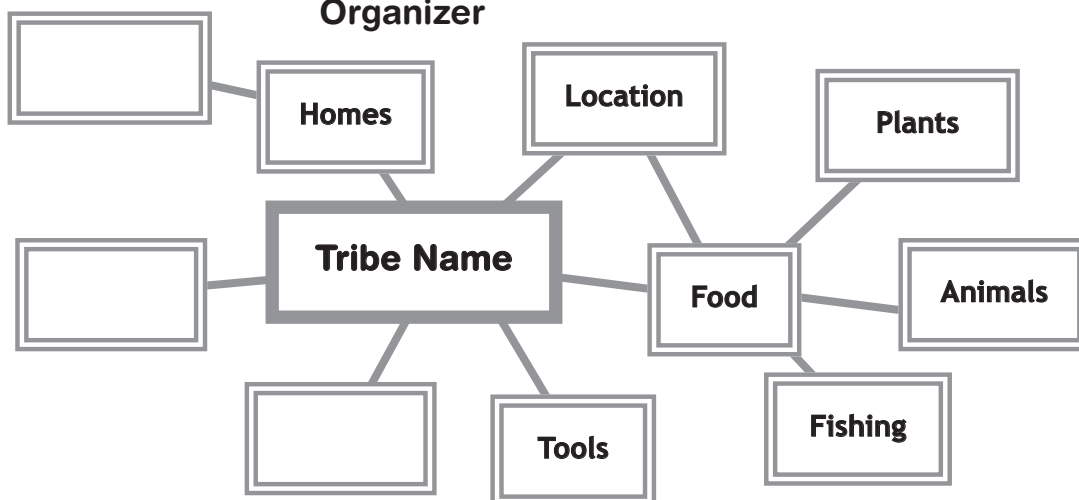
Make a basic plan (using an outline, mind map, or graphic organizer) of what you might include in your report. Decide on how detailed your report will be. A shorter report would include the most basic information. A longer one should go into more details and will take more time for research and writing. Look at the Native Californian Information list to see which subjects are important for you to include.

Native Californian Information

(Possible subjects to include)

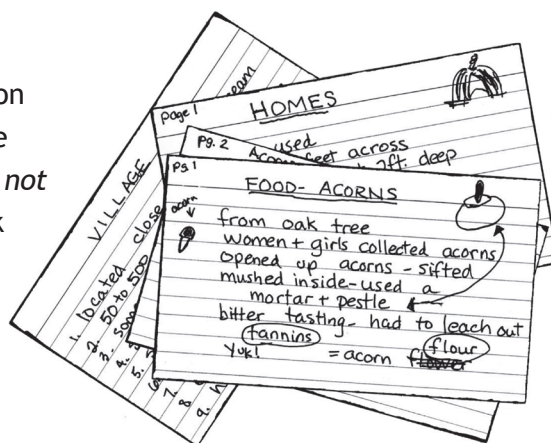
1. Location (be specific)
2. Environment type
3. Population: number of people, individual tribe size, set-up of villages
4. Homes (building materials, how made, shape, size)
5. Other structures (ceremonial house, granaries, sweat lodge)
6. Village set up, leaders
7. Food: plants and animals, amount, fishing and hunting
8. Tools and baskets
9. Transportation, boats,
10. Trade and money
11. Ceremonies, beliefs, traditions, music, games
12. How different or similar to other tribes.

Tribal Graphic Organizer



3. Note Taking

A helpful way to keep track of your information is to use small note cards. Each card should only have information about *one topic*. Only write down notes, *not complete sentences*. When finished taking notes, look through all the notes from one topic. Decide on the order the sentences should appear in that topic paragraph. Do this for each topic.



4. First Draft, Begin Writing

Using your note cards, organize each subject as you would like it to appear in your report. Start writing your first draft. Remember to keep on the topic. (Don't let your mind wander!) Get your ideas down on paper. This writing does not have to be perfect at this time!

The first paragraph you write might introduce the Big Picture about your tribe. Paragraphs that follow might each be about another topic (homes, food, boats...). Remember each paragraph should have an introductory topic sentence followed by details and ending with a closing statement. The last paragraph in your entire report might be a conclusion (a general summary) of the most important information about your tribe.

★ Make every word count!

5. Revision

You now can look over your writing and make changes and improvements. You can rewrite some parts to make your report better. You can change the order of your paragraphs. This is the time to check for capitalization, spelling, and punctuation mistakes. Share your report with a classmate and listen carefully to the comments and suggestions given to you.

★ Check your spelling!

6. Final Draft

You have finally completed all the research and the writing of your report. Now is the time to make a final copy. You might choose to complete it on the computer or to carefully rewrite it by hand.

Adding photos, hand drawn pictures, and charts will make your report more interesting. Add labels (titles) to each picture. Finishing touches might include a title page, table of contents, bibliography, and an eye-catching cover!

Admire and share your completed masterpiece!