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# Ohlone Indians (Long Program)



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## Third-Grade Teacher Resource Guide

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## **Ohlone Indians (long Program): Lesson Summary and Vocabulary**

**Lesson Summary:** The YSI *Ohlone Indians* program offers a chance for students to engage in in-depth study of the local Native American groups. In the long program, classes will be split up into small groups. Each group will be led by one YSI instructor, who will rotate their students through a long hike and three shorter stations. On the hike, groups explore the environment the Ohlone lived in, learning to identify numerous natural resources in addition to hazards such as poison oak. At the stations, children go through the steps of acorn preparation and learn about natural food sources, discuss and demonstrate the use of handmade tools, instruments, and games, and learn about plant fibers such as tule and the role they played in Ohlone village life. All students will be able to take home a fiber rope or bracelet. Throughout the program, an emphasis is placed on both the Ohlone peoples' relationship with their environment and on how students can learn about previous cultures in our world today.

**Vocabulary:** Below are words and concepts that relate to the *Ohlone Indians* program.

**Acorns:** the nut of the oak tree; a staple crop for the Ohlone peoples

**Artifacts:** tools, weapons, ornaments, or other discovered objects that come from an earlier culture

**Decoy:** a fake creature or other lure used to draw animals into a trap

**Descendants:** the offspring of an individual or group of people, often many generations removed

**Leaching:** the process of filtering a chemical out of something by pouring liquid through it

**Obsidian:** a black rock used in making arrowheads; volcanic glass

**Ohlone:** also known as the Costanoan, are a Native American people of the central and northern California coast

**Sandstone:** a rough sedimentary rock used for grinding food

**Shaman:** A tribal leader who acted as the spiritual leader and medicine man or woman

**Shells:** the hard covering of many invertebrates used for necklaces, containers, and currency

**Sinew:** the fibrous tissue of an animal that joins muscle and bones

**Soaproot:** a plant native to California with tough fibers used to craft brushes

**Sweatlodge:** a stone heated, dome-shaped hut, used for ceremonial steam baths

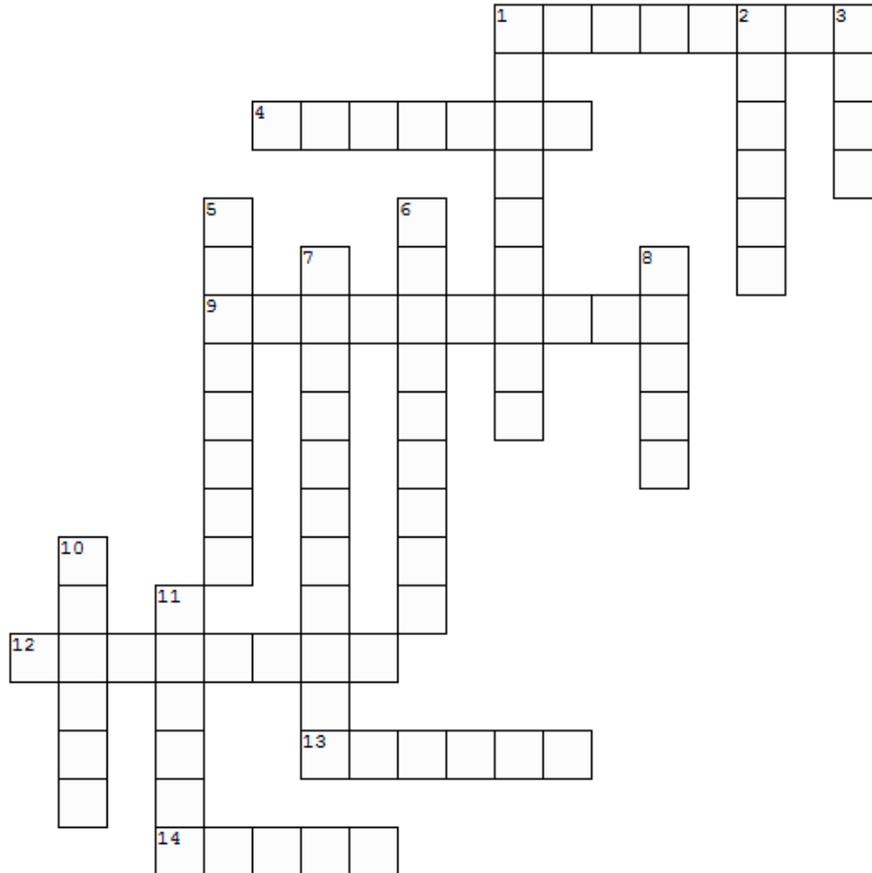
**Tannins:** toxins found in certain plants that cause a bitter taste and indigestion

**Tule:** a type of sedge grass found in water that was used to make houses, boats, and tools

Definitions based on [www.dictionarreference.com](http://www.dictionarreference.com)

## Ohlone Indians Language Arts Crossword Puzzle

Fill in the crossword using the words below to practice your Ohlone vocabulary!



- |          |             |           |          |            |           |       |          |        |
|----------|-------------|-----------|----------|------------|-----------|-------|----------|--------|
| SHAMAN   | DESCENDANTS | ARTIFACTS | LEACHING | SWEATLODGE | SANDSTONE |       |          |        |
| OBSIDIAN | ACORNS      | TULE      | OHLONE   | DECOY      | TANNINS   | SINEW | SOAPROOT | SHELLS |

**Across**

1. A plant native to California with tough fibers used to craft brushes.
4. Toxins found in certain plants that cause a bitter taste and can cause stomach upset if too much is eaten.
9. A special house used by the Ohlone men to prepare spiritually and mentally for hunting and other important work.
12. The process of filtering a chemical out of something by pouring water through it.
13. A tribal leader who acted as the spiritual leader and medicine man or woman.
14. The fibers that join muscles to bones in an animal that were dried and used as string.

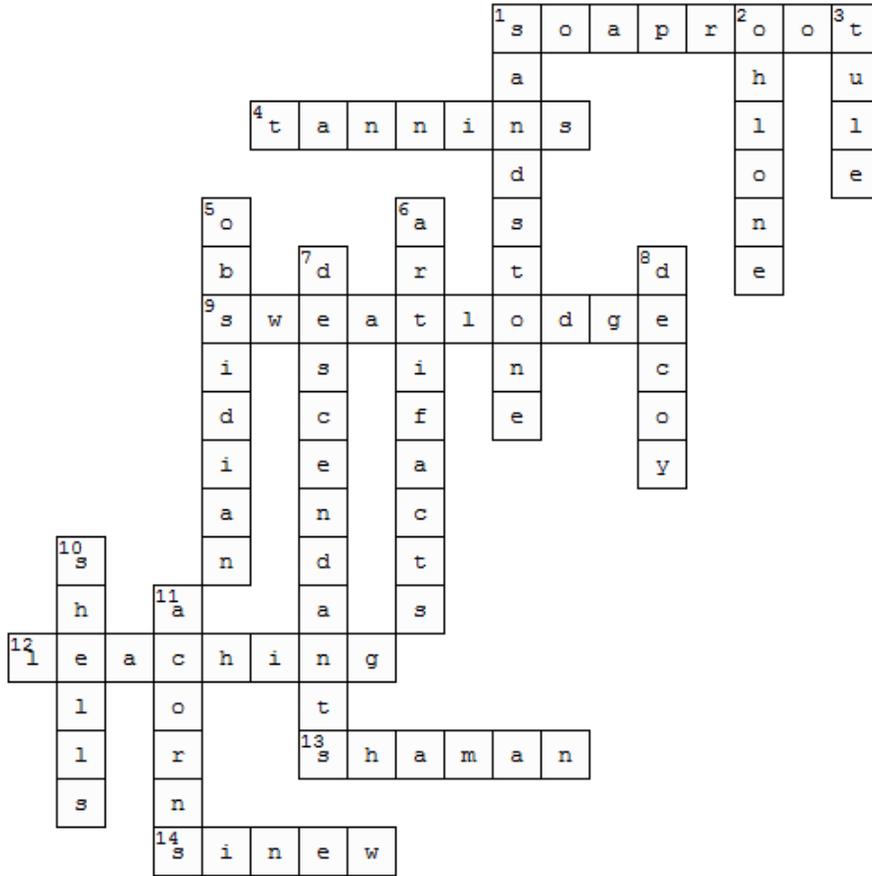
**Down**

1. A rough sedimentary rock used for grinding food.
2. The groups of people native to the Bay Area.
3. A type of sedge found in water around our area that was used by the Ohlone to make houses, boats, and tools.
5. A black rock used in making arrowheads; volcanic glass.
6. Tools, weapons, or other objects that may be found left behind by the Ohlone or other past cultures
7. The children or children's children of a family or group of people.
8. A fake creature or other lure used to draw animals in to an area to be trapped or killed.
10. The hard covering of many sea animals that was used for necklaces, containers, and strings of trade beads.
11. The nut of the oak tree; a staple crop for the Ohlone peoples.

## Answer Key

### Ohlone Indians

### Language Arts Crossword Puzzle



#### Across

1. A plant native to California with tough fibers used to craft brushes (**soaproot**).
4. Toxins found in certain plants that cause a bitter taste and can cause stomach upset if too much is eaten (**tannins**).
9. A special house used by the Ohlone men to prepare spiritually and mentally for hunting and other important work (**sweatlodge**).
12. The process of filtering a chemical out of something by pouring water through it (**leaching**).
13. A tribal leader who acted as the spiritual leader and medicine man or woman (**shaman**).
14. The fibers that join muscles to bones in an animal that were dried and used as string (**sinew**).

#### Down

1. A rough sedimentary rock used for grinding food (**sandstone**).
2. The groups of people native to the Bay Area (**Ohlone**).
3. A type of sedge found in water around our area that was used by the Ohlone to make houses, boats, and tools (**tule**).
5. A black rock used in making arrowheads; volcanic glass (**obsidian**).
6. Tools, weapons, or other objects that may be found left behind by the Ohlone or other past cultures (**artifacts**).
7. The children or children's children of a family or group of people (**descendants**).
8. A fake creature or other lure used to draw animals into animals in to an area to be trapped or killed (**decoy**).
10. The hard covering of many sea animals that was used for necklaces, containers, and strings of trade beads (**shells**).
11. The nut of the oak tree; a staple crop for the Ohlone peoples (**acorn**).

## Language Arts Word Search

### Ohlone Indians

Circle the vocabulary in the word search below. Can you find all our Ohlone words?

S	P	W	B	L	U	H	L	C	H	P	W	W	B	B
L	M	S	T	C	A	F	I	T	R	A	G	C	M	M
L	Q	Y	S	K	A	S	O	A	P	R	O	O	T	T
E	R	X	E	N	O	T	S	D	N	A	S	X	Y	W
H	N	B	O	S	T	W	D	J	W	M	O	Y	O	L
S	E	G	P	H	H	N	J	U	I	F	Y	E	H	B
S	T	N	<b>A</b>	<b>D</b>	N	E	C	S	E	D	G	M	L	M
L	E	I	O	T	B	E	R	V	C	D	X	G	O	N
S	S	H	L	D	P	L	Z	N	O	W	F	W	N	A
N	I	C	Y	W	F	U	P	L	D	K	L	V	E	M
I	N	A	G	O	B	T	T	S	M	T	Z	I	P	A
N	E	E	W	F	C	A	P	C	T	U	P	B	R	H
N	W	L	E	T	E	E	N	I	K	V	F	J	W	S
A	L	P	W	W	S	Y	D	S	N	R	O	C	A	J
T	B	G	S	P	V	N	A	I	D	I	S	B	O	Y

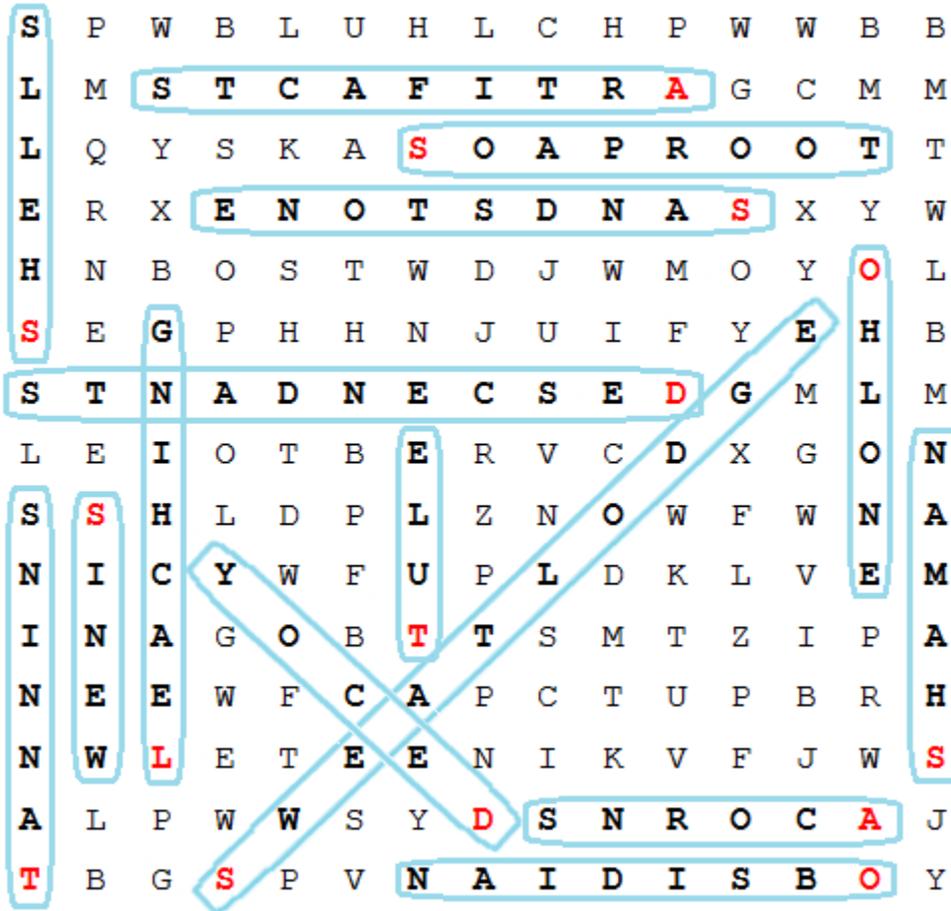
### Word Bank

ACORNS  
ARTIFACTS  
DECOY  
DESCENDANTS  
LEACHING

OBSIDIAN  
OHLONE  
SANDSTONE  
SHAMAN  
SHELLS

SINEW  
SOAPROOT  
SWEATLODGE  
TANNINS  
TULE

**Answer Key**  
**Language Arts Word Search**  
**Ohlone Indians**



**Word Bank**

ACORNS  
ARTIFACTS  
DECOY  
DESCENDANTS  
LEACHING

OBSIDIAN  
OHLONE  
SANDSTONE  
SHAMAN  
SHELLS

SINEW  
SOAPOOT  
SWEATLODGE  
TANNINS  
TULE

## **Ohlone Indians (Long Program): Extension Activities**

The extension activities listed below are from RAFT (Resource Area For Teaching). RAFT educational content is available online ([www.raftbayarea.org](http://www.raftbayarea.org)) at no cost and is aligned to California Science Standards and Next Generation Science Standards. Below is a selection of post-visit activities from RAFT to build on student learning about Native Americans, their crafts, and the world they lived in.

### **[RAFT Idea Gaming Sticks - RAFT Bay Area](#)**

**Grades Covered:** K through 8

**Subjects Covered:** Math, Social Studies

**Curriculum topics:** Addition, Probability, American and California History, Game

North American inhabitants have played dice games for hundreds (if not thousands) of years...

<http://www.raftbayarea.org/ideas/Gaming%20Sticks.pdf>

### **[RAFT Idea Mathematical Dreamcatchers – RAFT Bay Area](#)**

**Grades Covered:** 1 through 5

**Subjects Covered:** Math, Social Studies, Art

**Curriculum topics:** Circles, Geometric Shapes, Patterns & Relationships, Native American Culture, Artistic Exploration

Combine traditional Native American culture and modern mathematical concepts to explore geometric shapes and patterns!

<http://www.raftbayarea.org/ideas/Mathematical%20Dream%20Catchers.pdf>

### **[RAFT Idea Great Impressions – RAFT Bay Area](#)**

**Grades Covered:** pre-K through 12

**Subjects Covered:** Life Science, Earth/Space Science

**Curriculum topics:** Fossils

Children are fascinated by fossils. This activity allows them to create their own fossil and to make a casting of it - just like a paleontologist.

<http://www.raftbayarea.org/ideas/Great%20Impressions.pdf>

### **[RAFT Idea File Folder Weaving – RAFT Bay Area](#)**

**Grades Covered:** K through 8

**Subjects Covered:** Math, Social Studies

**Curriculum topics:** Patterns, Symmetry, Traditional Culture

Like so many traditional tasks, weaving can be much more difficult and challenging than many people realize...

<http://www.raftbayarea.org/ideas/File%20Folder%20Weaving.pdf>

## **Ohlone Indians (Long Program): Education Standards**

*Our Ohlone Indians program will contribute to students' ability to meet the California History-Social Science and Science Content Standards, Common Core, and Next Generation Science Standards listed on the following pages.*

### **California History-Social Science Content Standards Third Grade:**

**3.1:** Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

- **3.1-1:** Identify geographical features in their local region.
- **3.1-2:** Trace the ways in which people have used the resources of the local region and modified the physical environment.

**3.2:** Students describe the American Indian nations in their local region long ago and in the recent past.

- **3.2-1:** Describe national identities, religious beliefs, customs, and various folklore traditions.
- **3.2-2:** Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environments.
- **3.2-3:** Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

**3.5:** Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

- **3.5-1:** Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

### **California Science Content Standards Third Grade:**

**Life Sciences: 3.** Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
- Students know* living things cause changes in the environment in which they live; some of these changes are detrimental to the organism or other organisms, and some are beneficial.

**Investigation and Experimentation: 5.** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- Use numerical data in describing and comparing objects, events, and measurements.
- Collect data in an investigation and analyze those data to develop a logical conclusion.

## **Ohlone Indians (Long Program): Education Standards**

Excerpted from CA State Standards <http://www.cde.ca.gov/>

### **Common Core Third Grade Speaking and Listening Standards:**

Students will...

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions.
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of information presented orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Excerpted from Common Core Standards <http://www.corestandards.org/>

### **Next Generation Science Standards Third Grade:**

#### **Interdependent Relationships in Ecosystems**

- **3-LS4-3:** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
  - **Science and Engineering Practices:**
    - **Engaging in an argument from evidence:** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.  
- Use materials Construct an argument with evidence. (3-LS4-3)
  - **Disciplinary core ideas:**
    - **LS4.C: Adaptation:** For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
  - **Crosscutting Concepts**
    - **Cause and Effect:** Cause and effect relationships are routinely identified and used to explain change. (3-LS4-3)

#### **Inheritance and Variation in Traits: Life Cycles and Traits**

- **3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment.
  - **Science and Engineering Practices:**

## **Ohlone Indians (Long Program): Education Standards**

- **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.
- Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)
- **Disciplinary core ideas:**
  - **LS3.A: Inheritance of Traits:** Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3- LS3-2)
  - **LS3.B: Variation of Traits:** The environment also affects the traits that an organism develops. (3-LS3-2)
- **Crosscutting Concepts:**
  - **Cause and Effect:** Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)

Excerpted from NGSS <http://www.nextgenscience.org/>