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# Ohlone Indians (Long Program)



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## Fourth-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

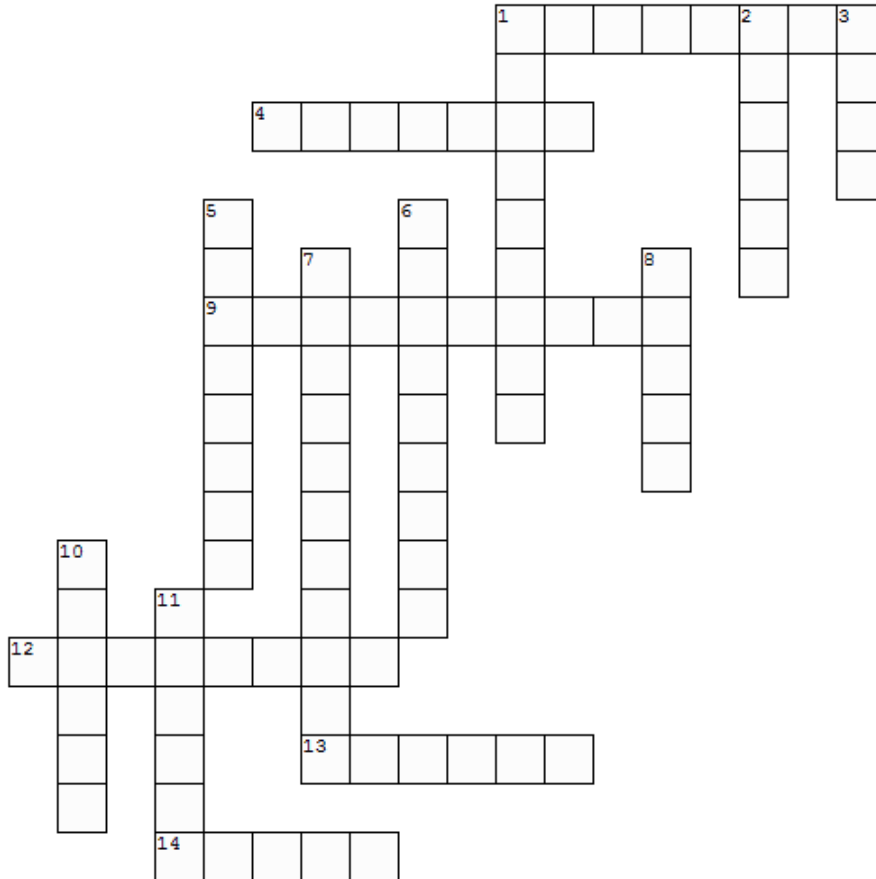
**Tannins:** toxins found in certain plants that cause a bitter taste and indigestion

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

Definitions based on [www.dictionnaire.reference.com](http://www.dictionnaire.reference.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.

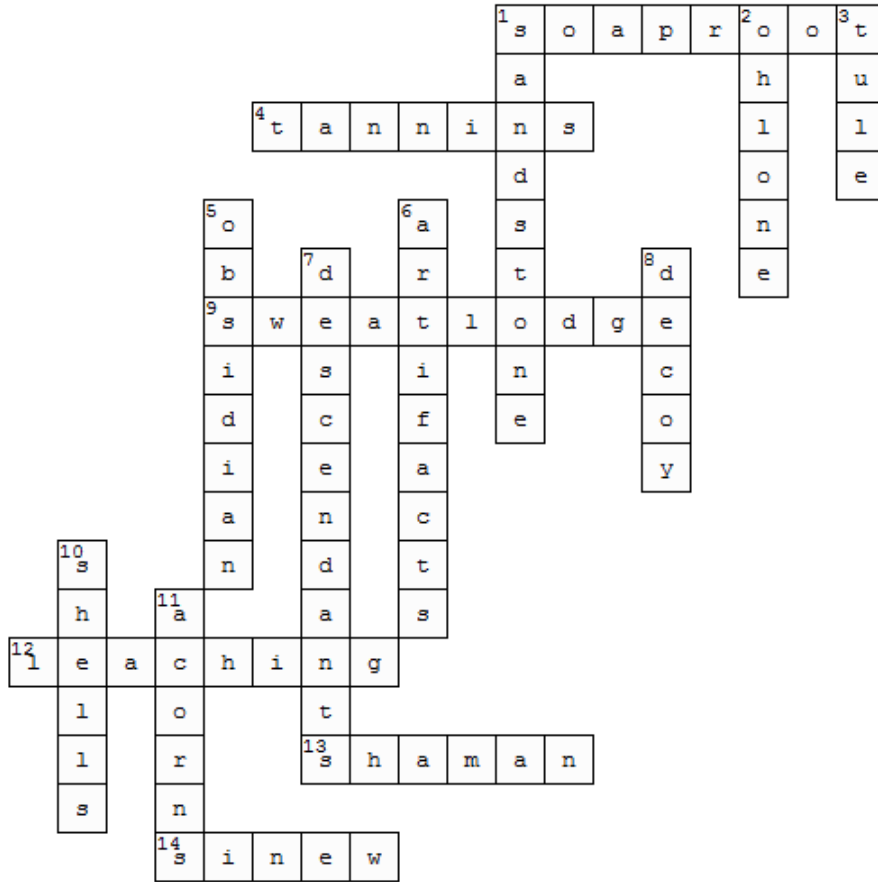
### Down

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

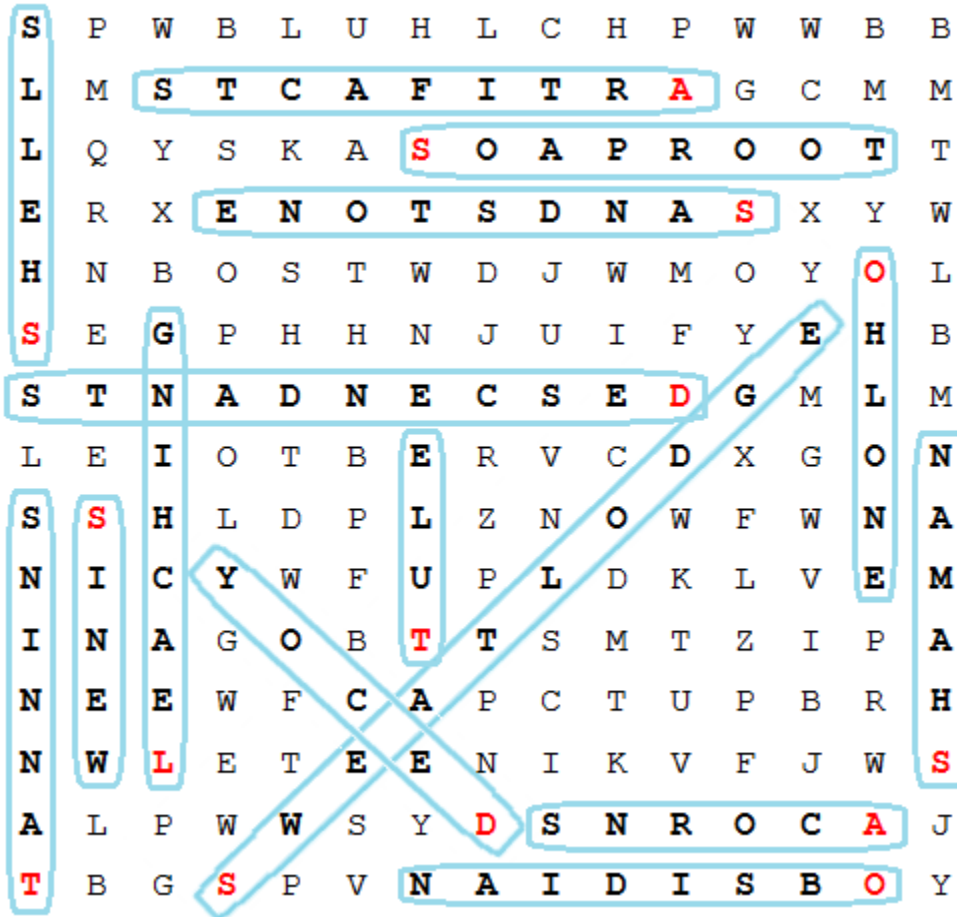
### Word Bank

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 and Common Core listed on the following pages.*

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

**4.1:** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- **4.1-4:** Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

**4.2:** 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.

- **4.2-1:** Discuss the major nations of 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 land and use of sea resources.

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

**Life Sciences: 3.** Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know* ecosystems can be characterized by their living and nonliving components.
- b. Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- c. Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

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

### **Common Core Fourth Grade:**

#### **Speaking and Listening Standards:**

Students will...

1. Engage effectively in a range of collaborative discussions with diverse partners on *grade four topics*, building on each others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required 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 and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of information presented orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

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