
Ohlone Indians (Long Program)



Fifth-Grade Teacher Resource Guide

Table of Contents

Lesson summary	1
Vocabulary	1
Language Arts Crossword Puzzle	2-3
Language Arts Word Search	4-5
Extension Activities	6
Education Standards	7

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

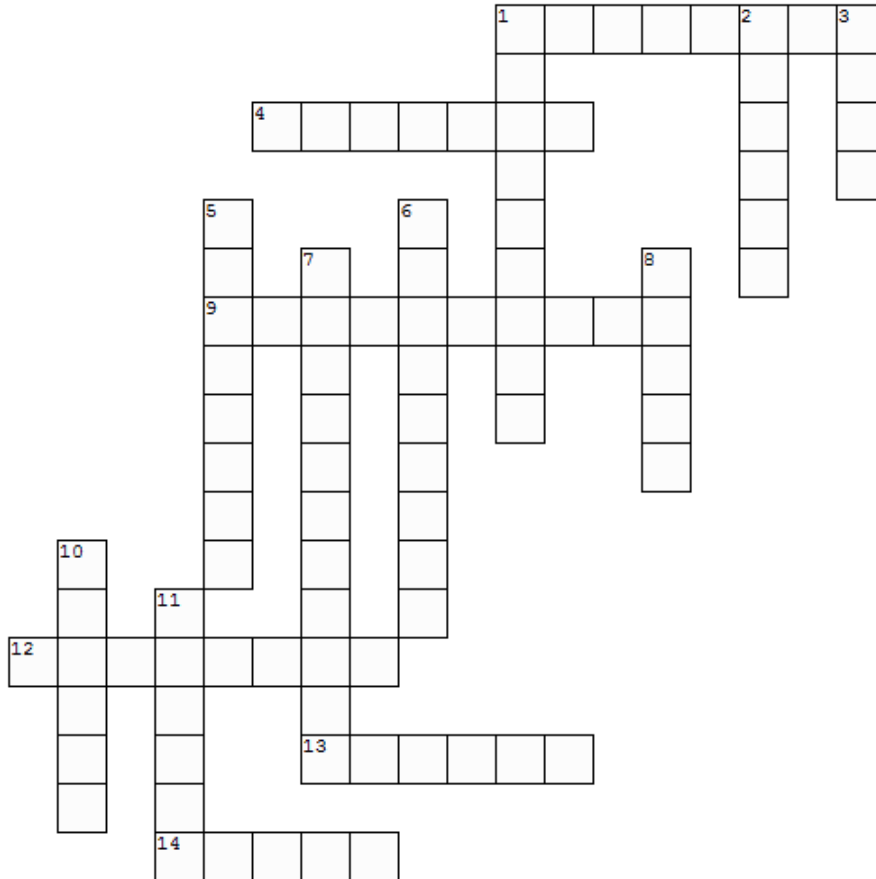
Tannins: toxins found in certain plants that cause a bitter taste and indigestion

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

Definitions based on www.dictionarreference.com

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.

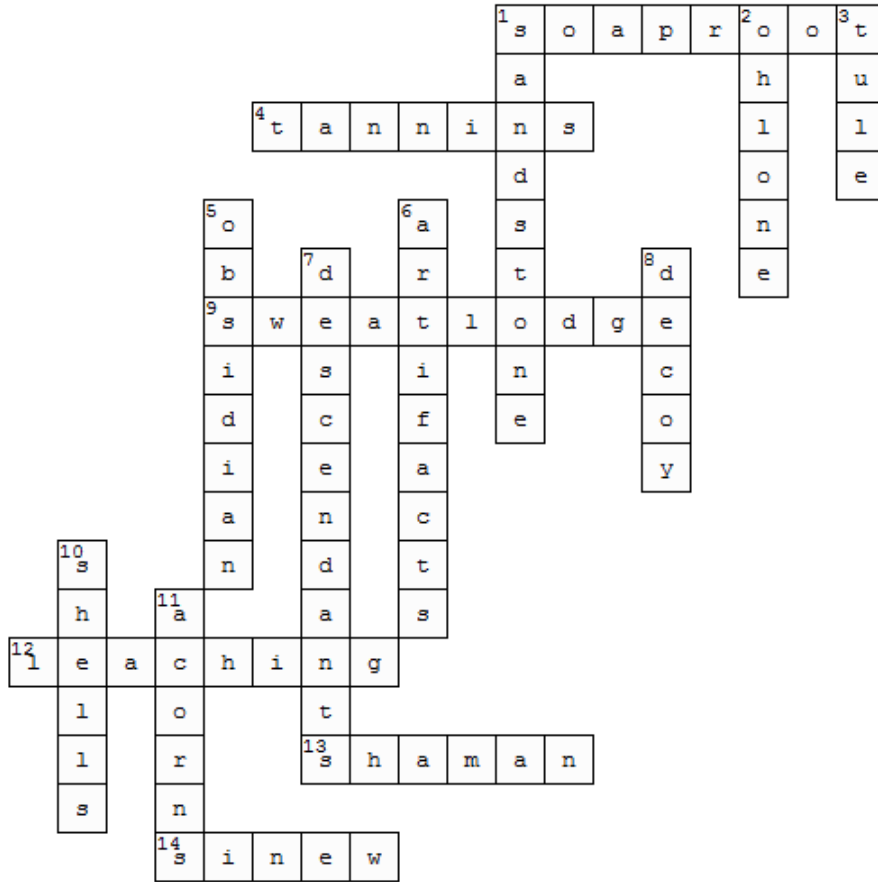
Down

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	A	D	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

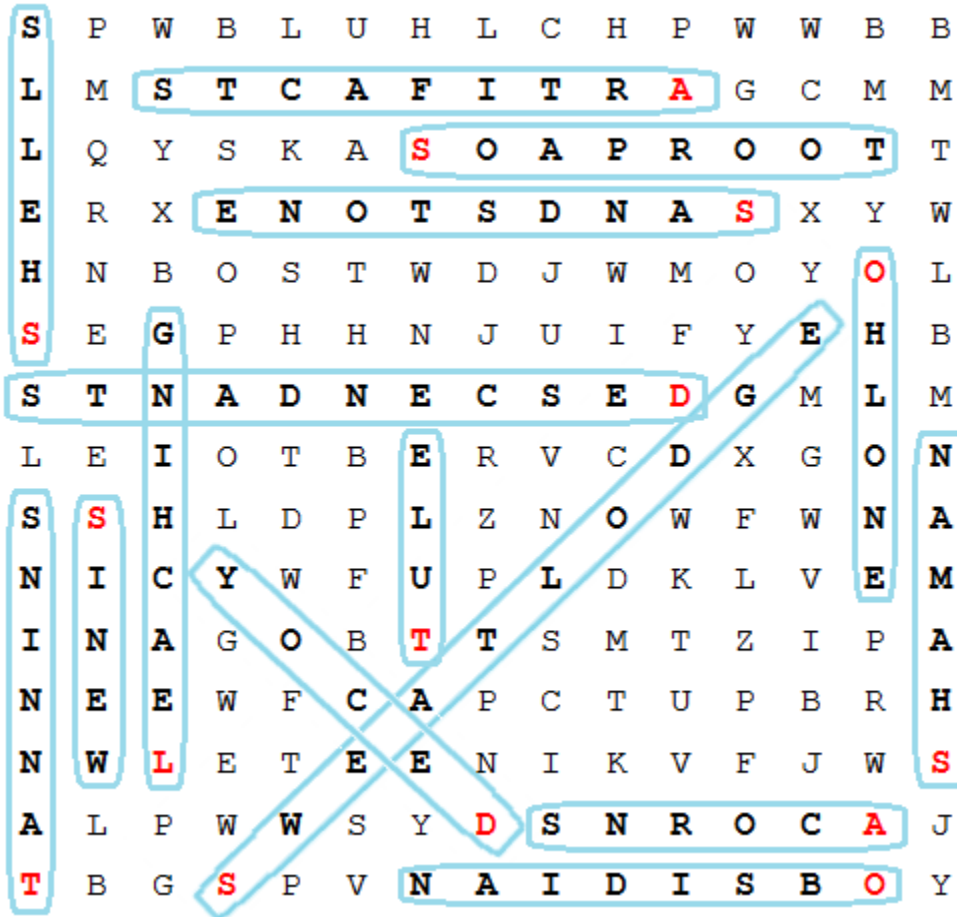
Word Bank

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) 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 Fifth Grade:

5.1: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

- **5.1-1:** Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
- **5.1-2:** Describe their varied customs and folklore traditions.
- **5-1.3:** Explain their varied economies and systems of government.

California Science Content Standards Fifth Grade:

Earth Sciences: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. *Students know* that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

Investigation and Experimentation: 6. 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:

- a. Classify objects (e.g. rocks, plants, leaves) in accordance with appropriate criteria.

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

Common Core Fifth Grade:

Speaking and Listening Standards: Students will...

1. Engage effectively in a range of collaborative discussions with diverse partners on *grade five 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

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