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History-Social Science Standard 4.2.1.

Student Workbook

California Education and the Environment Initiative

California Indian Peoples and Management of Natural Resources

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

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California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

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Key Partners:

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Name: _____

Instructions: Read each question. Write your answers in the spaces provided. (5 points each)

1. Name five resources that were important to California Indians long ago.

_____

_____

_____

2. Name two ways California Indians got the resources they needed from the region in which they lived.

_____

_____

_____

3. Why did California Indians trade with one another?

_____

_____

_____

4. What were some of the items traded by California Indians long ago?

_____

_____

_____

5. What trade item came from the coastal regions of California?

_____

_____

_____

Name: _____

Instructions: Complete this page with information about the tribal region you have been assigned.

Tribal Region: _____

1. What is the weather like in this region? (2 points)

_____

_____

_____

2. What natural regions are a part of this tribal region? (5 points)

_____

_____

_____

3. Name three animals or plants useful to the California Indians who spent time in this region. (3 points)

_____

_____

_____

4. How did people in this region get some of the resources they needed? (10 points)

_____

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Read the story below. Use clues from the story and the **California Tribal Regions** map to fill in the blanks on the next page.

A Woven Hat

This is a special day. My family and I will travel in a redwood canoe to the village of Pecwan on the river. There, my people hold a special ceremony. In my language, we call it *wal-neck-wal-la-gaw*. Other people call it the Jump Dance.

I am from a big family. Many other families will be at this celebration. It is important for my family to show all our wealth at Pecwan. We will wear our soft otter skins, rare white deerskins, and bright red woodpecker feathers to show how wealthy we are. The other families will wear their best clothes, too, to show their wealth.

Some of our most valuable treasures are strings of white tooth-shaped shells we call cheek. These are from a far-off land to the north. The shells are very important to our people. They help us keep peace between people. If someone breaks a rule or hurts someone else, he or she must pay a fine using these shells. Shells that are very small are made into necklaces, like the ones I am wearing.

I want to look my best today. I will put on a dress made of deerskin. Over my dress I will wear a decorated apron. It has many strings of yellow bear grass braided into pretty patterns. On the strings are beads made from cedar berries, gray pine seeds, and abalone shells. They jingle when I walk, making the most beautiful sound.

The hat I wove is my favorite piece of clothing. In my culture, women and girls wear hats like this one on special occasions. It reminds me of so many places near my beautiful home.

Name: _____

The bear grass strings on my apron are this color: ___ ___ ___ ___ ___ ___

The ceremony I am going to is called the: ___ ___ ___ ___ ___ ___ ___ ___ ___

My dress is made out of: ___ ___ ___ ___ ___ ___ ___ ___

My family will travel in this to Pecwan: ___ ___ ___ ___ ___

What we call the tooth-shaped shells from the north: ___ ___ ___ ___ ___

Write the shaded letters above in order on the lines below to discover the name of my tribe. Look at the **California Tribal Regions** map to find out where I live.

___ ___ ___ ___ ___ from the _____ tribal region

Name: _____

Instructions: Read the story below. Use clues from the story and the **California Tribal Regions** map to fill in the blanks on the next page.

A Winnowing Tray

More than a month ago, the headman of our village went to the mountains. He looked for the trees that will have the most pine nuts this year.

We were excited to see him return with large, sweet seeds. Last week, the first frost covered the ground. The time had arrived for us to follow him into the mountains.

As we walked, the smell of the trees became stronger. Soon, we arrived in groves of pines heavy with round cones. Boys climbed up to help shake them down. They got sticky black pine sap all over their bodies. My grandson rubbed himself with dust so he would not stick to his blanket. Men used long hooks made of willow branches to knock down cones. There are many nuts this year. We will have plenty of food through the winter.

My daughters, my granddaughters, and I gathered the pinecones in baskets. We brought them back to camp to make a delicious soup for everyone who worked all day. I used my favorite

basket tray to toast the nuts. I took them out of the cones and removed any sap. Then, I added hot coals from the fire. I immediately started tossing them so the basket would not burn.

After the nuts were toasted, I used a stone to crack the shells. Then I put the nuts into my basket again and tossed them in the air. The wind blew the small shells away. This method is called winnowing. My basket is called a winnowing tray.

Name: _____

My grandson got this sticky stuff all over his body: ___ ___ ___ ___ ___ ___ ___

He went to find the trees with the most nuts: ___ ___ ___ ___ ___ ___ ___

Hooks made of this wood are used to knock down cones: ___ ___ ___ ___ ___ ___

The pine trees grow here: ___ ___ ___ ___ ___ ___ ___ ___ ___

I crack the shells after I do this to the nuts: ___ ___ ___ ___ ___

We made these into a soup: ___ ___ ___ ___ ___ ___ ___ ___ ___

Write the shaded letters above in order on the lines below to discover the name of my tribe. Look at the **California Tribal Regions** map to find out where I live.

___ ___ ___ ___ ___ ___ from the _____ tribal region

Name: _____

Instructions: Read the story below. Use clues from the story and the **California Tribal Regions** map to fill in the blanks on the next page.

A Gift Basket

The nights are growing cool. I have been watching the elderberry trees. At last, they have dropped all their fruit. It is now time to go to the ocean to gather mussels and abalone. When the elderberry tree blooms again, we will stop gathering food from the ocean. If we do not, we can get very sick.

Some people call the elderberry the tree of music. During this cold time of year, we cut some of its hollow sticks. Some are made into flutes. Others become rattles called clapper sticks. These are played during celebrations. During the Kuksu ceremony, some dancers wear huge feather decorations on their heads. They dance while they play the sticks.

The ceremony happens in a roundhouse. From far away, the building looks like a small hill of earth. But inside, it is large enough to fit many people.

Soon I will be married. I have spent many months making a small gift basket. It is one way I show my weaving skill.

To the wedding ceremony, our families will bring many things. My family will prepare tasty cakes made from grass seeds. His family will make hot acorn soup. Our families will trade clamshell beads with each other. He will give my relatives rabbit skin blankets made by the men in his family. I will give his relatives fine baskets made by my female relatives. I will give his mother my gift basket.

My people make these baskets only for very special occasions and only as gifts. The baskets help remind us of the important people who are connected to us through our whole lives.

Name: _____

Rattle made of elderberry branches: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Place where the Kuksu ceremony takes place: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Beads we use are made from these: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

His family will make this food at our wedding: ___ ___ ___ ___ ___ ___ ___ ___ ___

Write the shaded letters above in order on the lines below to discover the name of my tribe. Look at the **California Tribal Regions** map to find out where I live.

___ ___ ___ ___ from the _____ tribal region

Name: _____

Instructions: Read the story below. Use clues from the story and the **California Tribal Regions** map to fill in the blanks on the next page.

A Gambling Tray

My relatives and I spent all summer in the high mountain meadows. The women gathered fresh clover and fern fronds. The men hunted bear and deer in the high meadows.

As fall came, we harvested acorns, gooseberries, and manzanita berries. The black oak trees in our mountains produce some of the sweetest acorns in California. As the weather became cooler, we followed the river downhill. We will spend the winter in the valleys as the mountains become covered in white snow.

As soon as we are all gathered together in the valley, there will be a big celebration with games! We will prepare a feast of roasted rabbits, toasted grasshoppers, and hot acorn soup. After everyone has eaten, we will play games together. We will throw the dice on my beautiful gambling tray. I will sing to bring me luck.

If all the dice land side up or side down, I will score two points. If half land side up, I will score one. We use a set of sticks to keep score. We will play until one lucky player has all the sticks. I might win a beautiful new basket, shell beads, soft furs, or other treasures. No matter what, I know I will have fun.

While the women throw dice, the men will play other games. One is a contest to shoot an arrow through a willow hoop tied to the top of a long pole. Meanwhile, the children will spin acorn tops and play with balls made of tule.

Name: _____

Where my people will spend the winter: ___ ___ ___ ___ ___ ___

As a game, men try to shoot arrows through this: ___ ___ ___ ___

Singing might bring me this: ___ ___ ___ ___

I could get these if I win at dice: ___ ___ ___ ___ ___ ___ ___ ___

We use these to keep score in the dice game: ___ ___ ___ ___ ___ ___

We will eat these insects at the feast: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Write the shaded letters above in order on the lines below to discover the name of my tribe. Look at the **California Tribal Regions** map to find out where I live.

___ ___ ___ ___ ___ ___ from the _____ tribal region

Name: _____

Instructions: After reading a legend from the people in your tribal region, fill in the first column in the chart below. Then, you will meet with a classmate from another tribal region and "trade" legends with them. Fill in the second column on the chart with information from their legend. (2 points per box)

Title:	**Title:**
Told by:	**Told by:**
Tribal Region:	**Tribal Region:**
Main character(s):	**Main character(s):**
Setting:	**Setting:**
Main event (plot):	**Main event (plot):**

Name: _____

Instructions: Using the two legends you heard in today's lesson, answer the following questions. (5 points each)

1. What parts of the natural regions were included in the legends you heard?

_____

_____

_____

_____

2. How were the two legends alike? How were they different?

_____

_____

_____

_____

_____

_____

_____

_____

3. What do these legends tell you about the beliefs and customs of the California Indians in these regions?

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Draw an illustration in each box to match the captions below.

This is a willow tree. It has many small, weak branches. Some branches have diseases or insects.	The willow tree drops its leaves in the winter. California Indians cut the tree down to the roots at this time. This is called coppicing (kop-is-sing).
The willow tree grows new branches in the spring and summer. The branches grow long and straight.	In the warm weather, sap begins to flow under the bark on the new branches. This makes some of the bark start to peel off the tree.

Name: _____

California Indians harvest the new willow branches when the bark can be peeled off easily. The new branches are so flexible, they can be tied in a knot!	The willow tree is cut again. The tree will grow new branches like this every year it is cut. This tree will live longer than trees that are not cut.

Name: _____

Instructions: In the spaces below, draw pictures to show how the California Indians in the tribal region you studied changed the environment, and why it was important for them to do so. Write about each drawing in the space that says "Caption." (10 points each)

Caption: _____

_____

_____

_____

_____

_____

_____

Name: _____

Caption: _____

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Draw an illustration in each square below showing the four ways fire helped California Indians get the resources they needed. Write a caption for each illustration. (5 points each)

Reason 1	Reason 2
Reason 3	**Reason 4**

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