4

History-Social Science Standard 4.2.1.

Teacher's Masters

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

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

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

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

Special thanks to **Heal the Bay,** sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

Office of Education and the Environment
1001 I Street • Sacramento, California 95812 • (916) 341-6769
http://www.calepa.ca.gov/Education/EEI/

© Copyright 2010 by the State of California
All rights reserved.
This publication, or parts thereof, may not be used or reproduced without permission from the Office of Education and the Environment.

These materials may be reproduced by teachers for educational purposes.

Contents

Lesson 1 Tied Through Trade

None required for this lesson.

Lesson 2 Comparing Aspects of California's Tribal Regions

None required for this lesson.

Lesson 3 On It One Makes a Basket

None required for this lesson.

Lesson 4 California Indians' Worldview

None required for this lesson.

Lesson 5 Managing the Pre-California Landscape

None required for this lesson.

Lesson 6 A Burning Question—California Indians' Use of Fire

Fire Mini-Dramas 2

Assessments

California Indian Peoples and Management of Natural Resources—
Traditional Unit Assessment Master 4

Living in the Grasslands—Alternative Unit Assessment Master 8

Script 1

1. Pine trees are growing in a forest. They have many cones on them. Inside the cones are hundreds of seeds.
2. There are shrubs and new plants growing around the base of each pine tree.
3. A person lights a fire in the forest. The pinecones open and drop their seeds. The shrubs burn to the ground.
4. New pine trees sprout up, growing tall and healthy.

Script 2

1. Deergrass in a field looks tired and sad.
2. Basket makers use a torch to light a fire in the field. The deergrass catches fire and burns to the ground.
3. Rain falls on the field and the burned deergrass.
4. The deergrass grows back, looking happy and healthy.

Script 3

1. A palm tree drops some fruit on the ground.
2. Insects come and start eating the fruit.
3. A person comes by to get fruit, but sees that the insects are eating the fruit.
4. The person comes back and lights a fire at the base of the palm tree. The insects run away from the fire, leaving the fruit.
5. The palm tree drops more fruit. The person comes by and happily gathers the fruit.

Script 4

1. Grass plants and wildflowers in a field look tired and sad.
2. A person lights a fire, and the grass plants and wildflowers burn to the ground.
3. Rain falls on the field, and the grass plants and wildflowers sprout up, looking strong and happy.
4. Deer and rabbits come to the field and begin eating the grass plants and wildflowers.
5. The person catches a rabbit or a deer with a net.

Script 5

1. Some trees are growing close together in a forest. There are bushes between the trees, so that there is no space to walk.
2. A person tries to walk through the forest but cannot get to the other side.
3. The person lights a fire on the ground in the forest. The bushes burn down to the ground. The trees stay standing.
4. The person then walks easily through the trees to the other side of the forest.

Script 6

1. Grass plants and wildflowers in a field look tired and sad.
2. A person lights a fire, and the grass plants and wildflowers burn to the ground.
3. The burned plants turn into ash and mix with the soil.
4. The plants grow back healthier than before.

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. The natural regions had _____ that California Indians needed.
   a. fire
   b. food
   c. resources
   d. reservations

2. In which of these natural regions would California Indians have gathered shells?
   a. the coast
   b. the desert
   c. the grasslands
   d. the alpine meadow

3. California Indians used shells for many things. Which was not something shells were used for?
   a. trade
   b. beads
   c. necklaces
   d. fire

4. _____ were traded most by California Indians.
   a. Necklaces
   b. Foods
   c. Canoes
   d. Fires

5. In which tribal region did California Indians build houses out of redwood?
   a. East
   b. South Central
   c. Southwest
   d. Northwest

Name: _____

6. Which resource used by California Indians would not have come from a river area?
   a. willow
   b. fire
   c. water
   d. fish

7. All California Indian cultures made _____.
   a. deerskin
   b. pine nuts
   c. baskets
   d. kutsavi

8. Which is one way California Indians changed the way plants grew?
   a. coppicing
   b. winnowing
   c. weaving
   d. hunting

9. Why did California Indians burn the land?
   a. to send messages to other tribes
   b. to help them get more and better resources
   c. to chase away all the animals from a place
   d. to celebrate a good harvest

10. Many California Indians long ago believed that _____.
    a. animals had special powers or were related to the people
    b. all the animals and people had come from the oceans
    c. any resource the people used belonged to Coyote
    d. an eagle had created the land and the water around them

Name: _____

Part 2

Instructions: Read each question and write an answer in the spaces provided. (5 points each)

11. Name one animal and one plant used by California Indians and tell how the animal and the plant were used.

    Animal: _____

    Used for: _____

    _____

    _____

    _____

    Plant: _____

    Used for: _____

    _____

    _____

    _____

12. You are a California Indian living in a grassland. What are two reasons for burning the grassland?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Name: _____

13. You are a California Indian living in the Northeast tribal region. Why would you want to trade with people from other regions?

14. Choose one legend told by California Indians a long time ago and tell what parts of the natural region are in the story.

Name: _____

The grasslands in California were used by most California Indians. There were many grassland areas in the state long ago. The grasslands had many resources that the California Indians needed.

Instructions: Using what you know about the California Indians and what you know about grasslands, create a storyboard with eight drawings. Your drawings should show how the California Indians used and managed the resources in the grasslands long ago. You may use words in your drawings to make the meaning clear.

Each drawing in your storyboard should answer one of these questions: (5 points each)

Picture 1: What does the grassland look like?

Picture 2: What are one animal and one plant that live in the grassland?

Picture 3: What are three natural resources that California Indians got from the grassland?

Picture 4: What is something that the California Indians made from grassland resources?

Picture 5: How was that item used by the people?

Picture 6: How was one resource from the grassland gathered by the California Indians?

Picture 7: What did the grassland look like before California Indians managed it?

Picture 8: What did the grassland look like after California Indians managed it?

California Education and the Environment Initiative

Printed on post-consumer recycled paper