

CALIFORNIA INDIANS: THE FIRST PEOPLE

ORAL HISTORY ACTIVITY: FOOD & MEDICINE

A free [Distance Learning](#) activity aligned with
Common Core & State Content standards for 3rd-5th grades

OVERVIEW:

In this activity, learners will watch Andrew Galvan, Rose Ann Abrahamson, Richard Bugbee, and Ernest Siva describe natural resources traditionally used in their communities around California.

APPROPRIATE FOR:

3rd - 5th grade

OBJECTIVES:

In this activity, learners will:

- Identify geographic regions and natural resources of different tribes in California
- Analyze how natural resources vary across different geographic regions
- Describe styles of natural resource management

DIRECTIONS:

Watch the video and answer the related questions.

TIME:

1 hour

MATERIALS:

- [Video](#) from the Museum's California Indians oral history series
- Map of California on page 3

STANDARDS:**Common Core***Reading - Key Ideas and Details*

- 3-5 Refer to details and examples in a source when explaining what the source says explicitly and when drawing inferences from the source

California History Social Science Content Standards*Chronological and Spatial Thinking*

- 3-5 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Grade Level Content Area Connections

- 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.
- 3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

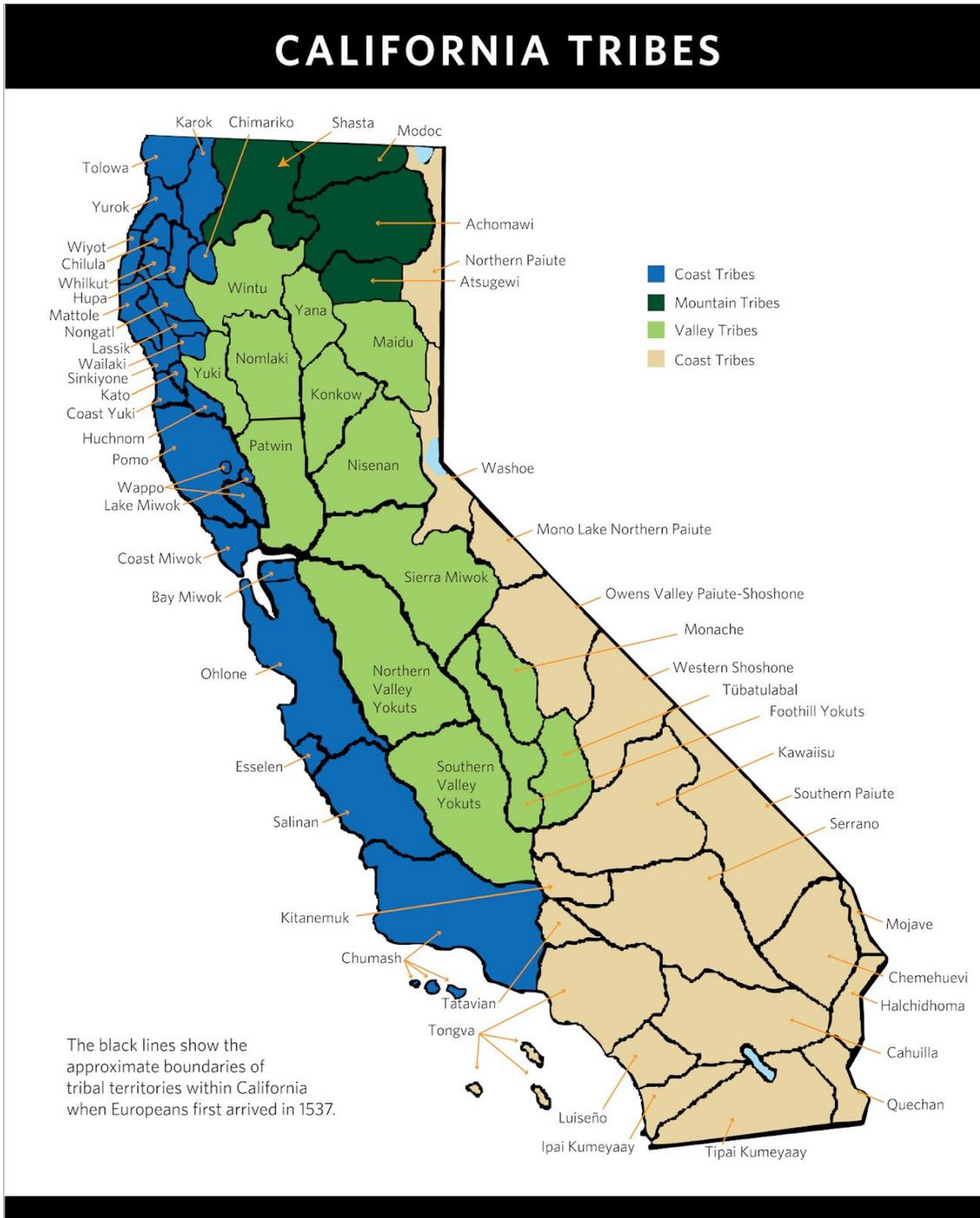
- 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
- 3.2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- 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.
- 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.

Thank you for downloading this Distance Learning resource! We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit <https://www.californiamuseum.org/distance-ed>. For help or questions, contact the education department at reservations@californiamuseum.org.

PART 1: MAP IDENTIFICATION

DIRECTIONS:

First, find each community (OHLONE, SHOSHONE, LUISEÑO, SERRANO/CAHUILLA) from the video, and highlight them on this map.



PART 2: VIDEO ANALYSIS

DIRECTIONS:

View the [video](#) on food & medicine and answer the questions below.



QUESTIONS:

1. What natural resources were managed and used by Native people in each area? Use the table below to answer.

Community	Natural Resources (food, medicine, etc.)
San Francisco Ohlone	

Shoshone	
Luiseño	
Serrano/Cahuilla	

2. What are some examples of how resources differ across one band of people, such as the Shoshone?

3. What does Andrew Galvan mean when he says his family ‘managed’ the land? How is that different from what he calls ‘agriculture’?

PART 3: FURTHER EXPLORATION

DIRECTIONS:

If you would like to know more about this topic, explore the resources listed below.

- Vincent Medina, a member of the Cochenyo Ohlone of the East Bay, and Louis Trevino, a member of the Rumsien Ohlone of the Carmel Valley, run a restaurant in Berkeley featuring Ohlone food. Read more about their restaurant on the [official website](#). What are the goals of the restaurant?