

Chitactac-Adams Heritage County Park



Teaching and Activity Guide

August 2004



www.parkhere.org



*Designed and Developed by the Interpretive Staff of
Santa Clara County Parks & Recreation*

September 2004

SANTA CLARA
COUNTY PARKS
AND RECREATION

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Dear Educator:

Thank you for your interest in Santa Clara's Chitactac-Adams Heritage County Park. We are very excited about our Ohlone programs and look forward to sharing our resources with you.

The activities and information in this teaching guide will help you prepare for your park visit; you may print any of the materials for educational use within your classroom. Please note that, under *Activity Materials – What to Bring and Where to Find It*, you will need to bring additional materials for your one activity (**selected in advance**). **Also, do not cover your selected activity in class before your visit.** For example, if you have chosen *Ohlone Games* for your fieldtrip activity, do not do the *Stave* and *Hand Game* activities as we will be learning, playing, and making this game as part of the on-site program.

Before bringing your class to the historic area, we suggest that you:

- Visit the site ahead of time (in person or at www.parkhere.org) to locate and familiarize yourself with the facilities.
- Complete the following activities before your visit:
 - *Chitactac Vocabulary*
 - *Ohlone Word Search*
 - *Ohlone Word Matching*

Site Policies

Chitactac is a sensitive and valuable cultural and historic site. Please respect it as you would your home. To preserve and protect this area, we must remember to follow all park rules and regulations, including the following:

- Please stay on marked pathways.
- Do not climb on rocks, fences or any structures.
- Picking of plants or flowers is prohibited.
- Removal of artifacts or any other items from the park is prohibited.
- If any artifacts are discovered, please advise park staff or the Site Host. Do not touch or move them.

Tour Program

A staff-led program or tour is only available by reservation. The park and exhibit shelter are open daily from 8:00 a.m. to sunset. Always call and confirm first before choosing a date to visit the site with a group, even if you do not wish to schedule a staff-led program or tour. This will avoid conflicts with other groups visiting on the same day. Groups with reservations have priority using the site. If a scheduled group is on-site, a non-scheduled group may be turned away.

In the event of bad weather on the day of your visit, an alternate “rain-out” date may also be scheduled at the time of booking. To avoid bad weather days, school tours are normally scheduled during the fall, spring and summer months. Please call at least two months in advance to schedule a tour or program.

Contact Numbers for Scheduling and Information

To schedule a class visit, call 408-918-7772. Please allow 2-3 days for a return call if you leave a message. Staff is often out in the field and will return calls as soon as possible.

In the event that you need to cancel or reschedule a program, please call as soon as possible to let us know.

Directions to Chitactac-Adams Heritage County Park:

- Chitactac-Adams Heritage County Park’s address is 10001 Watsonville Rd., Gilroy, CA 95020.
- From Highway 101, take the Tennant Avenue exit in Morgan Hill and proceed west towards Monterey Highway. Turn left (south) on Monterey Highway and travel approximately 0.5 mile south to Watsonville Road. Take Watsonville Road west 5.5 miles to the park site which is located on the west side of the road across from the intersection of Watsonville Road and Burchell Road.
- Additional information is available at www.parkhere.org.

General Items to Bring for All Class Visits

- Camera
- Sunscreen or hat
- Cell phone (no public phones available)
- Wet Wipes (no hand washing facility)
- Name tags for students
- Materials for chosen activity (See page v.)
- Sturdy shoes
- Band aids and small 1st aid kit
- Drinks (water fountain on-site)
- Bag lunch and snack
- Clothing appropriate for day’s weather (Dress in layers. Sweatshirt or jacket are advised as Chitactac can be cool.)

Class Size and Chaperones

- Scheduled programs are limited to **40 students maximum**. We are unable to exceed this number or make exceptions due to space and staff limitations.
- Younger siblings are not allowed during scheduled program times.
- Each group must provide one adult chaperone for every eight students (1:8 ratio).
- **Teachers and chaperones will be assigned duties and integrated into program activities.** Chaperones should be willing and able to be responsible for and assist a group of students; therefore, only students enrolled in the class should be present. No young siblings should accompany chaperones.

Program/Tour Options

When calling to schedule a program, please indicate which of the following options you would like:

- A. 2½ Hours – Staff-led tour of the interpretive trail, exhibit shelter and **one** of the following hands-on activities:
 - Ohlone foods
 - Ohlone games
 - Ohlone tools
- B. 1½ Hours – Staff-led tour of the interpretive trail and exhibit shelter.

Note: Teachers are required to bring materials for the chosen hands-on activities. See the materials list on page v, *What to Bring and Where to Find It*.

Typical Class Visit Schedule (Option A): (Arrival should be at 9:15 a.m., then a quick restroom break. Students will be divided into 2 groups.)

<i>Time</i>	<i>Group 1</i>	<i>Group 2</i>
9:30-10:45	Walking Tour	Activity
10:45-11:00	Snack Break	Snack Break
11:00-12:00	Activity	Walking Tour
12:00 to Departure	Lunch	Lunch

If you have any questions or need more information, don’t hesitate to call us at 408-323-0107. We look forward to your visit.

Sincerely,

Park Interpretive Staff



www.parkhere.org



What to Bring and Where to Find It

Ohlone Foods – Students will be making pine nut bracelets.

- Bring: raw *pine nuts* (suggested 2 pine nuts/student) in the shell and *twine or cord* (suggested 8 inches/student). You may also wish to bring additional beads to accessorize the bracelets; remember that the bead openings should be large enough to allow easy stringing on the hemp cord. Also, choosing a twine or cord with a “stiffer feel” will help students in stringing the pine nuts and beads for their bracelets.
- Suggestions:
 - Raw pine nuts, in the shell, may easily be found online.
 - Hemp/cord/heavy string with a stiff feel (for stringing pine nuts) may be found at craft stores such as Michaels, Joanne Fabrics, online.

Ohlone Games – Students will each make a stick dice game to take home.

- Bring: *large wooden craft sticks* (6 per student), *colored markers* (enough to be shared), *rubber bands* (1 per student), *bag of stick pretzels* (small, straight ones, approximately 12 per student).
- All craft materials should be available through teachers’ supply or craft stores.

Ohlone Tools – Students will make cordage (rope, string) from raffia pieces and drill holes in shells.

- Bring: bag of *raffia* (natural color, enough for 2 long pieces per student), *seashells* (suggest oyster, scallop or mussel shells; 1 per student plus extras to cover breakage; note that clam shells do not work well).
- Raffia needs to be soaked in water for at least 30 minutes prior to use. If possible, soak in a container overnight and keep damp in a zip lock bag while transporting to the park. Raffia can normally be purchased at any craft store.
- Shells are often available in coastal tourist shops in Monterey, Capitola and Santa Cruz. You can also try fish markets or restaurants that sell oysters, scallops or mussels. (These shells should be thoroughly cleaned and sanitized before use.)



Traveling Trunk

Santa Clara County's Park Interpretive Staff has assembled two *Ohlone Traveling Trunks* that may be checked out by educators. The trunks contain books, reproduction artifacts, and other materials that teach about the Ohlone culture. They may be used to compliment a class visit to Chitactac-Adams or used alone when a fieldtrip experience is not possible.

Traveling trunks must be reserved, picked up and returned by teachers. Reservations and arrangements may be made through Chris Carson at (408) 918-7772. Trunks are available for a maximum of two weeks.

Anyone who borrows a traveling trunk must agree to replace or pay for any items that are lost or damaged. Individual item replacement value varies from \$5-\$30. Normal wear and tear is expected and teachers will not be charged for periodic replacement of certain items.

Traveling trunks contain artifact replicas, books, photographs and activities for hands-on classroom instruction. Each artifact is labeled with what it is, what it is made of, and how the Ohlone used it.



Ohlone Traveling Trunk Inventory List

1. Books

- Adopted by Indians, Mayfield
- Grass Games and Moon Races, California Indian games and toys, Jeannine Gendar
- It Will Live Forever, traditional Yosemite Indian acorn preparation, Bev Ortiz
- The Ohlone People of Central California: An Educator's Guide, Douglas Petersen and Linda Yamane
- Ohlone Teacher's Resource, 2nd ed., ed., Richard DiGiacomo
- The Ohlone Way: Indian Life in the San Francisco and Monterey Bay Area, Malcolm Margolin
- Weaving a California Tradition, native American basket weaving, Linda Yamane

2. Maps

- Tribal Areas of California
- Ohlone People of Central California

3. Laminations/Folders

- Acorn preparation sheet
- Acorn preparation sheet
- Black tail deer parts and used
- Classroom activities folder

4. Classroom Activities Folder

5. Materials and Artifact Reproductions:

- | | | |
|-----------------|-------------------|----------------------|
| ▪ Abalone shell | ▪ Acorns | ▪ Arrowheads |
| ▪ Bay nuts | ▪ Berry basket | ▪ Chia seeds |
| ▪ Clapper stick | ▪ Fire making kit | ▪ Manzanita berries |
| ▪ Obsidian | ▪ Sea shells | ▪ Piece of deer hide |
| ▪ Staves game | ▪ Tule rope | ▪ Tule boat |



Study Unit Goals

To introduce students to Chitactac-Adams Heritage County Park and the Ohlone’s story of survival, struggle, adaptation, and change; to share an appreciation of the site as an example of California’s heritage.



Quick Guide to California Content Standards

Chitactac-Adams Heritage County Park’s **Teaching and Activity Guide** strives to meet the California Department of Education Content Standards for the third and fourth grades in the following areas:

Activity	History-Social Science	English-Language Arts	Mathematics	Science	Visual Arts
KWL Chart	3—Continuity and Change, 4—California: A Changing State	Writing Applications 4.2.3		Investigation 3.5.e	
Chitactac Vocabulary, Ohlone Word Search, Ohlone Word Match	3.2.2, 4.2.1	Reading 3.1.4, 4.1.2			
Ohlone Foods	3.1.2				
Ohlone Games	3.1.2				4.3.2
Ohlone Tools	3.1.2				
Match the Tools!	3.1.2				
Ohlone Writing Exercise: The 5 Ws and How		Writing Strategies 3.2.2, 3.2.3, 4.1.2			
Test Yourself	3.2.1, 3.2.2	Word Analysis... 3.1.4		Earth Sciences 4.4.a	

Chitactac-Adams Heritage County Park’s **on-site school programs and tours** strive to meet the California Department of Education Content Standards for the third and fourth grades in the following areas:

Grade 3 – History-Social Science

Continuity and Change – Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.

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).

3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.

Grade 4 – History-Social Science

California: A Changing State – Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

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.

4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4.2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.



KWL Chart

Purpose

The *KWL Chart* functions as an advance organizer to provide focus and inquiry into the study of Ohlone culture and Chitactac-Adams Heritage County Park. It should be started prior to the class' visit and tour of the site.

Applicable Content Standards

History-Social Science – Grade 3

Continuity and Change – Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

History-Social Science – Grade 4

California: A Changing State – Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Science – Grade 3

Investigation 3.5.e Collect data in an investigation and analyze those data to develop a logical conclusion. (*See #2 under Directions.*)

English-Language Arts – Grade 4

Writing Applications 4.2.3 Write information reports: a. frame a central question about an issue or situation; include facts and details for focus; draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). (*See #2 under Directions.*)

Materials

- Butcher paper, flipcharts, or designated white board space
- Marking pens

Directions

1. Introduce this unit of study by drawing from students' prior knowledge and creating a classroom size KWL chart. Consider leaving the chart posted and adding to the **W** and **L** columns as you progress through the materials.
 - **KWL Chart:**
 - What I already **KNOW**
 - What I **WANT** to learn
 - What I have **LEARNED**
 - Brainstorm the **K** column. *Ask: What do we already know about Chitactac-Adams Heritage County Park?* Use a round-robin technique if you like to allow everyone in the class an opportunity to add to the body of knowledge.
 - It may well happen, especially if you are not located near the Gilroy area, that students know very little, if anything, about the park. In this event, broaden your questions to focus more generally on the subject. Some examples: *What do we already know about the Ohlone who once lived in the South Bay area? What did they eat? Where did they live? Did they play any games? What did they wear? What were their buildings like?*
 - As a class, generate ideas and goals for what students want to learn and add these to the **W** column.
 - After each exercise/activity, ask for input and add student learnings to the **L** column.
 - Then, go to the **K** column and check to see how accurate/inaccurate prior knowledge was. Make any necessary revisions so that statements are now correct.
 - Next, go to the **W** column and see if the exercise/activity has addressed any items listed there. Ask if there are any items to add to the **W** column.
2. As you reach the end of the entire study unit, the KWL Chart may be used as part of an overall summary. Check the **W** column to make sure that all items have been addressed. If not, have the class generate a plan for any remaining items.
 - Can answers be found in the library, on the Internet, site tour, museums, community groups, etc.?
 - Can items be assigned to individual students or small groups to research, write up, and then present to the class?



Chitactac Vocabulary, Ohlone Word Search, and Ohlone Word Match

Purpose

These three exercises are designed to familiarize students with vocabulary and phrases related to Ohlone culture and history.

Applicable Content Standards

History-Social Science – Grade 3

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).

History-Social Science – Grade 4

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.

English-Language Arts – Grade 3

Reading 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

English-Language Arts – Grade 4

Reading 4.1.2 Apply knowledge or word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

Materials

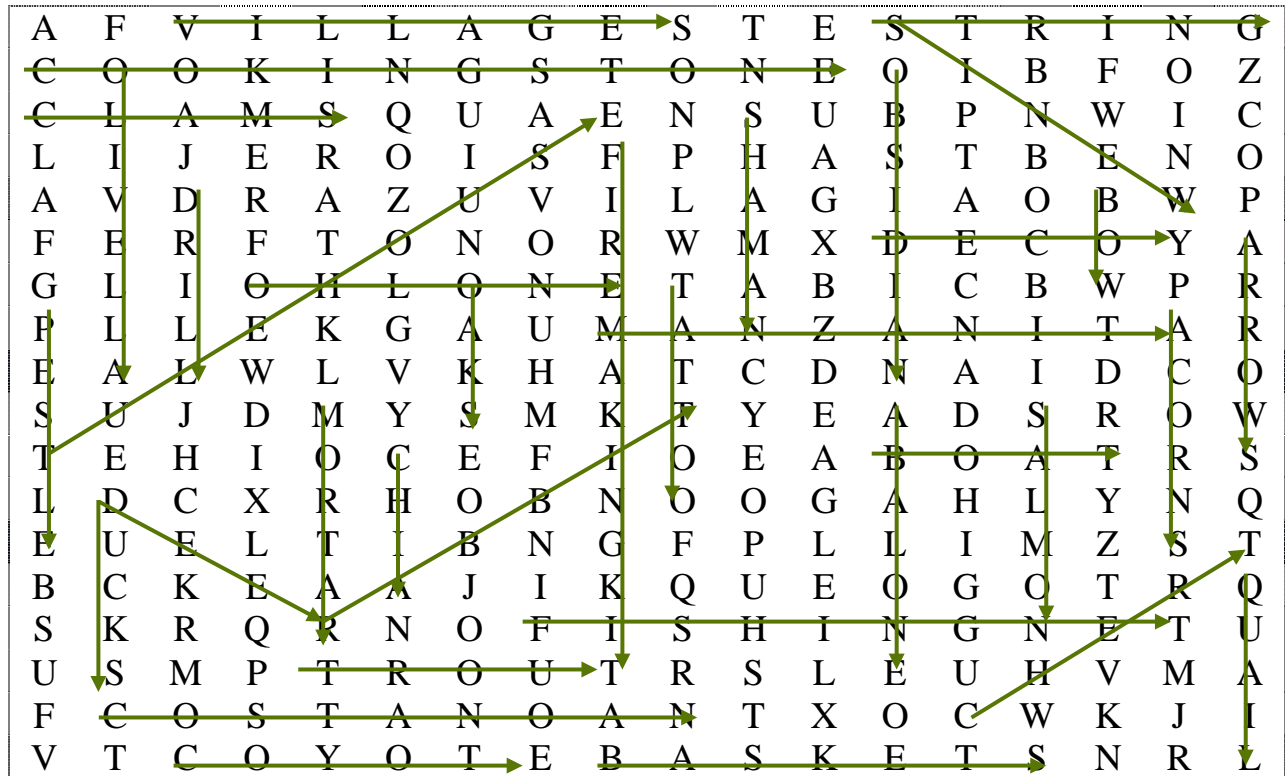
- Copies of *Chitactac Vocabulary, Ohlone Word Search, and Ohlone Word Match*

Directions

1. Distribute photocopied material above.
2. You may wish to review and practice word pronunciation before students complete the word search puzzle and matching exercises.

Answer Keys

Word Search



Matching

- 5 stove
- 10 hunting rifle
- 6 sauna
- 2 blanket
- 4 fishing boat
- 9 backpack
- 3 bed
- 12 matches
- 1 drum
- 8 pantry
- 7 home
- 11 food processor

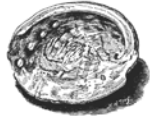


Chitactac Vocabulary

These vocabulary words will help you better understand the history and culture of the Ohlone who once lived at Chitactac.

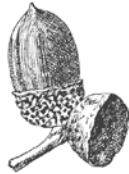
Name _____

1. abalone



- necklaces, pendants, and fish hooks were often made from abalone shells
- delicious shellfish, still much liked today

2. acorn



- acorn storage made permanent settlements more possible
- good source of protein and fiber; high in fat, vitamins and minerals
- pounded to a flour or “meal” (usually in a bedrock mortar), leached of tannic acid, and boiled into a mush or baked into bread
- also eaten by deer, squirrels, jays and acorn woodpeckers

3. atlatl¹



- a spear thrower; 18-24 inches long; usually made of wood
- extended the length of a person’s arm and thus added considerable thrust to the spear
- ideal for hunting larger game animals

4. basket



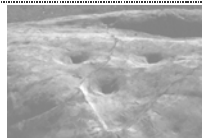
- “sawiy” shown at left, a basket made of tules
- used by some Ohlone for gathering berries

5. bay tree



- seeds of the bay tree were roasted and eaten
- Ohlone may have placed aromatic bay leaves into granaries to repel insects

6. bedrock mortar



- stone bowl carved into rock outcrops

7. boat











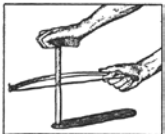






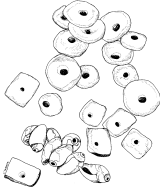




- made of tules bundled together
- used throughout Ohlone territory







8. bow and arrow

- very effective for hunting elk, deer and antelope

¹ Yukon Beringia Interpretive Center. Atlatl. 18 August 2004. <<http://www.beringia.com/03/03maina1b.html>>. This web page shows an animation of the atlatl in action.

9. chert		<ul style="list-style-type: none"> ▪ a very hard, sedimentary rock ▪ used to make arrowheads, knives and drill points
10. chia		<ul style="list-style-type: none"> ▪ plant produces tiny, nutritious seeds ▪ seeds were collected and eaten raw, or parched (toasted) and mixed with other seeds to form a food called pinole
11. clam		<ul style="list-style-type: none"> ▪ provided an abundant food source ▪ bivalve shells, such as clams, were used as tweezers to pluck beards ▪ clam shell disks were strung to use as currency (more valuable than olivella shell disks)
12. cooking stone		<ul style="list-style-type: none"> ▪ fist-sized stone heated in the fire and then stirred into foods in water-tight baskets ▪ used for cooking liquids
13. coyote		<ul style="list-style-type: none"> ▪ featured prominently in Ohlone stories ▪ for some groups, Coyote was considered the creator of the world ▪ known as a “trickster”
14. dance arbor		<ul style="list-style-type: none"> ▪ served as a gathering place for ceremonies and celebrations ▪ fence made of boughs, 4-5 feet high
15. decoy		<ul style="list-style-type: none"> ▪ duck decoy made of tules ▪ covered with feathers to resemble a live duck
16. deer		<ul style="list-style-type: none"> ▪ Ohlone used every part of the deer they took ▪ used to make clothing, tools, rattles and many other things
17. drill		<ul style="list-style-type: none"> ▪ hand drill consisted of a long, narrow stick with sharpened stone point at one end; spun between the palms of the hand ▪ pump drill at left was introduced by the Spanish in the late 1700s
18. duck		<ul style="list-style-type: none"> ▪ provided meat and eggs ▪ feathers used to disguise tule decoys
19. firemaking kit		<ul style="list-style-type: none"> ▪ consisted of a hearth, a drill and dry tinder ▪ wooden drill was spun rapidly until the heat ignited the ground sawdust and tinder

20. fishing net	<ul style="list-style-type: none"> cordage for fishing nets was made from stinging nettle, dogbane, milkweed or other plants
21. granary	 <ul style="list-style-type: none"> storage structure for acorns designed to keep stored foods dry and away from insects and animals
22. manzanita	 <ul style="list-style-type: none"> evergreen shrubs, 2-12 feet high, with small leaves and reddish wood produce small, red berries that were made into a refreshing cider
23. mortar and pestle	 <ul style="list-style-type: none"> stone bowl (mortar) and hand tool (pestle) used to process acorns, nuts, seeds, etc.
24. obsidian	 <ul style="list-style-type: none"> a volcanic rock that breaks to produce very sharp edges often used to make arrowheads and spear points
25. Ohlone, Costanoan	<ul style="list-style-type: none"> Ohlone—said to be derived from <i>Oljon</i>, a village and tribe name from the coast of San Mateo County Costanoan—from the Spanish <i>costeños</i>, meaning “people of the coast”
26. olivella	 <ul style="list-style-type: none"> a gastropod (mollusk), usually with a coiled or spiral shell necklaces, pendants were made of olivella shells olivella shell disks were strung to use as currency (not as valuable as clam shell disks)
27. petroglyph	 <ul style="list-style-type: none"> markings that are pecked or carved into rock Chitactac has 2 kinds of petroglyphs: concentric circles (left) and cupules exact meaning of the petroglyphs is unknown
28. pictograph	 <ul style="list-style-type: none"> have not been found at Chitactac images that have been painted or drawn onto a rock surface; these at left are from Taos, NM
29. quail	 <ul style="list-style-type: none"> used as a food source topknot feathers were often used to decorate the Ohlone’s beautiful baskets
30. rabbit	<ul style="list-style-type: none"> rabbit furs were woven together and worn in cold weather provided a source of meat
31. ramada	 <ul style="list-style-type: none"> 4-legged structures with the top covered with tules or branches; used as a shaded workplace much of a village’s work was done under ramadas

32. salmon		<ul style="list-style-type: none"> caught in the late spring when they were running in local rivers and streams very nutritious food source; could be smoked for future use
33. shaman		<ul style="list-style-type: none"> healer, wise person some people believed they were intermediaries between the visible and spirit worlds
34. sinew		<ul style="list-style-type: none"> used as a wrapping or tying material often made from deer tendons (tendon is a band of tissue that connects muscle to bone)
35. string (cordage)		<ul style="list-style-type: none"> tules and cattail leaves may have been used to make coarse twine and rope milkweed, dogbane and stinging nettle were used to make finer cordage
36. tattoo		<ul style="list-style-type: none"> Ohlone did some tattooing of face, forehead and arms but this varied among different groups and was not necessarily common possible that tattooing indicated social or marital status
37. temescal (sweat house)		<ul style="list-style-type: none"> hot, smoky structure used by men to prepare themselves for hunting located near a river or lake so the men could cool off quickly
38. trout		<ul style="list-style-type: none"> high protein food source found in local rivers could be smoked for future use
39. tule		<ul style="list-style-type: none"> tall (6-9 feet), grass-like plant that grows in wet, marshy areas used to cover the willow frames of houses, granaries, roofs of the ramadas, etc. outer surface of the tule was used in making cordage
40. tule house		<ul style="list-style-type: none"> made of a willow frame covered by thick layer of tules; tules usually replaced every year usually large enough to hold 10-15 people baskets, weapons, dried foods, ceremonial equipment, etc. were stored here
41. village		<ul style="list-style-type: none"> probably between 50 and 100 people located near a reliable fresh water source and access to useful plants and animals



Ohlone Word Search

Directions: Circle the words listed below as you find them.

Name _____

A	F	V	I	L	L	A	G	E	S	T	E	S	T	R	I	N	G
C	O	O	K	I	N	G	S	T	O	N	E	O	I	B	F	O	Z
C	L	A	M	S	Q	U	A	E	N	S	U	B	P	N	W	I	C
L	I	J	E	R	O	I	S	F	P	H	A	S	T	B	E	N	O
A	V	D	R	A	Z	U	V	I	L	A	G	I	A	O	B	W	P
F	E	R	F	T	O	N	O	R	W	M	X	D	E	C	O	Y	A
G	L	I	O	H	L	O	N	E	T	A	B	I	C	B	W	P	R
P	L	L	E	K	G	A	U	M	A	N	Z	A	N	I	T	A	R
E	A	L	W	L	V	K	H	A	T	C	D	N	A	I	D	C	O
S	U	J	D	M	Y	S	M	K	T	Y	E	A	D	S	R	O	W
T	E	H	I	O	C	E	F	I	O	E	A	B	O	A	T	R	S
L	D	C	X	R	H	O	B	N	O	O	G	A	H	L	Y	N	Q
E	U	E	L	T	I	B	N	G	F	P	L	L	I	M	Z	S	T
B	C	K	E	A	A	J	I	K	Q	U	E	O	G	O	T	R	Q
S	K	R	Q	R	N	O	F	I	S	H	I	N	G	N	E	T	U
U	S	M	P	T	R	O	U	T	R	S	L	E	U	H	V	M	A
F	C	O	S	T	A	N	O	A	N	T	X	O	C	W	K	J	I
V	T	C	O	Y	O	T	E	B	A	S	K	E	T	S	N	R	L

ABALONE
 ACORNS
 ARROWS
 BASKETS
 BOAT
 BOW
 CHERT
 CHIA
 CLAMS
 COOKING STONE
 COSTANOAN
 COYOTE

DECOY
 DEER
 DRILL
 DUCKS
 FIREMAKING KIT
 FISHING NET
 MANZANITA
 MORTAR
 OAKS
 OBSIDIAN
 OHLONE
 OLIVELLA

PESTLE
 QUAIL
 RABBIT
 SALMON
 SHAMAN
 SINEW
 STRING
 TATTOO
 TROUT
 TULE HOUSE
 VILLAGES



Ohlone Word Match

Name _____

Directions: Match the “modern things” in the first column to the best available “Ohlone things” in the second.

_____ stove

_____ hunting rifle

_____ sauna

_____ blanket

_____ fishing boat

_____ backpack

_____ bed

_____ matches

_____ drum

_____ pantry

_____ home

_____ food processor

1. clapper stick

2. rabbit skin robe

3. tule mat

4. tule balsa

5. fire pit

6. sweat house

7. tule house

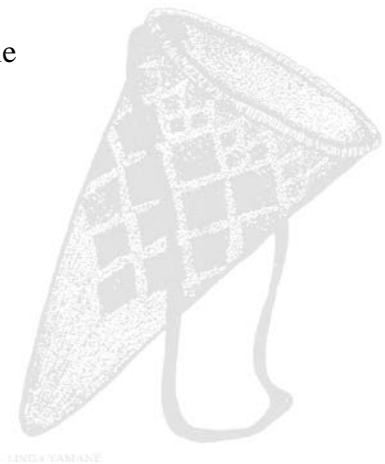
8. granary

9. burden basket

10. bow and arrow

11. mortar and pestle

12. fire-making kit





Ohlone Foods

Purpose

Students will understand that for Ohlone people to survive thousands of years ago they had to learn how to gather, use, and prepare food from the resources available in their environment. They had to store food for future use and cook every day to feed their families.

Applicable Content Standards

History-Social Science – Grade 3

3.1.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (i.e., how they obtained food, clothing, tools).

Materials

- Here are some traditional Ohlone foods you may wish to try.
 - pine nuts
 - chia seeds
 - smoked salmon
 - beef/turkey jerky (venison substitute)
 - shelled black walnuts (or just shelled walnuts)
 - grapes (remind students that today's grapes are cultivated and the Ohlone gathered and ate wild grapes)
 - blackberries
 - hazelnuts (also known as filberts)

Directions

1. **Do not sample foods in class if you have chosen the *Ohlone Foods* program for your on-site visit.**
2. As desired, make photocopies of *Ohlone Foods* and distribute to students.
3. For tasting, we suggest you try at least four of the foods listed above in sufficient quantities for each student to taste everything. Food may be placed in dixie cups for easy serving. See *What to Bring and Where to Find It* on page v for food sources.



Ohlone Foods

For Ohlone people to survive thousands of years ago they had to learn how to gather, use, and prepare food from resources available in their environment. They had to store food for future use and cook every day to feed their families.

Some Ohlone Plant Foods

- **Acorns** came from a variety of Oak trees: Valley, Black, Blue, and Coast Live. They were gathered in the fall, leaving some for deer and other animals to eat, and stored in a granary. Acorns had to be pounded to a flour and then leached by pouring warm water over the acorn meal to remove the bitter tannic acid.
- **Bay nuts** grow on Bay trees. When the nut is ripe, the skin turns from green to purple – it tastes like an avocado. The nut itself can be roasted over a fire. It contains caffeine just like coffee and chocolate!
- **Buckeyes** are the seeds of the Buckeye tree and look like a chestnut. They could be pounded and leached like acorns. However, buckeyes were not a preferred food because they took a lot of time and effort to process.
- **Pine nuts** are the edible seeds of pinecones. Some grew in Ohlone territory and were also imported through trade.
- Tiny, nutritious **Chia seeds** were collected and eaten raw, parched (toasted), or mixed with other seeds to form pinole. At first the seeds crunch in your mouth like poppy seeds, but then they begin to develop a gel-like coating. It is this gelatinous material that allows them to adhere to the outside of the famous “Chia Pet.”
- **Black walnuts, blackberries, strawberries, huckleberries, wild grapes** were gathered and eaten.
- **Elderberries** came from the Elderberry tree. The Ohlone called it the music tree since flute whistles and clapper sticks were made from it. The center of elderberry branches are very soft and easily hollowed out.
- **Manzanita berries** were crushed to make a refreshing cider that was a good source of Vitamin C.
- **Wild onions, cattail roots** and **wild carrots** were gathered and eaten.
- The **soaproot plant** is one of the most versatile you can find. It was used to: make a brush; make a fish poison by crushing the bulb and sprinkling it over the water – it made it

hard for the fish to breathe by clogging their gills and they floated to the surface; make a shampoo; make glue, and; you can even eat it like a potato.

- **Clover** and **Miner's Lettuce** were gathered and eaten much like a salad.
- **Yerba Buena leaves** could be dried and made into a mint tea, good to drink if you have an upset stomach.
- **Seaweed** was gathered along ocean beaches. It was used as food source as well as basket-making material.

Ohlone men and boys did the hunting for the tribe. When the Ohlone men killed an animal they referred to it as “taking” the animal, gave thanks for its life and showed respect by using every part they could. From the hide to the bones, to the meat, and even the brain, they never wasted any part.

Some Animals the Ohlone Used

- The mammals the Ohlone relied on included **deer, elk, antelope, bears, mountain lions, bobcats, skunks, raccoons, rabbits, squirrels, woodrats, mice** and **moles**. Deer meat was cut into strips and hung on poles to dry in the sun. Smoky fires beneath the jerky helped to keep insects away.
- The reptiles they relied on were **snakes, lizards** and **turtles**.
- The birds they relied on were **geese, America Widgeon, ducks, teal, coot, doves, robins, quail** and **hawks**.
- The insects the Ohlone used as food included **yellow jacket larvae, grasshoppers** and **caterpillars**.
- Fish and shellfish were caught and collected from local waters. **Salmon, trout, sardines, anchovies, abalone, mussels, clams, oysters, chitons** (a type of mollusk) and **snails** were common.



Ohlone Games

Purpose

Students will understand that the Ohlone people of thousands of years ago enjoyed playing a variety of games. The Ohlone played two different types of games; one type was for skill building, the other type was based on chance or luck.

Applicable Content Standards

History-Social Science – Grade 3

3.1.2 Discuss the way 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).

Visual Arts – Grade 4

4.3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage. (*if making and discussing staves*)

Materials for Staves Games

- Craft sticks and marker pens – If you choose, you can have students make their own staves game using craft sticks instead of elderberry. Each student will need six craft sticks. Marker pens can be used to decorate the staves on one side only.
- Pretzels – The Ohlone used sticks or some other natural material to signify their points when playing the staves game but you can use pretzel sticks. Every time students win a point they are awarded a pretzel.

Directions

1. **Do not play games or make staves as a classroom activity if you have chosen the *Ohlone Games* program for your on-site visit.**
2. As desired, make photocopies of *Ohlone Games* and distribute to students.



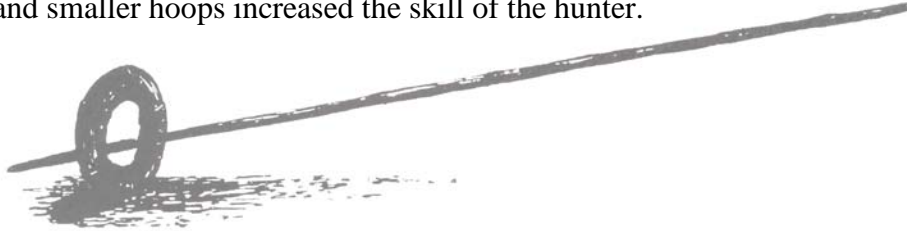
Ohlone Games

Like children and adults of today, the Ohlone people of thousands of years ago enjoyed playing a variety of games. The Ohlone played two different types of games; one type was for skill building, the other type was based on chance or luck.¹

Games of Skill

Games of skill were used to increase eye-hand coordination. Good eye-hand coordination was important for hunting and other important tasks that were done on a daily basis. Ohlone children started playing these skill games when they were very young.

- **Hoop and Spear** is one example of a game of skill. When rolled across the ground, the hoop represented a running animal. The goal was to throw a spear through the center of the hoop as it rolled. There were different sizes of hoops to symbolize different sizes of animals. Smaller and smaller hoops increased the skill of the hunter.



Games of Chance or Luck

These two games weren't used to increase skills. They were used for entertainment and sometimes played for days on end. Both adults and children played these games.

- The **Hand Game** required two objects, either completely different or marked differently. The most common objects were deer toe bones. One was plain. The other was wrapped with either string or deer sinew. A player placed his or her hands behind the back and hid one piece in each hand, switching the pieces back and forth for a short time. When ready, the player's hands were extended in front of another player who had to guess which hand held the marked playing piece.



hand pieces for hiding are above, counting sticks are below

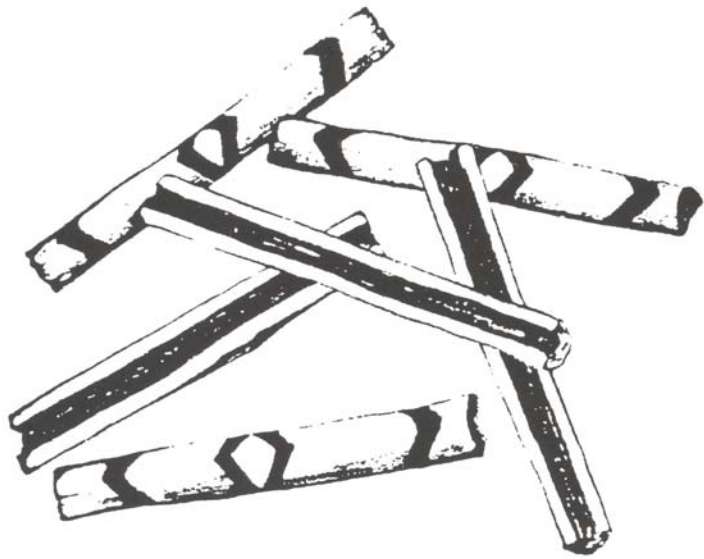
¹ Sketches on this page by Linda Yamane.

If the second player guessed incorrectly, the first player got a counting stick (you can use pretzels instead!) and a chance to hide the game pieces again. If the second player guessed correctly, he or she got to hide the pieces for the next turn.

The score was kept with 6 to 12 counting sticks. The sticks started in one pile and were taken by each player as earned. After the pile was gone, the sticks were exchanged between players. The first player to win all the counting sticks won the game.

- The **Staves Game** was played with six sticks, usually made from an elderberry or willow tree; the sticks were small sections of branches cut in half. The round side of the stick was decorated and the flat side was left plain. The Ohlone who once lived at Chitactac created geometric patterns using red, black and white but feel free to use any available colors and symbols for your staves.

To play the game, the six sticks were tossed into the air. The sticks either landed decorated side up or plain side up. Depending on the way they landed, the player was awarded points. If they were all facing decorated side up or all facing plain side up, you got two points. If three were facing decorated side up and three were facing plain side up, then you got one point. Any other combination was worth zero points and you lost your turn.



The Ohlone used counting sticks or other natural materials to tally their points.



Ohlone Tools

Purpose

Students will understand that the Ohlone people of thousands of years ago learned to make tools using natural resources.

Applicable Content Standards

History-Social Science – Grade 3

3.1.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (i.e., how they obtained food, clothing, tools).

Materials

- Photocopies of *Ohlone Tools* and *Match the Tools!*

Directions

1. As desired, make photocopies of *Ohlone Tools* and *Match the Tools!*.
2. Some related discussion areas:
 - **Online Link:** See *What Is the Rock Cycle?* <<http://imnh.isu.edu/digitalatlas/geo/basics/diagrams.htm>> for a diagram of the rock cycle.
 - **Online Link:** See *Chert* at <<http://volcano.und.nodak.edu/vwdocs/vwlessons/lessons/Slideshow/Serocks/Sedrock4.html>> for a brief discussion and picture of chert.
 - **Online Link:** See *Kid's Korner: How to Make a Pump Drill* at <http://www.nps.gov/tuma/Pump_drill.html>.
 - **Online Link:** See Washington State University Museum of Anthropology, *The Cordage Connection* at <<http://libarts.wsu.edu/anthro/museum/virtual%20exhibits/cordage/cordage.htm>> for directions on making cordage as well as photos showing cordage artifacts.

Answer Key

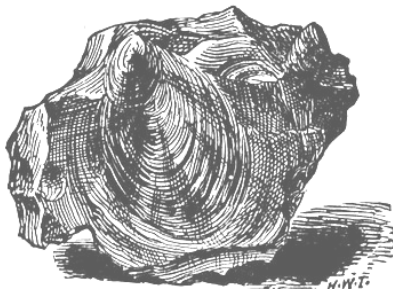
hand drill	<u>5</u>	cordage	<u>10</u>
pump drill	<u>8</u>	bone needles	<u>2</u>
burden basket	<u>9</u>	bedrock mortars	<u>6</u>
mortar and pestle	<u>1</u>	berry basket	<u>7</u>
deer antlers	<u>3</u>	chert	<u>4</u>



Ohlone Tools

Thousands of years ago, the Ohlone learned to make tools using natural resources. Below are just a few examples of these natural resources along with information as to how they were used to make useful tools.

Chert and Obsidian



chert

Chert is a fine-grained, very hard, sedimentary rock.

Obsidian is a volcanic rock, a kind of glass that occurs when lava is cooled rapidly in water. It can be flintknapped to a very sharp edge. Compared to chert, obsidian is relatively soft. The Ohlone used both chert and obsidian to make arrowheads, spear points, knives, hand axes and other sharp tools for cutting and scraping.

Flintknapping is the process of making stone tools by using another stone, a hammerstone, to strike off flakes and create edges. Wood, bone or antler can also be used to flintknap by applying pressure to strike off flakes to create a sharp blade or edge. To flintknap obsidian, place a piece of deer hide in the palm of one hand to protect it from being cut. Place a piece of obsidian on top of the hide. Then take a piece of deer antler in the other hand and use it to chip away at the edge of the rock until you've made your arrowhead, spearhead, scraper or knife.

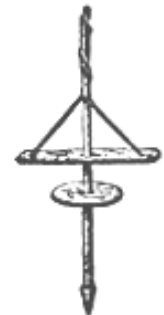
Drills



hand drill

Notice the two drills pictured here. The Ohlone first used the **hand drill** (shown left) with a stone point. After contact with the Spanish, they used the **pump drill** (shown right) with a metal point. The pump drill was more effective since it was faster and easier to use.

One way the Ohlone used these drills was to create holes in shells used in making jewelry, for example, an abalone shell necklace.



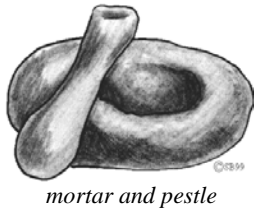
pump drill

Cordage (Rope or String)



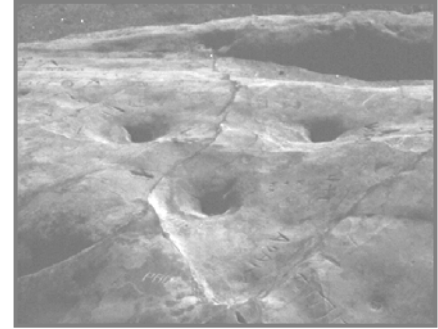
The Ohlone made **cordage** by twisting 2 lengths of various plant materials around each other in a specific way. Some of the plants used were tule, dogbane, and iris.

Mortar and Pestle



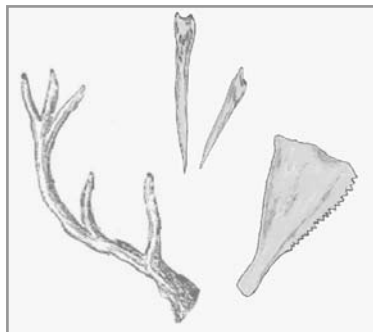
Ohlone women used a **mortar and pestle** every day to pound acorns into a meal or a coarse flour. The mortar and pestle were also used to grind rocks into powder to be made into different colored pigments. These pigments were mixed with animal fat to make paint for staves, unshelled walnuts, and other decorative uses. The pigments were also used as body paint.

At the Chitactac village, Ohlone women pounded acorns in bedrock mortars, mortars carved into large stone outcrops. The bedrock mortars were very close to Uvas Creek because a lot of water was needed to pour over the acorn flour to leach the tannic acid out before it could be cooked and eaten.



bedrock mortars

Bone and Antler Tools



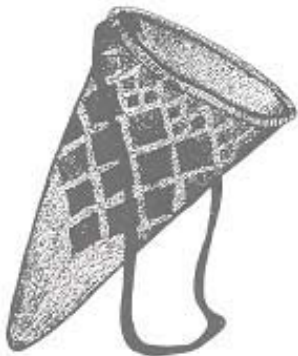
left to right: deer antler,
2 bone awls, deer bone saw

A **deer bone saw** was made out of a deer's scapula, or triangular shoulder blade. The Ohlone would chip one edge of the bone to make teeth. This saw cuts tule easily but would probably break if used on harder materials.

The deer **antler tip** was used in flintknapping. Obsidian or chert was held in the hand, protected by a small piece of deer hide. Then the antler tip was used to chip the edge or edges of the rock into the desired shape.

Deer bones were split and shaped into several tools such as **awls, needles, and fish hooks**. An awl is a pointed tool the Ohlone used for making holes in items such as baskets or tanned hides. Bone needles were often used to make baskets.

Baskets



burden basket

A variety of **baskets** were used for gathering, storing, cooking and decorating. These baskets were sketched by Linda Yamane. One is a burden basket and was used to carry almost anything: acorns, tools, firewood, gathered plant materials for making cordage, etc. Burden baskets were carried by the strap worn across the forehead or shoulders. The other is a berry basket. It's a very smart design – narrow at the bottom and wide at the top so the berries don't get crushed.










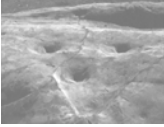


berry basket



Match the Tools!

Test your knowledge of Ohlone tools. Match the pictures with the best descriptions.

Name _____

 <p>_____</p>	<p>1. used to grind pigments to be made into paint; usually kept separate from those used to pound acorns</p>
 <p>_____</p>	<p>2. often used in basket making</p>
 <p>_____</p>	<p>3. used in flintknapping to chip edges of rocks</p>
 <p>_____</p>	<p>4. very hard rock used to make arrowheads</p>
 <p>_____</p>	<p>5. hand drill with a stone point.</p>
 <p>_____</p>	<p>6. used to pound acorns to a flour</p>
 <p>Bone needles</p> <p>_____</p>	<p>7. special basket used to gather berries</p>
 <p>_____</p>	<p>8. pump drill with a metal point</p>
 <p>_____</p>	<p>9. burden basket used to carry many things.</p>
 <p>_____</p>	<p>10. used to lash or tie things together</p>



Ohlone Writing Exercise – The 5 Ws & How

Purpose

The *Ohlone Writing Exercise* may be used to introduce and practice using the *5 Ws & How* when writing letters and compositions.

Applicable Content Standards

English-Language Arts – Grade 3

Writing Strategies 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Writing Strategies 3.2.3 Write personal and formal letters, thank-you notes, and invitations:
a. show awareness of the knowledge and interests of the audience and establish a purpose and context; b. include the date, proper salutation, body, closing, and signature.

English-Language Arts – Grade 4

Writing Strategies 4.1.2 Create multiple-paragraph compositions: a. provide an introductory paragraph; b. establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; c. include supporting paragraphs with simple facts, details, and explanations; d. conclude with a paragraph that summarizes the points; e. use correct indentation.

Materials

- Photocopies of *Ohlone Writing Exercise – The 5 Ws & How*
- Photocopies of *Ohlone Village* (copy on reverse of worksheet above)

Directions

1. May work best as a concluding activity **after** visiting Chitactac-Adams Heritage County Park **and** studying the Ohlone culture.
2. Give students your expectations for this writing assignment. Letter for the third grade? How many paragraphs for the fourth grade? Any rubrics you may be using to evaluate the writing assignments?¹
3. Ask students to write from the perspective of an Ohlone child their age.
4. Remind students that the questions following the *5 Ws and How* are only suggestions to help get them started. They should not try to include all in their writing exercise.

¹ Schrock, Kathleen. *Kathy Schrock's Guide for Educator. Teacher Helpers: Assessment and Rubric Information*. 12 July 2004 <<http://school.discovery.com/schrockguide/assess.html>>. This URL contains a variety of rubrics that may be helpful as you design your own.

- ▶ Students may use ideas from their KWL Chart if the class has created one. See page 2.



Ohlone Writing Exercise – The 5 Ws & How

Your teacher will give you more specific instructions and expectations for this exercise. Once you have that information, use this chart to get some ideas and organize your thoughts about what you want to include in the writing assignment. (Sample ideas are included as questions to help get you started.) A picture of what we think an Ohlone village may have looked like is on the back.

Name _____

<p>WHO – Write as if you were an Ohlone child who is your age and lives at Chitactac. Tell us your name. Who are your friends and family? Who are some other people who live in your village? Who is the chief?</p>	
<p>WHAT – What tools are you making? What kinds of seeds are you gathering? What does a tule boat look like? What food did you eat for breakfast (or another meal)? What’s the weather like?</p>	
<p>WHEN – What season of the year is it? Is it morning, afternoon, or evening? Is it play or work time? Is it mealtime? Is it sunrise or sunset? When you got up, what were the first things you saw?</p>	
<p>WHERE – Are you in the middle of your village? Down at the creek? On a trail to another village 5 miles away? Near bedrock mortars? Inside the dance arbor? Under the ramada? Have you gone hunting with the men? Where do you sleep?</p>	
<p>WHY – Why do you play the hoop and spear game? Why leach acorns? Why is the village near water? Why do only the men hunt? Why do you have a chief or leader?</p>	
<p>HOW – How do you build a tule house? How do you play the staves game? How do you travel from place to place? How do you make cordage? How do you tan deer hide? How do you store acorns?</p>	



An Ohlone Village





Test Yourself

Purpose

The three exercises in this section are designed as a review of the study unit.

Applicable Content Standards

History-Social Science – Grade 3

3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. (*of Native Peoples*)

3.2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted the their natural environment (e.g., how they obtained food, clothing, tools).

English-Language Arts – Grade 3

Word Analysis... 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Science – Grade 4

Earth Sciences 4.4.a Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). (*if references to chert and obsidian are discussed in relation to the rock cycle*)

Materials

- Photocopies of *Test Yourself* (The 2 pages should be photocopied back-to-back.)

Directions

1. Should be used as concluding activities done after studying the unit and/or the on-site visit to Chitactac.
2. For the *Abalone Shell Necklace* exercise, you may want to complete the first box or two with students to help them understand how this exercise works.

Answer Keys

Acorn Timeline

7
3
6
4
2
1
5

Abalone Shell Necklace

H	A	N	D	D	R	I	L	L	A	N	D
P	U	M	P	D	R	I	L	L			

Fill in the Blanks

1. firemaking kit
2. tule house
3. chert
4. obsidian
5. petroglyphs
6. pictographs
7. bedrock mortar
8. acorn
9. ramada
10. village
11. bay
12. quail
13. manzanita
14. Costenoan
15. dance arbor



Test Yourself

Acorn Timeline

Directions: Place the following activities in correct order with #1 being the first activity and #7 being the last.

- _____ rocks removed from cooking basket and the acorn mush is served
- _____ shells removed and pounded to a flour
- _____ hot rocks added to the cooking basket and stirred until the acorn mush thickens
- _____ water poured over the acorn flour to leach out the tannic acid and make it “sweet”
- _____ dried and stored in a granary
- _____ gathered in the fall
- _____ acorn flour and water added to a watertight cooking basket to make a mush

Name _____

Abalone Shell Necklace – *What two tools did the Ohlone use to drill holes in abalone shells?*

Directions: Unscramble the tiles to answer the question. There is room for three letters per tile; empty spaces show the spaces between words or the end of the answer. The empty boxes below give you a place to write in the letters.



H A N	R I L	N D	L	D D
R I L	L A	P D	P U M	

Fill in the Blanks

Word Bank

petroglyphs	ramada	obsidian
acorn	firemaking kit	village
chert	quail	bedrock mortar
Costenoan	dance arbor	manzanita
bay	pictographs	tule house

consisted of a hearth, a drill and dry tinder

1. _____

constructed of a willow frame covered by a layer of tules

2. _____

a very hard, sedimentary rock used to make arrowheads

3. _____

a volcanic rock used to make arrowheads

4. _____

markings pecked or carved into rock

5. _____

markings painted or carved into rock

6. _____

stone bowl carved into rock outcroppings where acorns were pounded

7. _____

pounded to a flour, leached of tannic acid, and boiled into a mush

8. _____

sun shelter where work was often done

9. _____

located near a reliable water source and access to useful plants and animals

10. _____

leaves of this tree were possibly put into granaries to help repel insects

11. _____

topknot feather of this bird often decorated Ohlone baskets

12. _____

its berries were crushed and made into a cider

13. _____

another name sometimes used for the Ohlone people

14. _____

gathering place for ceremonies and celebrations

15. _____



Credits, Bibliography and Suggested Reading, Resources

Credits

Some images used from Linda Yamane; Doug Petersen; Santa Clara County Parks & Recreation; <www.clipart.com> © 2004.

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Resources

The following is a listing of resources within the San Francisco and Monterey Bay areas that you may wish to visit for further enrichment in Ohlone culture:

Chitactac-Adams Heritage County Park (visitor center; interpretive trail; bedrock mortars; rock art; education programming by reservation)
10001 Watsonville Road
Gilroy 95020
408-323-0107
<www.parkhere.org>

Coyote Hills Regional Park (visitor center; mural; “shellmound” site with some reconstructed traditional structures; annual public event, *A Gathering of Ohlone Peoples*, in early October; educational programming; books)
8000 Patterson Ranch Road
Fremont, CA 94555
510-795-9385
<<http://www.ebparks.org/parks/coyote>>

Henry Cowell State Park (annual public event, *Ohlone Day*, in late September; books)
101 N. Big Trees Park Road
Felton, CA 95018
831-438-2396
<<http://www.parks.ca.gov>>

Pacific Grove Museum of Natural History (two Ohlone baskets on display)
165 Forest Avenue
Pacific Grove, CA 93950
831-918-1047
<<http://www.pgmuseum.org>>

Pacific House at Monterey State Historic Park (Monterey Museum of the American Indian, baskets, pottery, other artifacts)
20 Custom House Plaza
Monterey, California 93940
831-649-7118
<http://www.parks.ca.gov/default.asp?page_id=961>

Santa Cruz City Museum of Natural History (mural illustrating Ohlone life; Native People loan materials; books)
1305 East Cliff Drive
Santa Cruz, CA 95062
831-420-6115
<www.santacruz museums.org>

Santa Cruz Mission State Historic Park (*Living History and Craft Making* – “This is a program sponsored by Friends of Santa Cruz Parks in which volunteer docents demonstrate mission heritage crafts such as tule basket weaving, candle dipping and adobe brick making. Participants can learn about the traditions of the California Ohlone Indians, Californios and Spanish who lived in Alta California in the 1800s.”)
144 School Street
Santa Cruz, CA 95060
831-429-2850
<www.parks.ca.gov>

Sunol Regional Wilderness (visitor center)
Southeast end of Geary Road
Suñol, CA 94586
510-562-PARK
<www.ebparks.org>

Youth Science Institute – Alum Rock Nature Center (school/group program on the Ohlone)
16260 Alum Rock Avenue
San Jose, CA 95127
408-867-6940
<www.yisi-ca.org>

Youth Science Institute – Sanborn Nature Center (an exhibit features native plants and plants used by Native People)
16055 Sanborn Road
Saratoga, CA 95070
<www.yisi-ca.org>

Youth Science Institute – Alum Rock Nature Center (school/group program on the Ohlone)
16260 Alum Rock Avenue
San Jose, CA 95127
408-867-6940
<www.yisi-ca.org>



Teacher Evaluation

The Staff at Chitactac-Adams Heritage County Park would appreciate your feedback on this teaching and activity guide. Please complete and return this evaluation form to let us know if there is anything we can do to better meet your needs. Thank you for your time and effort.

1. Check which of the following materials you used to teach your students about Ohlone culture and Chitactac-Adams Heritage County Park:

<input type="checkbox"/> KWL Chart	<input type="checkbox"/> Match the Tools!
<input type="checkbox"/> Chitactac Vocabulary	<input type="checkbox"/> Ohlone Writing Exercise: The 5 Ws & How
<input type="checkbox"/> Ohlone Word Search	<input type="checkbox"/> Ohlone Village Graphic
<input type="checkbox"/> Ohlone Word Match	<input type="checkbox"/> Acorn Timeline
<input type="checkbox"/> Ohlone Foods	<input type="checkbox"/> Abalone Shell Necklace
<input type="checkbox"/> Ohlone Games	<input type="checkbox"/> Fill in the Blanks
<input type="checkbox"/> Ohlone Tools	

2. For which grade level(s) did you use these materials? _____
3. Are you located in the San Jose, CA greater metropolitan area? Please circle. YES NO
If YES, did you combine your studies with an on-site visit to the park? Please circle. YES NO
4. What did you find most useful about the guide?
5. Are there any topics or activities you would like to see added to this guide?
6. Any additional comments?

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**New Almaden Quicksilver Mining Museum
Attn: Chris Carson
21350 Almaden Road
San Jose, CA 95120**