INTRODUCTION

This activity packet will give you what you need to enhance your field trip to Turtle Bay Exploration Park. Your students will learn that the Wintu people have lived in this area for thousands of years and how they used the natural materials found in their environment to fulfill their needs for shelter, water, and food.

Pre-field trip Activities

1. Make a KWL chart
   The KWL strategy is one way to engage students in generating questions prior to taking a field trip. Create a graphic organizer with three columns for recording information. Each column correlates with one letter in the strategy name - What I Know (Prior Knowledge); What I Want to Learn (Questions); What I Learned (New Knowledge).

   Use the following steps:
   1. Brainstorm the topic and list what you already know.
   2. Generate questions about additional information that you would like to learn about the topic. (Developing these questions also serves to set a purpose for the field trip and to arrive with a clear sense of why they are there.)
   3. Investigate the topic by observing, listening, reading, thinking and discussing (during Wintu Ways class and self-guided explorations).

   Use this method to engage the students in generating questions about the Wintu tribe. This will help them know what the already know and also create some questions that they can ask during the Wintu Ways Class.

2. Life without technology?
   What was it like to do things without the wonderful devices of modern day technology? Discuss or actually have students complete an every-day task, first using modem technology and then without that technology.
   Examples might be:
   • Sharpening a pencil
   • Boiling water
   • Making a phone call
   • playing a video game
   • Other?

   Was it easier or harder to do these tasks without technology? Write a short paragraph about the experience.

During Your Field trip
1. During your visit your students will learn about the Wintu people and how they lived. Some of the things they will discover are the type of home they lived in, different ways they hunted and fished, made baskets, and gathered food. They will understand that the Wintu people are still living in this area and many traditions still continue.

2. Students will also participate in hands-on activities such as making a pine nut bead, stick game, mock twined basket or acorn grinding.

Post-Field trip Activities

1. Complete KWL chart
Now that you have taken the Wintu Ways Class it is time to complete the chart. List what was learned. If the field trip did not provide answers to all of the questions you can add these to the second column or recorded in a forth “S” column, as – What I Still Want to Know.
If there are a lot of new questions, the students could do a research project to discover the answers.

2. Are All Tribes the Same?
You have learned about the Wintu Tribe during your field trip. Do you think that all Native American tribes have the same ways of living? Research or read stories about a Native American tribe from another area and compare how they lived. Some questions might be: Did they eat similar foods? Do their homes differ in any way? What type of animal did they hunt? If there were differences, why do you think that was?

California State Standards

Grade Two
2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

Grade Three
3.2 Students describe the American Indian nations in their local region long ago and in the recent past. Describe national identities, religious beliefs, customs, and various folklore traditions. 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). Discuss the interaction of new settlers with the already established Indians of the region.
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Grade Four
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.
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.

**Grade Five**

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. 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. Describe their varied customs and folklore traditions.