

Acjachemen/Juaneno History and Cultural Tour for Educators Resources

Gathered by Marika Manos, Ed.D. | History/Social-Science Manager

<https://tinyurl.com/AcjachemenTour>

General Resources	OCDE Newsroom (website)			
	Appropriate Terminology for Indigenous Communities , Smithsonian (website)			
	OC Stories Videos: California Revealed , OC Public Libraries (website)			
	OC Stories Photos , OC Public Libraries (website)			
	Juaneño spiritual leader seeks to preserve the old ways , Daily Pilot (website)			
JBMIAN	Breaking the Grand Silence on OC World – A Must See Capistrano Historical Alliance Committee (online video)			
	https://camodelcurricula.ucdavis.edu/native-american-studies (website)			
Federal Recognition	Juaneño Band of Mission Indians Acjachemen Nation			
Articles	Create-a-Mock-Village-Recognizing-Orange-Countys-Indigenous-People			
Grade-Level	Standard	Framework Questions	Resources / Sources / Activities	Lessons from OCDE
Kindergarten	K.6: Students understand that history relates to events, people, and places of other times. 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	How are our lives different from those who lived in the past? How are they the same?	Look at the pictures of here. How are our homes, foods, and household items different from those who lived in the past? How are they the same? (Google Doc)	GRADE K/1 LESSON: Native American Food (Google Doc)
First Grade	Juaneño Band of Mission Indians (website) Acjachemen Nation	How is our life different from those who lived in the past and how is it the same?	Look at the pictures of here. How are our homes, foods, and household items different from those who lived in the past? How are they the same? (Google Doc)	
			"Across from the Elderberry Tree" - Ellen Schneider. Indigenous Voices of San Juan Capistrano, OC Stories (Video)	
			Foraging for acorns is a tribal tradition in LA, KCRW (website)	GRADE K/1 LESSON: Native American Food (Google Doc)
Second Grade	1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	How do many different people make one nation?	Acjachemen Culture, Crystal Cove (website)	
			Watch the video, The Turtle Story, a Native American Account of Earthquakes. What is one way Acjachemen/Juaneno families? (Video)	
			How do you remember your past? Use a picture to learn about your family. Platicas con Family Photos, UCLAHSSP (Google Doc)	
Second Grade	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).	How do families remember their past?	"Generation to Generation" - Teeter Romero & Ellen Schneider, Indigenous Voices of SJC (Video)	

Third Grade	3.2 Students describe the American Indian nations in their local region long ago and in the recent past. 1. Describe national identities, religious beliefs, customs, and various folklore traditions. 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, and tools). 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 4. Discuss the interaction of new settlers with the already established Indians of the region.	Who were the first people in my community?	Who were the first people in my community? (website) "We are the Acjachemen People" - David Avitia, Indigenous Voices of San Juan Capistrano (Video) Southern California Indian, Bowers Museum (website) Native American Background, OCDE (website) Modesta Avila's Story (website)	
Fourth Grade	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. 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. 2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 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. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. 5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. 6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. 7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. 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.	What was life like for native Californians before other settlers arrived? How did the diverse geography and climate affect native people? Why did the houses of the California Indians vary so much? What natural resources are necessary to sustain human life? Why did Europeans come to California? How did European explorers change the region? How did the region's geography impact settlement? Why did Spain establish missions? And how did they gain control? What impact did this encounter have upon Native peoples, Spanish missionaries and military, the Spanish/Mexican settler population, and California's natural environment? How did the lives of California Indians change during the Mission Period? How did they stay the same?	California Indians and Managing Resources, EEI Curriculum (Password teachee) (Google Folder) Native American Heritage Commission (website) Digital Atlas of CA Indians, NA Heritage Commission (website) Consider the pictures in this document. Prior to the rancho period, what natural resources supported people from Juaneno/Acjachemen ancestry? (Google Doc) California Missions Map (website) Outline map of California showing missions and principal settlements prior to secularization (website) Varying Perspectives on the Missions, TeachingCA (website) Surveyor's restoration map of the Mission San Juan Capistrano, ca.1900 (website) "A Foot in Two Worlds" - Stephen Rios, Indigenous Voices of San Juan Capistrano (Video) Backbone of the Community: Early Native American Women in San Juan Capistrano (Video) Missions Impact on Indigenous Ways of Life, TeachingCA (website) Those Walls are Us, OC Stories (Video) Missions Impact on Environment and Economy, TeachingCA (website) Untold History: The Survival of California Indians, KCET (website) Mission School students preparing to celebrate St. Joseph's Day, San Juan Capistrano (website) We're Still Here, OC Stories (Video)	https://cdm16838.contentdm.oclc.org/digital/collection/p16838coll2/id/126/rec/17 (website)

Fifth Grade	5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	How did westward movement transform indigenous environments and communities?	The Social and Economic Impact of the Mexican American War, Teaching California (website)	
Eighth Grade	8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. 2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. 3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869). 4. Examine the importance of the great rivers and the struggle over water rights. 5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. 6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	How did Manifest Destiny contribute to American expansion? How did leading American thinkers justify America's westward expansion in the nineteenth century (from classroom example)? What were the consequences of the Mexican American War? How did family life change during the first half of the nineteenth century?	The Social and Economic Impact of the Mexican American War, Teaching California (website)	
Eleventh Grade	11.10 Students analyze the development of federal civil rights and voting rights. 5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	How did various movements for equality build upon one another?	Interview with Heidi Lucero, Earthroots Smithsonian (website) American Indian Responses to Environmental Challenges, Smithsonian (website) Juaneno Indians carrying placards at demonstration over land rights in San Juan Capistrano, Calif., 1964, UCLA (website)	