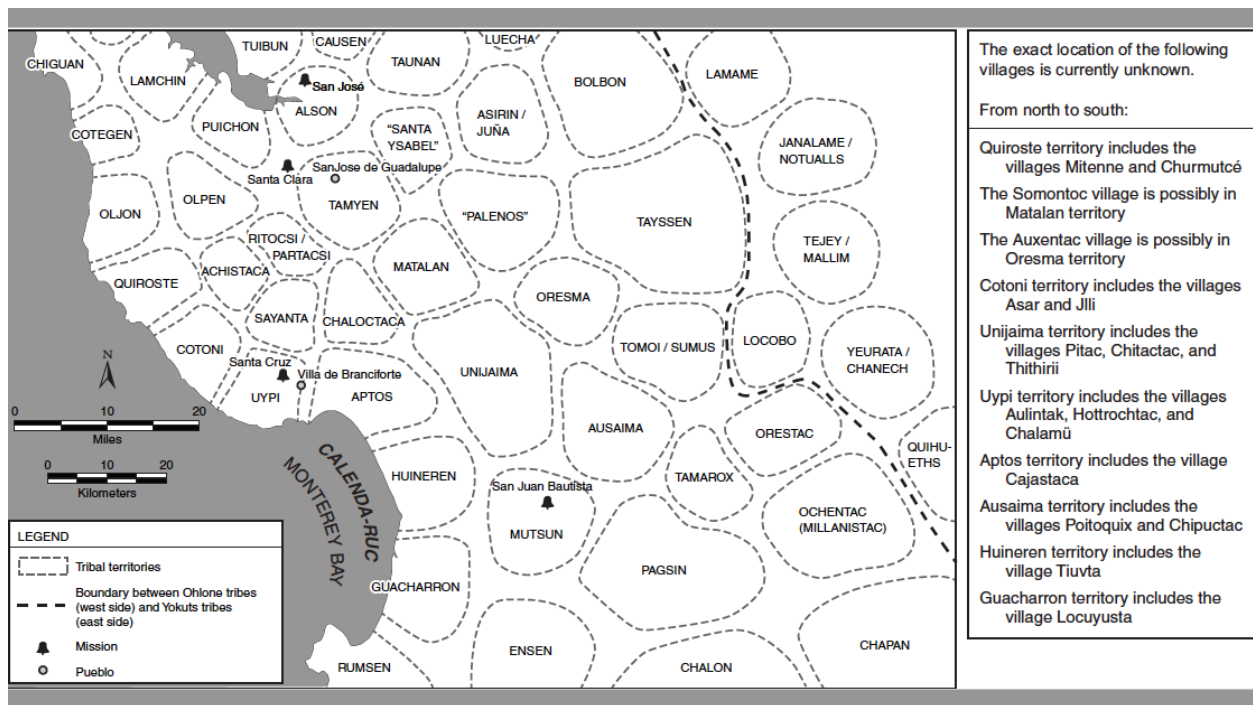


## Opening Up the Textbook Lesson

What relationship did California Indians have with the land before colonization?

### Activity One:

(Insert map, image, name, something that is local and relates to Mission Santa Cruz and San Juan Batista, for example, this map below...use activity: what do you [see, think, wonder?](#))

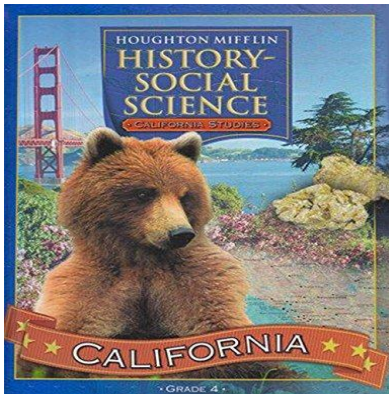


Source: Rizzo, M. A. (2016). No Somos Animales: Indigenous Survival and Perseverance in 19th Century Santa Cruz, California. *UC Santa Cruz*. Doctoral Dissertation.

## *Inquiry: Opening up the Textbook as Dominant Narrative*

What relationship did California Indians have with the land?

### **Source A. Textbook**



The missions took land that the California Indians had used for hunting and gathering. Without that land, some Indians had to go to the missions for food. Soldiers brought some as well. Some people came to missions by choice and others were brought by force. As time went on, fewer people came to missions by choice. However, the mission system kept growing.

**Source:** Excerpt from a Fourth-grade textbook written by Viola, H. & Bednarz, S (2007). *History-Social Science*. Boston, MA: Houghton Mifflin, p. 99.

## Source B. Interview, Chairman Lopez

Note: Valentin López serves as the current Chairman of the Amah Mutsun Tribal Band. (*video excerpt to be included*)

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Our people used fire to manage the landscapes so it would be very productive and *sustainable*. And protecting included whenever they would burn right after that. After that first year, you get a high production of seeds. And that all had a cycle to it. That cycle included being able to take care of the grazing animals and the birds...the squirrels and the rabbits and stuff like that.

We took care of the fish. We made sure that the rivers were clean so they can do their *spawning*. Whenever they would fish, they would never fish the first run of salmon. They knew that those were the strongest and most determined. And so, because of that, they would not fish. These are the *traits* that they wanted to pass on to the next generation and such. So, our people understood that whole cycle of what was needed to care for and *steward* these lands so that they're strong and they're *sustainable*. And that has totally been lost now.

**Source:** Valentin López, Interview, told to Alexii Sigona, November 1, 2020

sustainable: able to be maintained

traits: qualities or characteristics

steward: manage, look after

### Student Graphic Organizer

	When was this source published? What kind of source is it?	What phrase(s) describe the relationship that California Indians had with the land?
<b>Account A: Textbook</b>		
<b>Account B: Interview</b>		

1. Do these accounts agree or disagree about the California Indians relationship with the land?
2. Give one example that supports your answer.
3. Write down 2-4 questions that you have about the California Indians or Missions.

## Source C. Amah Mutsun Curriculum

Before *colonization*, the Amah Mutsun actively tended the land in order to support an abundance of food plants and game animals. Amah Mutsun traditional foods include huckleberries, Indian potatoes, wild hazelnuts, seed balls, acorns, salmon, mussels, elk, and wild walnuts.

Amah Mutsun people apply traditional *ecological management techniques* in wild landscapes in order to support *ecosystem* health and produce traditional foods and cultural materials. They use *prescribed* fire to keep land healthy and in balance. They eat seeds and nuts from plants that they care for.

Source: Amah Mutsun Youth Walk for Juristac Mini-Lesson Slideshows (2020). *Protect Juristac*.

<http://www.protectjuristac.org/2020minilessons/>

(slides 8- 9).

colonization: when one country takes over another area in order control land and gain riches

ecological management techniques: ways to take care of the environment

ecosystem: group of all living and nonliving things in an area

prescribed: specific, selected

## Source D. Historians



The term hunter-gatherer does not adequately represent Native people's sophisticated knowledge of the environment, nor does it communicate the varied technique used by California Indians to harvest the land. Indigenous horticulture (farming) included pruning, weeding,

thinning, burning, and sowing the seeds of desirable wild plants to encourage additional growth of preferred plants.

Meanwhile, the agricultural economy established by the Spanish came into direct conflict with Native practices. As the Spanish transformed the land and natural resources around the missions — making traditional practices increasingly difficult — the Spanish expected Native people in the missions to adopt European work habits and to distance themselves from former ways of work and other habits (even though some missions required that Native people supplement their diet with outside food).

**Source:** Excerpt from Historians Michelle Lorimer & Shelley Brooks, (2019). [Missions' impact on environment and economy](#). *Teaching California Curriculum Inquiry*.

	<b>When was this source published? What kind of source is it?</b>	<b>What phrase(s) describe the relationship that California Indians had with the land?</b>	<b>Does this source agree with the textbook or the interview?</b>
<b>Account C. Amah Mutsun Curriculum</b>			
<b>Account D. Brooks and Lorimer</b>			

## For the Teacher

### Overview

*In this lesson, students generate questions about the California Indians and the missions. They consider a traditional textbook account of California Indians in relation to an account that questions and contradicts that narrative. That should cause students to wonder and pause about why these accounts differ and opens opportunities to talk about the necessity of multiple sources and that the textbook needs questioning like other sources. They can then investigate the guiding question using additional sources.*

### Learning Goals

- *Students will recognize that the textbook is one account of the past and as such, needs interrogation and close reading.*
- *Students will learn more about the relationship between California Indians and the land through the use of Native sources.*

### Activities and Questions

Students can work singly and in pairs to work with sources A and B and the graphic organizer. A whole group discussion about those sources can help students generate more questions and wonderings and allow you to make some key points. Use the graphic organizer questions to guide discussion and additional ones listed below. Use the additional sources to further investigate California Indians' relationship with the land. Also see one additional source on the next page.

- What kind of source is the first account?
- What kind of source is the second account? How are interviews different from a textbook?
- How does the textbook describe the California Indians' relationship with the land? What types of words and phrases do they use?
- How does Chairman Lopez describe the California Indians' relationship with the land? What types of words and phrases does he use?
- Where are the accounts similar? Where are they different?
- What new information do we learn from Chairman Lopez's interview that was not included in the textbook? Why do you think that is?
- Which account tells you more about the relationship between California Indians and the land?
- How would you describe the relationship between the California Indians and the land?
- What are the differences between being called "hunter-gatherers" and "stewards"?
- What questions do you have about what these accounts or what they describe?

### Comments for Teacher

Make point with students that history is about multiple sources, stories, and is dedicated to telling truths as best as possible. Textbooks are just one account and while they are used heavily in classrooms, they can be wrong and/or leave out key information. Because of this, we ask questions like: what do others say? Who is telling this story?



From what perspective? And in this case, as we investigate the California Indians, Amah Mutsun, and the Missions, we will ask: what do we know from the Amah Mutsun? What do we know from people who study the Amah Mutsun experience? And what unique insights might Amah Mutsun members be able to offer? The textbook positions the California Indians as passive and describes them as “hunter-gatherers” while the other documents offer a more nuanced account of native stewardship. Talk to students about these differences in representing Native peoples.

### **Source E. Excerpt from “Onward: The Native Stewards of the Amah Mutsun Land Trust & CalFire Burn Together – the Power of Collaboration”**

Author's note: Joanna Nelson is an independent, non-indigenous scientist and researcher and worked with the Amah Mutsun Land Trust (AMLT) for seven months.

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The direct ancestors of the AMTB have been putting good fire on the ground for hundreds of *generations* (likely over 800 generations). This history of fire was broken by the past 250+ years of colonization in which fire was outlawed and all Native spiritual and Earth-tending practices were violently interrupted. With the AMLT, the Native Stewards continue their stewardship and use of fire – without federal recognition of the tribe (as is true for many California tribes) and without ownership of land. All of their good work is done through partnership and relationship. One project the Native Stewards are completing is fuel reduction and burn-piles on a 110-acre unit in the Santa Cruz Mountains.



2020.

*The Native Stewards of the AMLT are tending the land of their traditional territory, here as sawyers and swampers, building burn piles on slopes in San Vicente Redwoods. This is preparation for collaborative burning of piles with CalFire. In background, left to right: Lupe Delgado and Nico Costillas. In foreground, left to right: Natalie Pineida, Marcella Luna, and Gabriel Pineida.*

*Photo credit: Peninsula Open Space Trust,*

Source: Nelson, J. (2020). “Onward: The Native Stewards of the Amah Mutsun Land Trust & CalFire Burn Together – the Power of Collaboration. *Fire Adapted Communities Learning Network*.

<https://fireadaptednetwork.org/indigenoustewardsandstatecollaborate/>