

Ohlone History and Contemporary Organizing

Points of Entry for K-12 in the Bay Area

- *How can we make a curricular commitment to grounding each year’s history-social science instruction in our understanding of the history and culture of Ohlone people?*
- *How can we use our instruction to reinforce student understanding that we live on unceded Ohlone land?*

K-12	Post and regularly refer to a land acknowledgement in the classroom. Introduce students to Ohlone history and organizing today . Refer to the “6 Ps” articulated by the California Indian Museum and Cultural Center.
K-2	Use maps of Ohlone language groups to reinforce Bay Area geography. Encourage students to think about what it means to be a guest on Ohlone land .
3rd	Reinforce that Ohlone people have stewarded the land in the Bay Area for thousands of years. Use the present tense when referring to Ohlone people and their continued presence, stewardship, and activism .
4th	Introduce the concept of settler colonialism and highlight Ohlone examples when teaching about Native California Indians and the periods of colonization . Challenge misrepresentations of Spanish , Mexican, and American colonization . Explore contemporary efforts to make the continuous presence of Ohlone people more visible .
5th	Introduce the concept of settler colonialism and use maps to illustrate the European invasion of what is now California to parallel discussion of the colonization of the east coast of what is now the United States.
6th	Begin the course with a mini lesson on the people who are ancestral to the land on which you teach. Discuss how they have sustained their culture in relationship to the natural world and in support of each other .
7th	As you reinforce the concept of interconnection in the western hemisphere , prior to global interconnection, explore the interconnection among Native Californian communities , and among different Ohlone language communities as well as the interconnection among Native people in our communities today.
8th	Introduce your students to the concept of settler colonialism. As you teach about Native land dispossession in the United States , teach a lesson on the short and long term consequences of American colonization in California, and the Bay Area, in particular .
9th	Create a unit on how Ohlone people are organizing to rematriate the land and sustain ancestral practices .
10th	Develop a lesson that explores the short and long term causes of the contemporary migration of Indigenous people to ancestral Ohlone land .
11th	In addition to a lesson on the inter-tribal community that developed in the Bay Area in the 1950s, create specific lessons on Ohlone community members in the 20th and 21st centuries.
12th	Begin each semester with a lesson on the traditional political and economic practices of Ohlone people . In government, create a lesson that reinforces an understanding of Native sovereignty, and develop a unit on Ohlone efforts at federal recognition . In Economics, discuss the #LandBack movement and Ohlone efforts to rematriate the land .

Confirm whose ancestral land you live and work on: <https://native-land.ca>

Link to Resources: <https://ucbhssp.berkeley.edu/native-history-resources>

