Parks & Recreation
Maidu Museum & Historic Site
1970 Johnson Ranch Drive
Roseville, California 95661

Dear Teacher (s):

Thank you for reserving a tour at the City of Roseville's Maidu Museum and Historic site. We value your participation and are committed to providing a high quality cultural education experience for your children. **Please note that the new Maidu Museum has opened** and is located at the top of the hill above the older Maidu Interpretive Center, now called the Maidu Activity Center. The same parking lot is used for both facilities.

Our tour guides are well trained to conduct your trail and/or museum tours, to answer your questions and to provide in-depth information. Please complete a Tour Evaluation form, available at the Museum front desk, following your tour, so that we can provide feedback to your tour guide, providing positive reinforcement on what they do well and guidance in areas that need improvement.

Your *School Tour Invoice* is being sent to you. Please note that tours are conducted rain or shine. Please also read our Tour Cancellation Policy, which applies under all circumstances.

We look forward to partnering with you to enhance your children's understanding of California Indian culture and the natural and cultural history of this region.

We look forward to seeing you on the date of your tour.

Sincerely,

Maidu Museum Staff

Thank you for scheduling a tour(s) at the Maidu Museum and Historic Site

If you have problems or questions, please call (916) 774-5934. The following information will help you and your students get the most from your visit.

- Your tour will take place **rain or shine**. If you have scheduled a trail tour, please have your students prepared for the weather. **You must cancel your tour at least 1 month (30 days) in advance of your tour to avoid a late cancellation fee of $50 per class per tour.**
- **Please, arrive 15 minutes before your scheduled tour** to allow time for unloading, a restroom break, and dividing your class(es) into groups. This will give you the full benefit of your time on the trail or in the museum.
- Clipboards are not provided, so if you want your students to take notes, please bring clipboards for your class.
- Please share the enclosed Pre-visit Instructions with your students and chaperones. Ask your chaperones to assist by modeling the expected behaviors while touring with your class.
- If you are eating lunch on the site, lunches can be stored in the museum foyer. Backpacks are not recommended to bring on your fieldtrip due to lack of storage space and security. It is possible that more than one school will be on site at the same time, so please share the space. Picnic tables are available on the back patio of the Maidu Museum and also on the back patio of the Maidu Activity Center. Food and drinks are not allowed in the museum.
- **Please make sure that all lunch trash has been deposited into trash bins and that tables are clean prior to leaving the lunch area.**
- All Cell Phones must be turned off while your tour is in process—outside on the trail and Inside the museum.
- Please fill out a Tour Evaluation at the end of your visit. We appreciate your comments!

The following are ideas of ways to enhance your Maidu Experience:

Pre-Visit Activities

Start a KWL Chart: Make a chart with three sections, labeled *Know*, *Want to Know*, *Learned*. Have the students brainstorm and discuss items for the first two sections.

Use Enclosed Vocabulary Words and Word Search: They can be used for spelling or in any language arts lessons.

On-Site Activities

Enjoy the museum exhibits on your guided Museum Tour: No “self-guided” museum tours for groups.

Explore the Maidu Historic Site, an ancient village area, on your guided Trail Tour.

Visit the Gift Shop.

Post-Visit Activities

Post Test Evaluation: Deliver and discuss the Post Test after your tour at the Center.

Schedule an Outreach Program: *California Indian Life and Culture* or *American Indian Cultures or Native California Stories* are excellent extension activities for Social Studies. These hands on programs give your students a comparison of either three California Indian Tribes or four tribes across the U.S. or California Indian worldviews through stories and songs. These outreach programs can be used as enhancement activities at the beginning or end of your study unit or are sufficient as study units in themselves.

Write a Story: Have your students write a story of a day in the life of a Maidu boy or girl.

Use Math Creatively: Use the facts on the number of acorns needed to feed an adult to figure what it would take to feed your classroom families.

Research Plants/Animals: Have students research plants and/or animals that the Maidu used for food or medicine.

Maidu Museum Pre-Visit Instructions

To make your visit more enjoyable, please share these guidelines with your students and chaperones before your visit.

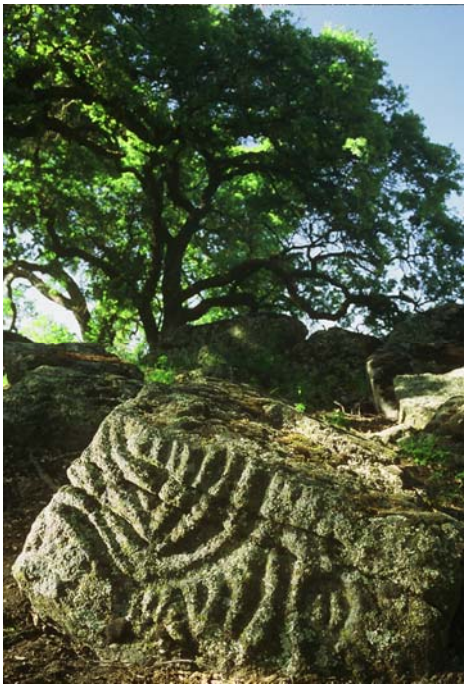
- ✓ Be respectful at all times! The center is on the ancient home of another culture, and the site is listed on the National Register of Historic Places.
- ✓ Always pick up after yourself. Please help us keep the trail, back patio and museum clean.
- ✓ Please silence all cell phones and other electronic devices during all tours.

While on the Trail Tour:

- ✓ Please listen to your tour guide who is trained to make the best use of the time you have available! Raise your hand if you have a question.
- ✓ Please stay on the trail and leave everything where you find it.
- ✓ For your safety, stay behind your tour guide and please, NO RUNNING!

While on the Museum Tour:

- ✓ Be quiet and respectful; listen to your tour guide. Raise your hand if you have a question.
- ✓ Touch gently!
- ✓ No food or drinks are allowed in the museum.



The Maidu Indians

The Indians that lived in and around present day Roseville were the Southern Maidu or Nisenan. Current archaeological thought is that these Indians most likely descended from people who migrated from Siberia down and along the coast of California, and then spread throughout North and South America. California Indian people tell us that they evolved from this landscape and are a part of this land. However they arrived, by 15,000 years ago, people were living over both continents, and their populations were growing.

There were somewhere between 310,000 and 500,000 Indians living in what is now California when the first Europeans arrived. This was approximately 10% of the Indians living north of Mexico. The greatest number lived in the Central Valley because of its rich resources.

The Maidu, which means "the people," lived not only in the Sacramento Valley, but also in the surrounding foothills. The southernmost were called the Nisenan, which means "from among us" or "on our side". Maidu society consisted of tribelets. A tribelet was a group of two to twenty or more villages. In each group one village was the main village, the site of the ceremonial and religious buildings such as round houses. The villages could be as large as 500 people or as small as one or two families. Organization in the villages was informal. Leaders were more like advisors. There might be one leader for war, another for religious matters; but one leader could not speak for the village on all matters.

The Maidu spent about ½ of their work day hunting, gathering and preparing food and the implements used for these tasks. Like most Native Californians, the Nisenan used acorns extensively. Acorns provided a well-balanced nutrition of carbohydrates, proteins and fat. The acorns were gathered in the fall. Some were used immediately and the rest were stored in freestanding granaries for use in the winter. After shelling, the acorns were ground in mortars into a meal, much like our current day flour. Before the meal could be eaten the bitter tasting tannic acid needed to be removed. The meal was placed on leaves in a sand depression, and water was poured over the meal, leaching out the tannic acid. This leached meal was then cooked in a tightly woven basket using fire heated rocks. The nutritious meal could be eaten as a mush, soup or bread. Imagine the time it took to gather and prepare about 500-1000 pounds of acorns for each adult each year! Acorn meal is an efficient food source as it provides more calories per serving than wheat or corn. Nearly everything nature had to offer was used as a food source to supplement the acorns. A few animals were not eaten, such as the vulture, coyote or owl; but other game, fish, seeds, insects, nuts, berries and grasses were included in their diet.

The Nisenan were not farmers, but they were "gardeners". They intensively managed the native plants and the landscape around them for food and fiber. Fires were set annually in the oak woodland to make it easier to collect acorns beneath the oaks. These fires would also eliminate some insect pests and fungi that would otherwise have attacked the acorns. Burning old growth also encouraged new growth, providing more food for the deer, creating larger herds and thus more meat. Bulbs that were dug out of the ground for food usually had little bulblets attached. The larger bulb was taken for food and the smaller bulblets were replanted, making more food available in that location each year.

Willow and redbud were cut or burned back periodically, so that long, straight shoots would sprout for use in baskets. Soil around sedge roots was dug and loosened to encourage growth of straight roots suitable for basketweaving. Indian tobacco, used for ceremonial purposes, was watered and tended. Two hundred years ago, the California landscape looked like a park, because it was tended by all the people who lived here. The valley and foothills provided enough food and shelter to meet their needs.

Because of the abundance of natural resources, the Nisenan had time to practice a beautiful and elaborate form of the Kuksu ceremony, a religion common throughout the Central Valley. During the ceremonies, the people dressed in elaborate regalia and performed dances. Clapper sticks, often made of split and hollowed elderberry branches, were used to provide rhythm rather than drums. There was also time to play and bet on skill, agility and guessing games.

As with all Native Americans, the Nisenan's contact with Europeans brought deadly change. Malaria brought into the Central Valley by trappers or a Spanish ship coming up the coast in 1833 left thousands of Indians dead. It is estimated that 75% of the Central Valley Indians died in this epidemic alone, leaving entire villages empty. With the discovery of gold in 1848, thousands of miners poured into the area displacing native people and disrupting the lands, waters, and wildlife on which they depended. As pioneers discovered the fertile valley, farmers and ranchers took over the land, forcing natives to abandon their traditional lifestyle. The Nisenan society was changed forever, and the few people left were forced to live by new rules.

The spiritual, community and land management practices used by California Indian cultures are being recognized for their value to society today. The trail tour and the Maidu exhibits in the museum are a good place to start learning about the history of these people as well as their contemporary accomplishments.

SUGGESTIONS FOR FURTHER READING:

The Northern Maidu by Marie Potts. 1977, Naturegraph Publishers Inc.

Maidu, An Illustrative Sketch by Roland B. Dixon. 1910, U.S. Government Printing Office.

The California Indians by R.F. Heizer and M.A. Whipple. 1971, The University of California Press.

Indians of Feather River by Donald P. Jewell. 1987, Ballena Press.

The Natural World of the California Indians by Robert F. Heizer and Albert B. Elsasser. 1980, The University of California Press

Information adapted from an article written at Community Memorial Museum 1988

Vocabulary Words

acorn – the seed of the oak tree which was a staple food of the Valley Nisenan

atlatl – spear thrower; tool used to increase the throwing distance of a spear

basket – container woven from sticks, reeds and grass used for cooking, gathering and storage

bedrock mortar – a hole in rock embedded in the ground used for grinding acorns with a pestle

clapper stick – an instrument used to provide rhythm

digging stick – pointed stick, sharpened in the fire, used for gathering roots and bulbs

Maidu – a group of California Natives from the Central Valley, meaning “the people”

Nisenan – another name for the Southern Maidu, meaning “on our side”

obsidian – shiny, hard, black volcanic rock which was shaped into tools and arrow points

pestle – hand held stone used to grind acorns or other material in a mortar

petroglyph – carving on rock, especially one made by prehistoric people

regalia – ceremonial dress

shaman – the name of an Indian doctor or spiritual leader

soaproot – plant used for many purposes, including making brushes, glue and suds for washing

tule – plant found in or near water, used for making boats, houses and other items

POST TEST
Now that you have toured the Maidu Museum and Historic Site, can you answer these questions?

1. The _____ are a group of California Indians from the Central Valley.
2. The Southern Maidu are also called the _____.
3. The main food item for the Maidu was _____.
4. Maidu women wove _____ from willow and redbud plants to use for cooking, gathering and storage.
5. Boats, houses, mats, rope and toys were often made from the _____ plant.
6. If a Maidu child became ill, his parents would bring him to the _____.
7. _____ was one favorite material for making arrow points, but since this rock did not occur locally, the Maidu had to _____ for it.
8. During ceremonies the people would wear _____ and play _____ as they sang and danced.
9. Roots and bulbs were gathered using a _____.
10. Spears flew harder and farther when thrown with an _____.
11. To prepare acorns for eating, they were mashed in a _____ using a _____.
12. _____ are prehistoric carvings that may tell a story or provide a map.
13. _____ is good for taking a bath, making a brush or making glue.

Word Bank:

acorns	**obsidian**
atlatl	**pestle**
baskets	**petroglyphs**
mortar	**regalia**
clapper sticks	**shaman**
digging stick	**soaproot**
Maidu	**tule**
Nisenan	**trade**

Maidu Indians

Find the listed words in the puzzle.

When you are done, find a secret message by filling in the blanks at the bottom using some of the letters left in the puzzle.

HINT FOR SECRET MESSAGE: Start in the upper left corner.

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M A I D U I N D I A N S S T I L L L I T
V E I N T H I S A R E A R T O D A Y N E
K A Y M V C S I A R Z A T E Z U H E P K
J P C H B M D K C I T S R E P P A L C S
P D M S H E P E T R O G L Y P H J Y C A
R D M E Z O K Y O J L X E R T H J H I B
Q N I M B R U M V C R R T Y Q M I B T A
N Q C G F G K P L R Q F L K M N Y W Q Y
O T D C G C O D E Y S D E S W L E E R X
K W Q B O I N B A S B X V T J B H Y H E
R V A R B A N C S A T C H E T D P L A U
B Z D Q N K O G H I L L B Y O K G O B L
B E P E O R E J S N D X E G O A A F L O
B F S G N H F Z C T W I P B R M V H D A
Y I C N Q L C N C X I F A T P R L C A I
N W Z B I K C Y O L Z C G N A R M L J L
Q S T X Y D R U X V G M K T O E M N Y A
S H A M A N O P B O I X N E S L L Y Z G
L B H W A T L A T L A L A U A U D Y A E
K Q W P O H J M R L K D P Z S T G E V R
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ACORN
ATLATL
BASKET
BEDROCK MORTAR
CLAPPER STICK
DIGGING STICK
NISENAN
OBSIDIAN
PESTLE
PETROGLYPH
REGALIA
SHAMAN
SOAPROOT
TULE

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Maidu Indians Answer Sheet

The listed words are written in many different ways in the word search, including diagonally and from right to left. Help your students by giving them these hints and clues. The secret message begins at the upper left and follows along the first two rows of the puzzle.

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

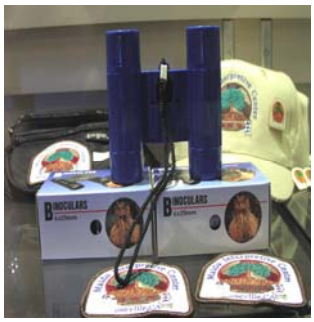
ACORN (diagonal)
ATLATL
BASKET
BEDROCK MORTAR (diagonal)
CLAPPER STICK
DIGGING STICK (diagonal)
NISENAN (diagonal)
OBSIDIAN (diagonal)
PESTLE (diagonal)
PETROGLYPH
REGALIA
SHAMAN
SOAPROOT
TULE

MAIDU INDIANS STILL LIVE IN THIS AREA TODAY

Maidu Museum Gift Shop

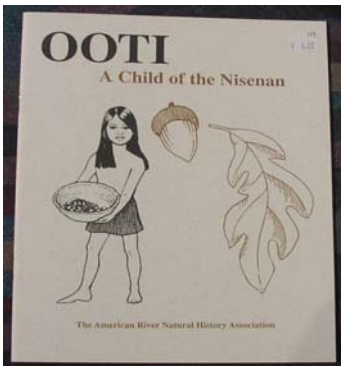
Please stop by the gift shop during your visit to the museum. You may wish to share this sampling of our items with parents as a guide in setting an amount their child may spend.

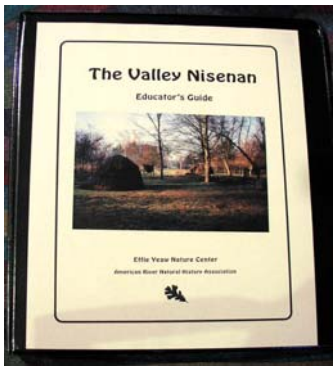
Post cards	$.50	Mini Binoculars	$5.00
Acorn Tops	$.75 - $1.25	Coloring Books	$3.50 - $4.75
Arrowheads	$.75 - $2.00	Animal Finger Puppets	$4.00 - $7.00
Polished Rocks	$.50	Princess Stone Necklace	$5.00
Large Bug Boxes	$2.25	Note cards (set of 4)	$1.00
Minerals	$1.50 - $14.00	Petroglyph Necklaces	$15.00
Mineral Box Sets	$6.00 & $25.00	MIC Collector Pin	$1.00



We also have a selection of items teachers may find useful for the classroom.

Map of Tribal Areas of California		$ 12.00
Ooti: A Child of the Nisenan (Story and Activity Book)		$ 7.00
The Valley Nisenan (Curriculum Notebook)		$ 22.00
Coyote Stories	Book	$ 10.00
	CD	$ 16.00
Field Guides		$ 3.75 - $ 32.00
Nisenan Language Workbooks #1, #2, #3 and #4		$ 15.00 each
Basket Kits		$ 20.00





Gift Shop Offers "Memory Bags"

You can now order a prepackaged bag of educational items for each of your students!
Please fax or phone your order to the Maidu Museum
no later than **2 weeks** prior to your scheduled visit.
The staff will have a bag ready for each student when you arrive.

Payment can be made in advance or on the day of the tour.
Please pay for all memory bags in one check or money order.
The students are still able to shop for additional items if they wish.

$3.50 Memory Bags

1 Obsidian Arrowhead + 1 Wooden Acorn Top + 1 Postcard + 1 Polished Rock

Tour Date: _____ Teacher Name:_____

Name of School:_____ Teacher Phone:_____

# of Bags _____ x $3.50 = _____

Grand Total Due $ _____

PLEASE FAX YOUR ORDER TO (916) 772-6161 or
PHONE YOUR ORDER TO (916) 774-5934

For Office Use Only: Date order filled: _____
Signature _____