3:30-3:45 **Warm up:** Color the CA state Flag and seal

Ask the students to take out their coloring sheet. Ask the students what color they think the different elements of the flag/seal are. You can print to coloring page or share screen to color online.

* Flag: [http://www.supercoloring.com/coloring-pages/california-flag?colore=online#](http://www.supercoloring.com/coloring-pages/california-flag?colore=online)
* Seal: <http://www.supercoloring.com/coloring-pages/california-state-seal?colore=online>

*TIP: Try to call on different students and ask them a variety of questions. What’s your favorite color? What color is the Afghan flag? Did you have fun on winter break? What color do you think the bear is on the flag? What color is the woman’s hair on the seal? What does Eureka mean? (I found it)*

3:45-4:05 **Practice:** Natives of California (the OG Californians)

Ask the students: Before CA was a state, who lived in CA? (Native Americans, Spanish…) Do you know any tribe names in CA? (Nisenan, Maidu)

Ask: What do you think the Nisenan people ate? Feel free to have the students brainstorm. You can write their answers on the zoom whiteboard so they can see all the answers.

‘You guys did such a good job! Now let’s open our packet and find out what they ate.’ You can read to the students or have the students take turns reading.

* In Nisenan territory, food could be gathered throughout the year. The early fall was acorn gathering time. The Nisenan also gathered buckeye nuts, digger and sugar pine nuts, and hazelnuts.
* Many other plants provided food for the people. They liked to eat wild onion, wild sweet potato, and a root called *Indian potato.*  Berries, plums, grapes, and other fruits grew naturally too.
* The men worked together to hunt deer, antelope, elk, and black bears.  Wildcats and mountain lions were also used as food.  Small animals such as rabbits were caught with traps and snares.  The rivers provided clams, mussels, and eels in addition to fish such as salmon, sturgeon, whitefish, and trout.
* Birds and insects added to the food supply. Grasshoppers were caught by setting fire to a meadow and driving the grasshoppers into a pit.  The insects were soaked in water and then baked in an earth oven.

‘okay let’s look at our list what is correct?’ Cross out or erase any foods they didn’t eat.

*TIP: if the students act as if they don’t know, read the passage again with the students and have them yell stop every time they see or you say a food word.*

‘on our paper there are two part plants and animals. Let’s write down 3 plants in the pant box. Okay (student 1) what did you write?’ Now repeat with the animal box.

* Source about the Nisenan: <https://factcards.califa.org/cai/nisenan.html>

4:05-4:20 **Game**: Grasshoppers for lunch!

* Have the student practice their faces. Ask the students to make the face when they eat something yummy, yucky, spicy, sour…

For this game you are going to tell them a food name and ask them to pull the face that would go with the picture. (pizza, hot sauce, ice cream, grasshoppers, buggers…….)

* Example: ‘broccoli ice cream’ yucky face! The students can also write in the chat their answers.

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| Plants |  | Animals |
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