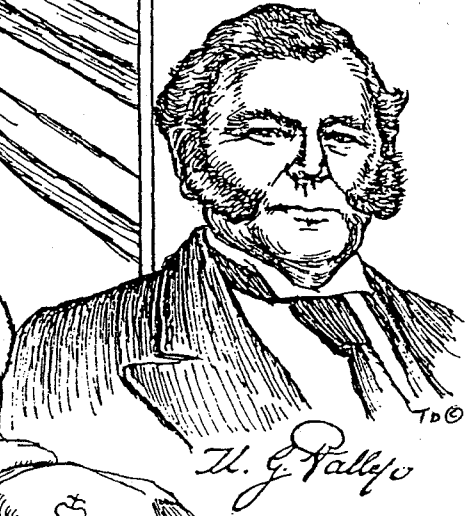
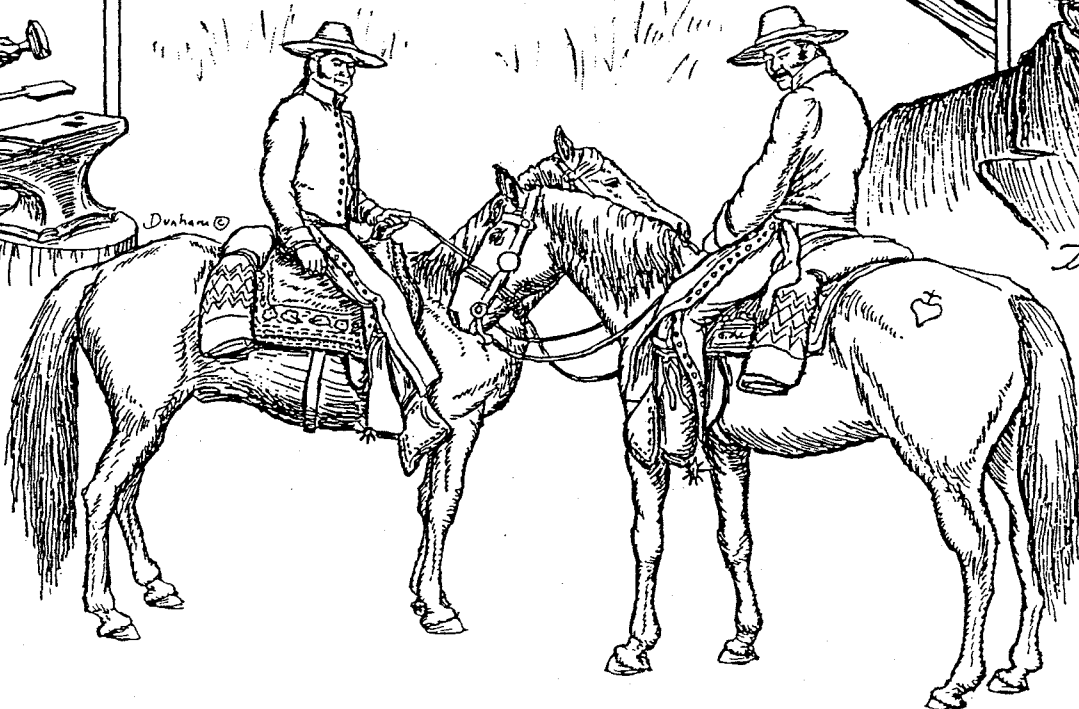
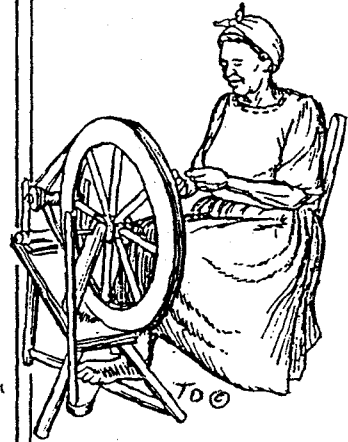
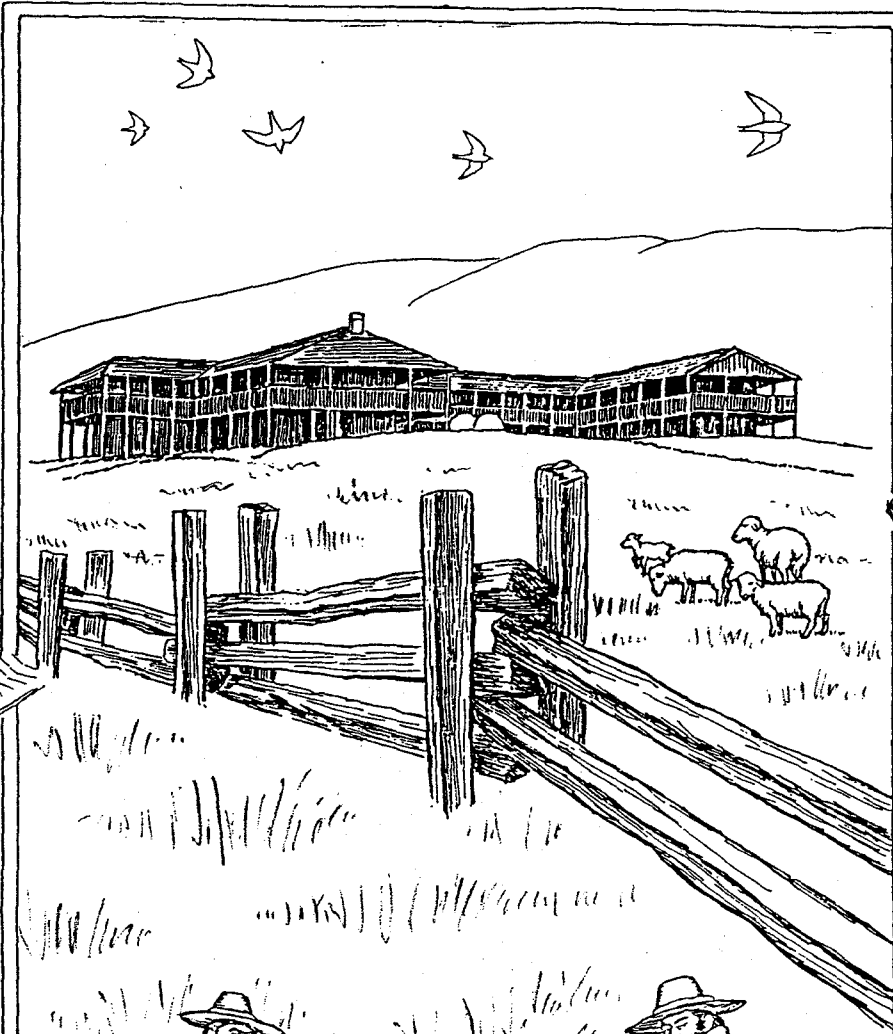


Introduction



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Acknowledgements

As with any manual or book, the Petaluma Adobe State Historic Park Environmental Living Program Teacher's Resource Handbook is in a constant state of revisal and revamping. This manual is a compilation of resources from many teachers and other State Parks manuals. We are constantly striving to make this manual serve the teachers as best as it can. If you have an addition, comment, spelling correction, or idea pertaining to the information in this manual please send it to:

ELP Manual

c/o Petaluma Adobe State Historic Park

3325 Adobe Road

Petaluma, CA 94954

Or email to petadobe@parks.ca.gov with the words "ELP Manual" in the subject line.

We would especially like to thank the teachers who responded to our appeal to help us with the changes to the old manual that we felt was severely outdated. Many thanks go to Sandi Morgan who, for years, has been providing an excellent authentic 1840's program for her students and parents. Sandi enlists the help of 8th grade docents, many of whom participated as 4th graders, who return as "Supervisors". She has provided us with many sources and reading materials to enrich our program.

Also, a big thanks to:

Robin Joy from Fort Ross SHP who allowed us to borrow heavily from her reservation system and her manual.

Larry Costa, retired State Park Ranger, who set the ball rolling many times to revamp the manual and who still contributes his words of wisdom.

Glenn Burch, retired State Park Historian, who started this program for all the State Parks in the area. We are grateful to him for the work that he did and hope he's enjoying his sails around the world.

Peggy Fontenot, employee and volunteer, who contributed many materials for the cooking and Native American sections of the manual. Her work is invaluable.

Vaughn Filer who dedicates her time to willingly helping with our Teachers' Workshop.

Nancy Stevens, retired teacher, who provided the outline for the cooking station rotation breakdown.

To the previous teachers who have put their hearts and souls into making the Petaluma Adobe SHP ELP a great event for their students. It is a lot of work and we admire those who undertake it.

To Sally, Sophie, Mop-top, Luna, Luma, Sol, and Matty who provide us with love and entertainment.

To the park staff and volunteers who make the Teachers' Workshop's possible and enjoyable.

The Environmental Living Program

Definition:

“Environmental Living”, as the names implies, is an actual living, overnight experience for children that takes place at any cultural, historic, prehistoric, or natural site where the interaction and the interdependency of people and their environment are represented. It relies heavily on pre-program explorations and preparations, role-playing, and problem solving. “Environmental Living” is much more than this, by recreating and solving some of the environmental tasks and problems of the past, we can come to understand the present-solve some of our problems.

Introduction:

The Environmental Living Program is a role-playing experience through which the participants simulate a historic life style. Children, by experiencing as closely as possible, the reality of another time period or culture, become more acutely aware of both elements of that environment as their own. In both environments, they can and will have to solve many problems of living. Through this experience, children become aware of and curious about the physical, natural, and historic aspects of the park site as well as their relationship to the site and its history. Ultimately, the students may discover and understand their relationship to their own environment. The emphasis of the program is on self-learning.

The Experience:

The teachers and parents are what make the ELP’s work. The enthusiasm, creative interest, and pre site planning will inspire the students’ interest give them the unforgettable learning experience that the Petaluma Adobe ELP can provide. We know that the magnitude of planning that goes into the program can be scary, but with the help of the manual, the workshop, and staff, you will be fine!

During the ELP, schoolchildren take on the characters and activities of the past in order to “live history.” By acting like a character from the past and doing the things that character would have done, children become more acutely aware of the historic environment as well as their own. They will be able to gain a personal relationship to history. The ELP is an experience they will remember through out their lives (just ask the staff!).

The manual is divided into three sections: the first is the “Pre site Planning Section” which includes pre-site details, classroom activities, history, character and costume information. The second, “Activities and Stations” includes information on the various stations and different activities to use during the program on-site. The third, “Handout Section”, includes handouts and various forms. Please read the whole manual and become very familiar with its contents. We have tried to include everything that you need to know to plan your program. Please call us if you have any questions.

Reservations and Regulations

The Petaluma Adobe State Historic Park ELP takes place on Tuesday-Wednesday from September to early June. Generally, the curriculum is geared toward 4th grade California History curriculum. Home school groups are welcome. A number of California State Parks offer an overnight learning experience. Please, choose only one ELP site per school year. It is our intention to make the Environmental Living Program available to as many school children as good resource management will allow.

ENVIRONMENTAL LIVING PROGRAM
Petaluma Adobe State Historic Park
3325 Adobe Road
Petaluma, CA 94954

Phone: (707) 762-4871

Email: petadobe@parks.ca.gov

CLASS SIZE

Reservations will be granted for one program for one class. A class is one school class, not more than forty students. Teachers who team-teach will have to split the class into groups if the two classes total more than forty students; each teacher will have to submit a different application. If the class total is less than forty, the teacher may apply with one application. The teacher on the reservation form **MUST** be the teacher on site for the program. Absolutely no substitutions allowed. Please, only one application per envelope, even if you might have more than two teachers applying from your school.

TEACHER IN CHARGE

The teacher on the reservation form **MUST** be the teacher on site for the program. Absolutely no substitutions are allowed. The class must have a Petaluma Adobe Workshop trained teacher on site in order to participate in the over night program.

Reservations are issued to an individual teacher and are not transferable between teachers.

LEAVE OF ABSENCE

After three years of participation at in the Mission ESP or the Adobe ELP, you will be asked to take a one-year leave from the program. After that one-year, you are welcome to reapply as a new applicant and start the reservation system process over.

TEACHERS' WORKSHOP

All new ELP/ESP teachers are required to attend a Teachers' Workshop at their preferred site, held in September. The workshop is a hands-on run through of a possible program. Teachers may **NOT** send a substitute to the workshop. If a teacher cannot be at the workshop, s/he will not be able to participate in the program.

There is currently a \$10.00 per person charge for the workshop, which covers food, materials, and a manual. This fee is subject to change.

PROGRAM FEES

There is a \$350.00 fee per class for the program. A \$50.00 commitment deposit is due when you are assigned your date and confirm your interest. This fee is nonrefundable. This \$50.00 is subtracted from your total cost. The remainder of the fee, \$300.00, is due two weeks prior to your program date. (This fee structure is subject to change to a per person fee, but notification will be given at a later date.) In addition, the class may need to supply consumable crafts supplies (such as leather or project wood), if it is to participate in that activity. We may also ask the classes to provide firewood.

CANCELLATIONS

The following is the policy at Petaluma Adobe State Historic Park for cancellations of an Environmental Living Program.

A \$50.00 "Commitment Fee" is required when a school group makes a reservation for the Environmental Living Program (ELP). The Commitment Fee is a non-refundable fee.

Please let us know if you have any questions and concerns, or circumstances which we should know about, e.g. team teaching, traveling from a far distance. We welcome communication and look forward to meeting you.

Teachers Section

We encourage the use of this manual and the agendas provided which have been developed through years of experience. On site staff is happy to assist you before and during your program. Handouts are also found at the back of the manual. We encourage you to utilize the creativity of your students. However, any significant variation from the ideas outlined MUST be discussed with Petaluma Adobe SHP staff prior to your visit. Failure to do so may result in your dismissal from the Petaluma Adobe ELP.

Curriculum:

The Environmental Living Program at the Petaluma Adobe State Historic Park relates to the History/Social Science Content Standards for Grades K-12 in the following ways:

1. 4.2.5 is met by discussing and re-enacting the daily lives of the people who occupied the Petaluma *Rancho*.
2. 4.2.8, 4.3.1, and 4.3.3 are met by discussing mission secularization, land grants, the *rancho* economy, the location of Mexican settlements, Fort Ross, Sutter's Fort, and the effect of the Gold Rush on settlements.

CLASSROOM PREPARATION:

Parents: your on-site "Supervisors"

One of the first things you will need to do is find the parents that will help both in the planning and on-site program. Most teachers find that parents are very willing to help and are a tremendous resource.

Make sure that the parents who sign-up to help know what they are getting into and that they will be responsible enough to carry-through any pre-site projects you give them. Also, make sure that any parents that sign-up to come to Petaluma Adobe with the class understand that they will have an important and responsible job on-site. Parents cannot expect to "do their own thing" while they are here. Parents will be with the children constantly while they are on-site. They are responsible for the welfare of the students. They must also sign the new "Supervisors Contract" before the program.

We suggest sending out a letter telling parents about the program describing the groups and activities and ask how their skills may be of help. Even if you don't find parents to match each station, your trip will go more smoothly and be a lot of fun if everybody pitches in. The number of parents you will need for the on-site program depends on the size of your class.

Parents' Meeting:

You will need to get all of the parents who want to be involved in the ELP together at a meeting as early as possible, a minimum of four weeks before your ELP date. At the meeting, you will need to explain what the program is about and encourage

them with your enthusiasm. Make sure that you have handouts ready to give to the parents at the meeting that were not able to attend the workshop.

You will need parent volunteers at Petaluma Adobe to help with each of the stations which must include: cooking, basket weaving, candle making, wood working, spinning/weaving, and may also include: role playing, leather work, fiesta preparation, and adobe brick making. We find that having at least one parent assigned to each station and one assigned to each group is the best scenario. Also, the cook station sometimes needs more than one person depending on the size of your group. You may also find it helpful to assign one parent to photo-duty for the day and one rover (which could also be the “fire-tender”). If you can’t find enough parents to help out on-site, to at least run each station, then you may need to consider dropping out of the ELP for that year. Trying to handle all of the students, projects, and activities without enough help can be very difficult.

One word of caution: there can be too many parents on-site. We have found that if the ratio of children to parents is too high, the students focus more on the adults than on their independent learning experience. If you are lucky enough to have a whole classroom of parents that want to get involved it can be difficult to turn down parents’ help. When groups get too large we have a space problem. The seating for meals and sleeping quarters are limited, especially in bad weather. Going beyond the maximum of 40 students and 15 adults can make your experience more difficult to handle. It also imposes added stress to the site and to staff. The intent of this program is for students to gain historical education and a sense of independence. Parents must read and sign the “ELP Parents Contract” before attending. These forms are to be sent to the park two weeks before the program with the other forms. There is an “Agenda for Parent Meeting” located in the Handout Section.

Be sure to advise Parents:

1. The students are workers, the parents are the supervisors.
2. Parents must understand their responsibilities on-site.
3. Parents must keep the workers on task.
4. Parents are to know where their students are at all times and therefore no wandering unsupervised.
5. Parents involvement in directing a quick and successful clean up is a must.
6. No cell phones, drugs, or alcohol

Classroom Research and Activities:

This is the time for all participants to research natural and cultural history of Petaluma Adobe and build their own ideas and questions. Classroom time is in many ways the most important aspect of your program. Through out the year, lesson plans can be used to integrate preparation for your ELP.

There are many possibilities to incorporating the *Rancho* experience into your curriculum. The combination of math, language arts and history can be combined to determine food costs, native plants, cooking menus, and much more. Students can do many projects to create an interest in the site: book reports, oral reports, draw pictures, learn Spanish and Mexican songs and dances, research their “character” and what that

person would have worn and many more ideas. We have seen some very wonderful pre-trip projects done by teachers. The following are some ideas or projects that can be used or use them to inspire new ideas.

1. Have the students make a sketch of what they think the Adobe will look like.
2. Your class may make a piñata and plan a real fiesta
3. Have your students make and color copies of the seven flags that flew over this area.
4. Have your class prepare a timeline showing General Vallejo's life and all the events in California's history he witnessed.
5. Food and nutrition units could include a study of authentic period Mexican and Indian dishes.
6. The value of hides could be demonstrated by planning a "money" unit in mathematics using paper hides as currency.
7. Create a trade store. Throughout the year students could make things like beaded necklaces, weave belts, weave mini-blankets, create leather pouches, bookmarks, etc. You can also buy inexpensive items like licorice or hard candies. There are also many Mexican markets in the area that feature authentic food and treats.
8. The hides are also a unique way to incorporate a trade store. Students can earn "hides" for good work or conduct. When they come to Petaluma Adobe they could use these hides to purchase items from the trade store.
9. Passports: each student should have a passport if they are not portraying a Mexican or Spanish citizen to display to the Supervisors at the Adobe. Those who are portraying Mexican or Spanish citizens could have a "land grant" form. (Examples are including in the Handout Section)