

List of Exhibits & Abbreviations:

- BCG **Berkus Children's Gallery**
- CT Chumash Tomol
- CG Coast Guard
- CD Commercial Diving
- CF Commercial Fishing
- CS Cuba Ship Wreck
- D Diving
- ES Ellwood Shelling
- E Environmental Exhibit
- F Film In Munger Theater
- H Historic Path- Dana, Supply Ships, Chumash, Explorers, SB Waterfront, and Whaling
- HD Honda Disaster
- JS Jim Suit
- L Loughead
- MR Maritime Ranches
- M Military
- N Navigation
- P Periscope
- PW Presentation Wall
- PCL Pt. Conception Lighthouse Lens
- PB Purisima Bell
- SBR **Spill's Broad Reach**
- STAS Storms At Sea
- S Surfing
- SUAS Survival At Sea- Navigation, Charting, Lighthouse Keepers
- WS Winfield Scott

**Hours**

10 am – 5 pm every day except Saturdays 9 am – 3 pm

**Closed Wednesdays**

(Also closed New Year's Day, Thanksgiving Day, Christmas Day, and the 1st Friday in August for Fiesta. Please check [sbmm.org/calendar](http://sbmm.org/calendar) for additional special hours)

**Admission Fees**

\*Children under 12 must be accompanied by someone 16 years or older

Adults. ....	\$8.00
Seniors (65+) .....	\$5.00
Students w/ ID .....	\$5.00
Youth (6-17) .....	\$5.00
Child (1-5).....	Free
Active Military .....	Free
SBMM Members.....	Free

**Parking**

Free 90-minute parking available at the Harbor.

Longer term parking is also available.



# Field Trips

## 3rd Grade



113 Harbor Way, Ste 190, Santa Barbara, CA 93109  
(805) 962-8404 • [www.sbmm.org](http://www.sbmm.org)



# Enjoy a field trip to SBMM

We ask for at least two weeks notice before booking a class field trip. If booked within that time frame, we will provide free admission to students and chaperones, and schedule one or more docents to give a tour.

An age-appropriate film can be shown in our Munger theater as well. To schedule a field trip or tour contact:

Jesse Baker  
(805) 962-8404 ext. 110 or  
guestservices@sbmm.org

Meet the following State Standards for your Grade level while exploring Santa Barbara's working Harbor:

## Social Studies

- 3.1-3.1.2 Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.  
• **Santa Ynez Mountain range (H)**  
• **Shipping lanes (E)** • **Maritime ranches (MR)** • **Beaches (E, P, SBR)**  
• **Ship wrecks that became underwater eco systems (CS, STAS, WS)**

- 3.2-3.2.4 Describe the American Indian nations in their local region long ago and in the recent past. • **The Chumash people** have a long maritime history (CT, PW, F) • **Rainbow Bridge Story (F, H, PW)** • **Sealed tomol canoes with asphaltum (CT)** • **The Chumash Maritime Association** still take out tomols out to the islands (CT, F, PW)
- 3.3-3.3.3 Draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. • **Explorer routes across the Channel (H)** • **Maritime Ranches (F, MR)** • **Asian immigrant communities** dived for abalone along the California coastline (D, CD) • **Fur trade effect on sea otters (H)** • **Whaling trade to Whale Watching (H)**
- 3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals. • **Environmental protections** after the 1969 oil spill (SBR) • **Channel Islands National Park (E, F, PW, SBR)** • **Honda Disaster (HD)**
- 3.5-3.5.3 Demonstrate basic economic reasoning skills & an understanding of the local economy. • **Locally designed Kirby-Morgan diving helmets** are used by **divers world wide (D)** • **Commercial fishing (CF)** • **Sustainable seafood (CF, PW)** • **Oil production (CD, JS)**

Physical Science 2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets. • **How a compass works using magnets (N)** • **How a compass stays steady on a ship in a binnacle (N)**

Life Science 3-2: Use evidence to support the explanation that traits can be influenced by the environment. • **Cold and warm water areas** off the coast support different types of **wildlife (E, F, PW, WS)** • **Channel Island foxes** differ from mainland foxes (F, PW)

Life Science 4-2: Explain how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. • **Large abalone** were overfished and much of the remaining population died off from illness **that didn't affect smaller abalone as much (CD, D)**

Life Science 4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.  
• **Winfield Scott wreck off Anacapa island** brought black rats that took over native **animals (F, PW)** • **DDT usage on the islands** ruined eagle eggs, which left eagle prey out of balance (F, PW)

Earth Science 3-1: Make a claim about the merit of a solution that reduces the impacts of a weather-related hazard. • **Lighthouses and fog horns** help guide ships in heavy storms **(PCL, SAS, SUAS)** • **Coast Guard protects** and rescues boaters in storms (CG, SAS)