

# 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:

**Earth Science 4ESS2-1** Evidence of the effects of weathering or rate of erosion by water •**Point Conception's rough conditions and rocky cliffs (F, PCL, WS)**

**4ESS2-2** Interpret data from maps to describe patterns of the Earth's features •**Satellite photos and maps of the Channel and Santa Barbara Harbor (E, F, H, N, PW, WS)** •**How the channel islands and coastline formed (F)**

**4ESS3-1** Describe how energy and fuels are derived from natural resources and their uses affect the environment. •**Oil production has evolved over the years from whale and plant based oils to electricity and solar power (H, PCL, SUAS)**

## Social Studies

**4.1** Demonstrate an understanding of the physical and human geographic features that define places and regions in California. •**Learn to read a chart (N)** •**Pt. Conception is dangerous to sail around, so a lighthouse was built there (PCL, SUAS)**

**4.1.1** Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. •**How to plot coordinates on a chart (N)**

**4.1.2** Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. •**How to use a compass to find the North Pole (N)**

**4.1.3** Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. •**Channel Island Maritime Ranches (F, MR)**

**4.1.4** Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. •**South facing beaches in the valley of the Santa Ynez mountains are warm and popular with tourists (E, F, PW, WS)**

**4.1.5** Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. •**Channel Islands have different animals and weather based on their distance from land and warm or cold water currents (CF, E, F, PW, WS)** •**Shipping lanes within the Channel (E)**

**4.2** Describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods •**Chumash maritime traditions stopped when they moved to the missions, but are being revived through the Chumash Maritime Association (CT, F, PW)**

**4.2.1** Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. •**Rainbow bridge Chumash legend (CT, F, PW)** •**How the Chumash built canoes differently than other people (CT, F, PW)**

**4.2.2** Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. •**Various explorers came up the coast of California before the missions were built here (F, H)**

**4.2.3** Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). •**Chart of Gaspar de Portola's route up the coast of California (H)**

**4.2.5** Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. •**Ordering supplies in Santa Barbara took about a year during the Mexican rancho period, because ships brought supplies around Cape Horn (H)** •**Cascarones were used back in the rancho time during fiestas (H)**

**4.2.6** Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. •**Chumash maritime traditions stopped when they moved to the missions, and the building and use of tomol canoes was a lost art for many years (CT, F, H)**

**4.3** Describe life in California through the Gold Rush, and the granting of statehood. •**During the Gold Rush, steamer ships raced from San Francisco to San Diego (F, WS)** •**Asian immigrant communities set up on the coastline diving for abalone, until the U.S. joined World War II (D)**

**4.3.2** Compare how and why people traveled to California and the routes they traveled. •**Richard Henry Dana, Jr traveled from Boston up and down the California coast collecting hides via ship (H)**

**4.3.3** Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment •**Winfield Scott, a goldrush steamer, wrecked just off of Anacapa Island and threw off the balance of the animal food chain (F, PW, WS)**

**4.3.4** Study the lives of women who helped build early California •**Female lighthouse keepers worked along the California coast (SUAS)**

**4.3.4** Explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. •**Demand for abalone exploded and it was overfished and shipped across the country (D)** •**Point Conception finally got a lighthouse, which made sailing through the rough waters surrounding it less dangerous (F, PCL, SUAS)** •**Oil drilling (CD, E, SBR)**

**4.4.2** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns and economic conflicts between diverse groups of people. •**The Potter hotel was built and Santa Barbara became a tourists attraction, (F, H)**

Extended list of State Standards we meet:

- 4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).  
**•Chinese immigrants adapted British helmets to dive for abalone until the Chinese Exclusion act was passed, then Japanese immigrants dominated the abalone diving industry (D)**
- 4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. **•The Ellwood Shelling during World War II, contributed to Japanese immigrants being sent to internment camps and losing their abalone diving businesses. The abalone divers that took over overfished giant abalone into near extinction (D)**
- 4.4.6 Describe the development and locations of new industries since the nineteenth century, such as the oil and automobile industries.  
**•Santa Barbara became a huge hub for commercial diving, developing many cutting edge technologies, moving oil wells further off the coastline divers (CD, F, PB)**
- 4.4.8 Describe the history and development of California's public education system, including universities and community colleges.  
**•Demand for highly skilled divers led to the establishment of a college for commercial diving (CD, F, PB)**
- 4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, **•Surf culture stirred the imagination of people world-wide through surf films (F, S)**

**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

## 4th Grade



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

