

Student(s) Name:

School:

Date:

Grade:

Napa Valley Design Challenge: Downtown Napa

Activity or Challenge Description: Many people from around the world came to California before it was part of the United States. Napa County was one of the original statehood counties and the town of Napa was founded and organized before statehood. We are asking you to complete the Design Challenge and then send it to the Napa County Historical Society (NCHS) so we can put them on display and showcase them when we open our doors again. So, let's explore Napa and find clues about the past.

Problem to be Solved: *Help Napa County Historical Society tell the story of the Napa Valley by exploring Who, When, and Where.*

Materials Needed: There are three (3) maps provided and a timeline. You may want to gather and use colored pencils, a clipboard, internet or atlas, as well as a camera or phone. You can do this Design Challenge a number of ways, from Home, Walking, and/or Driving. You can do this activity as a class or with your family.

Preparation for Guides: There is a Preparation page (page 10), which discusses a number of enhancements you can add to the design challenge. There is an answer page for Activity #3 (page 11). This is not meant to replace research but rather help the guide think of other dates that provide context for the timeline. Finally, there is a page of standards alignment for Common Core and Next Generation Science Standards (page 12).

Authentic Audience: By letting the kids know from the start that each of their Design Challenge projects will be displayed publicly at the Napa County Historical Society this coming summer, we are able to create an authentic audience for their work.

Brainstorm:

Brainstorming what the goals and steps of the Design Challenge are is the first step in Design Thinking (*Brainstorming, Designing, Building, Evaluating* the work to see what needs to change, *Modifying* the answers, and *Sharing* the finished project). This is the time to go over how many activities there are and what they each try to discover. This is also the time to go over how are you going to acquire the information and make a plan. The plan is like a roadmap for the whole project with a goal and a timeline in which to accomplish the design challenge.

What are the big questions of this Design Challenge?

1. **Who** are Napans? *Take a look at the first activity and help your student fill in the information. This is an activity that involves whole families*
2. **Where** did the early people who lived in the Napa Valley come from? Lots of people came from all over the world to help settle the Napa Valley and some were here for a very long time. We need to see where people came from so we can better understand how special Napa is. *Take a look at the second activity and use the world map to plot the answers*
3. **When** did people come to Napa Valley to live? *Take a look at activity three and help your student create a timeline on the sheet provided.*
4. Now that we know who helped create Napa and when, let's look at **Where** some of the town buildings and landmarks were built long ago.

How are we going to do this?

How long will it take us?

What will our final product look like?

To Whom will we send our finished project?



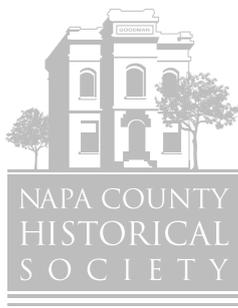
Design/Build: Activity #1

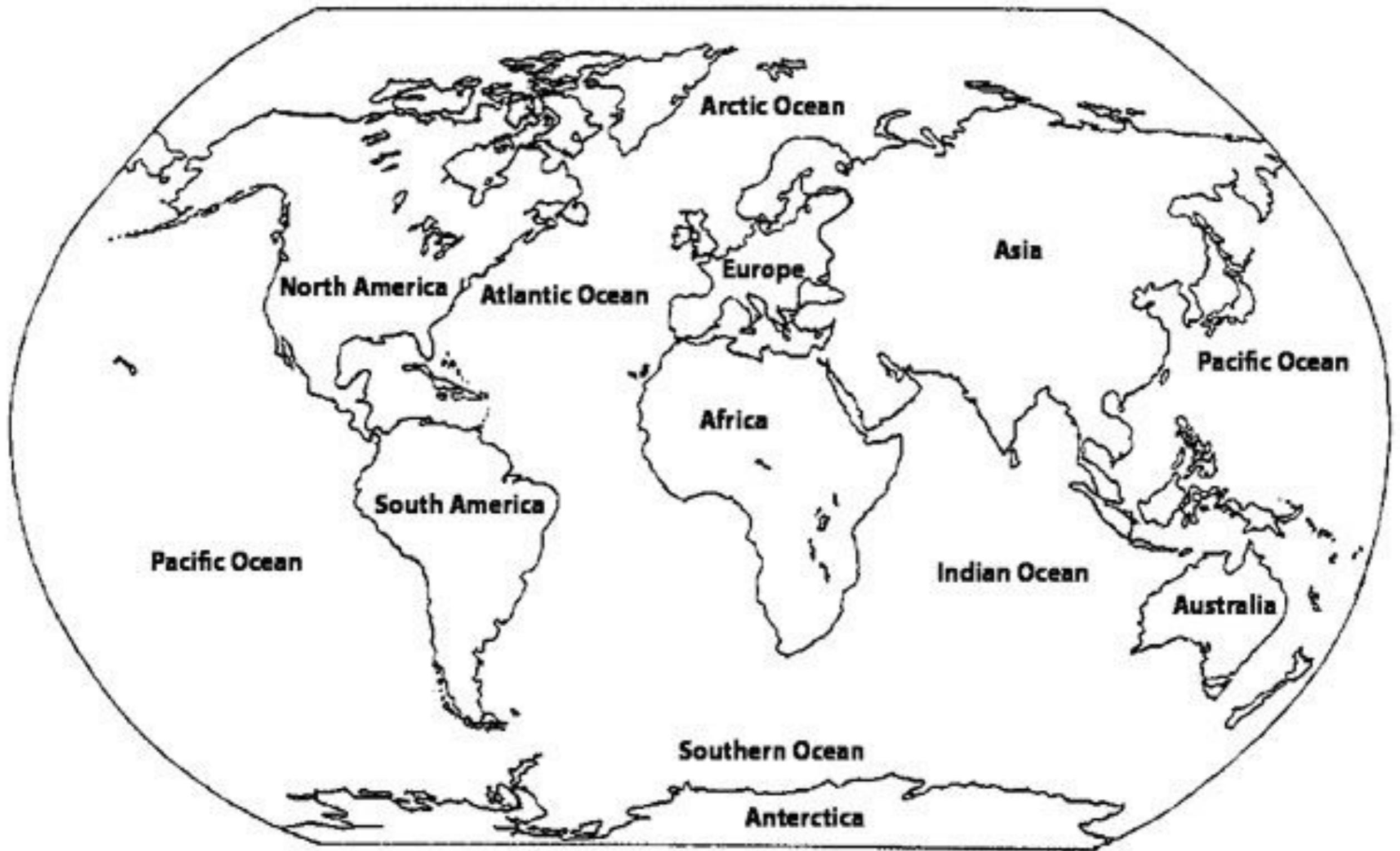
- Who are Napans? People who live in Napa are called Napans.
- Were you born in the Napa Valley?
- Can you find out how many generations your family has lived here?
- Was your mom and/or dad born in Napa?
- Was your grandma and/or grandpa born in Napa?
- Were their parents born in Napa?
- Each time you answer yes you add a generation to your Napan tree.
- If your family moved to Napa after you were born you are a FIRST generation Napan

Now that you have added up each generation tell us what generation Napan are you? _____

Design/Build: Activity #2

- Lots of people came from all over the world to help settle the Napa Valley. We need to see where people came from so we can better understand how special Napa is. Use the world map to mark the locations that are noted below:
 - The Wappo Indians were the first settlers in the Napa Valley. They migrated down along the Pacific Coast from Northeastern Russian area around the Sea of Okhotsk.
 - Some settlers came from Spain and Mexico
 - Some settlers came from Hawaii
 - Some settlers came from Russia
 - Some settlers came from China
 - Some settlers came from Germany, Italy, Scandinavia, Ireland, and England
 - Some settlers came from the United States
- Map out where all these places are on the world map provided. Did your family come from a country not listed above? Add that country to your world map.

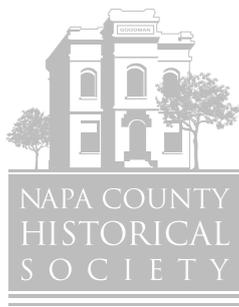


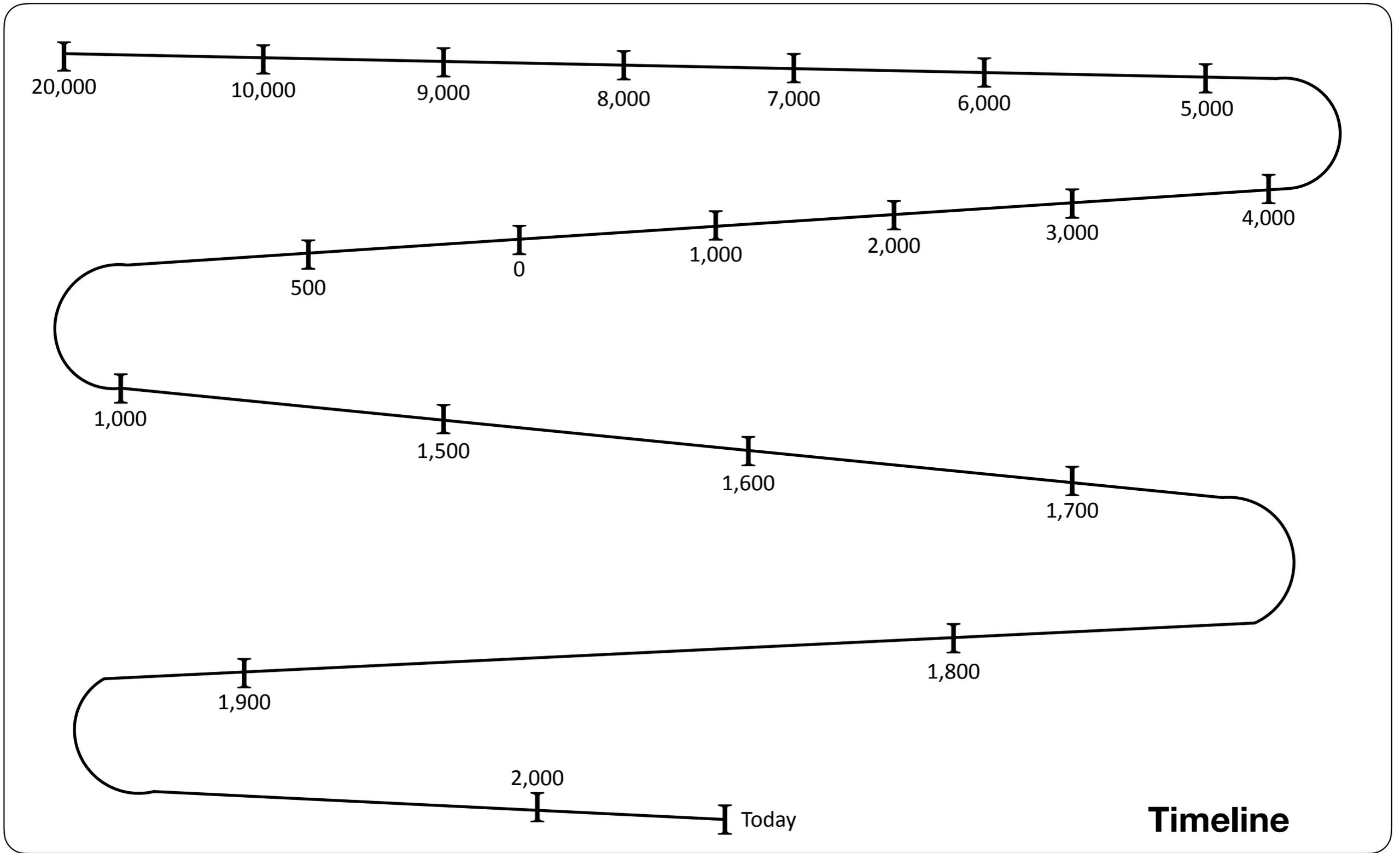


Design/Build: Activity #3

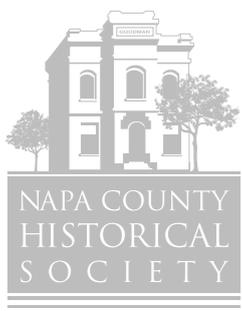
- When did people come to Napa Valley to live? Let's make a timeline using the template provided to help us better understand how long the Napa Valley has been settled.
 1. The first people to settle in the Napa Valley became known as the Wappo. They had a number of villages around the valley and many of the ranchos pay tribute to the villages through their names. Can you find out what archaeologists say is the earliest settlement in California. Mark the date on your timeline.
 2. The next settlers came from Spain and England. Mark the year Juan Cabrillo sailed up the coast and the year Sir Francis Drake sailed up the coast on your timeline
 3. Russian settlers came down the Pacific coast and settled at Fort Ross and Bodega. They created the town of Sebastopol. Can you find the dates for settling these places and add them to your timeline.
 4. The Spanish began building missions in California in 1764 with the Mission San Diego de Alcalá. Mission San Francisco Solano at Sonoma was the last and furthestmost northern mission. Can you find out when the Sonoma Mission was established and place that data on your timeline.
 5. George Yount (Rancho Caymus), Salvador Vallejo (Rancho de Napa), and Cayetano Juarez (Rancho Tulocay) received land grants from the Mexican government. All of these Ranchos were located in the Napa Valley. Can you find out what years they received their land grants and add these dates to your timeline.
 6. Nathan Coombs laid out the town of Napa. Can you find out what year and add that to your timeline.
 7. Napa County was one of the original 29 counties listed when California became a state. What year did California become part of the United States? Add that to your timeline.
 8. Napa needed a bridge to cross the river, so 160 years ago the townspeople built a bridge where Main Street crosses the Napa River/Creek. What year was that? Put that date on your timeline.
 9. Early businesses like Sawyer Tannery took advantage of river access. When did Sawyer open his woolen and leather business? Place that year on your timeline.
 10. With an increasing population Napa needed a courthouse and place to record land sales, births, marriages, and deaths. What year was the first courthouse built? Find the year and place it on your timeline.
 11. Entertainment has always been essential to Napa. To accommodate the bustle of visitors to the Valley, Napa built an Opera House. What year did this happen? Place the date on your timeline.
 12. Lots of design went into some of the early Napa buildings. Luthor Turton, a well known architect of his day, built the Winthrop Building in 1888 and the Goodman Library. When was the Goodman Library built? Place the date on your timeline.
 13. People with the same cultural heritage tended to live together in different parts of Napa. The Chinese lived in an area known as Chinatown and had a number of businesses that served residents. Sam Kee started at laundry downtown in older building on Main Street. What year did Mr. Kee start his laundry? Place that date on your timeline. Bonus exploration! Find out when the Kee Laundry building was built and add that date and the original name of the building to the timeline.
 14. As the population of Napa grew so did the need for different types of transportation. Although there were grass landing strips in the Valley since the 1920s, the Napa Airport was built south of town to accommodate commercial flights. When was the Napa Airport built? Place the date on your timeline.
 15. The sculpture The Grape Crusher welcomes visitors to the Valley. When was it created? Place that date on your timeline.
 16. When were you born? Place that date on your timeline.

Activity Answers included on separate sheet





Timeline

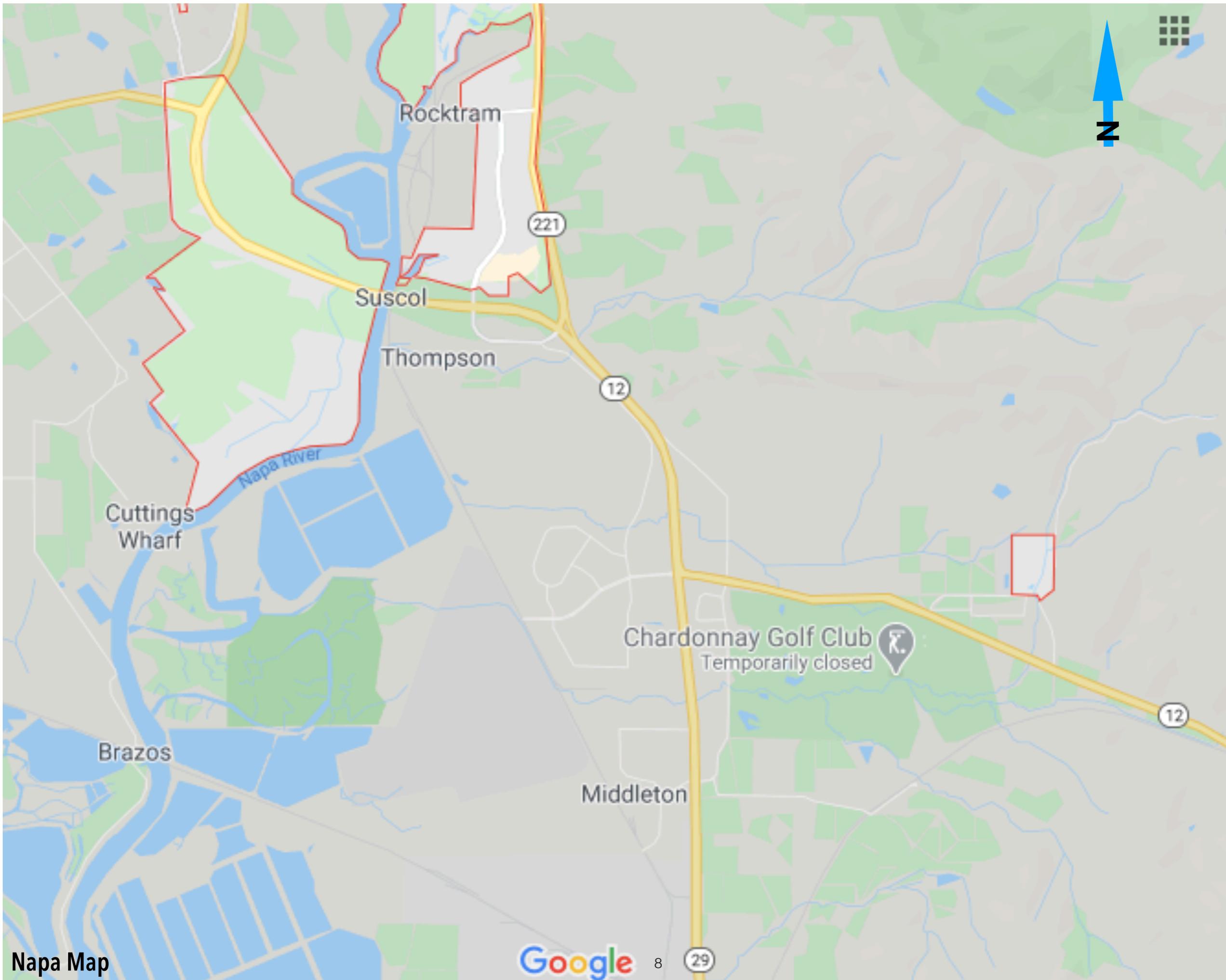


Design/Build: Activity #4

- Now that we know who helped create Napa and when, let's look at some of the town buildings and landmarks that reflect the people who were here before us.
 1. **First People:** At the corners of Brown and Third Streets under a Magnolia tree is a large grinding stone. The smooth holes are where the Wappo people ground up maize and acorns for their food. Take a picture to complement your timeline #1 date and mark the location on your Napa town map.
 2. **Courthouse:** Sitting on a block all of its own is Napa's original Courthouse. Today it houses the Hall of Records. Take a picture to complement your timeline #10 date and mark the location on your Napa town map.
 3. **Rancho:** At the corner of Soscol and Silverado Trail is one of the oldest buildings in Napa and marks the main ranch site of Rancho Tulocay owned by Juarez Cayatano. Take a picture to complement your timeline #6 dates and mark the location on your Napa town map.
 4. **First Bridge:** On Main Street between First Street and Pearl Street is the Main Street Bridge. Take a picture to complement your timeline #9 date and mark the location on your Napa town map. Bonus Picture! If you can see it, there is a plaque on the bridge at the center of the arch on the underside of the roadway with the original date.
 5. **Entertainment in Napa:** Also on Main Street is the Opera House. Take a picture to complement your timeline #11 date and mark the location on your Napa town map.
 6. **Napa's Chinatown:** The Chinese settlers in Napa lived near one another on the left riverbank near the First Street Bridge. There were numerous businesses including the Sam Kee Laundry on Main Street at the corner of Clinton Street. Take a picture to complement your timeline #14 dates and mark the location on your Napa town map.
 7. **Early Business:** Sawyer's tannery was located on the river on Coombs Street. Today the buildings house many different community businesses and services. Take a picture to complement your timeline #14 date and mark the location on your Napa town map.
 8. **Luther Turton Architecture:** The building on the corner of Main and First Streets is Winthrop Building with its corner tower. On First Street is the Goodman Library, which today houses the Napa County Historical Society. Take pictures to complement your timeline #13 dates and mark the locations on your Napa town map.
 9. **Napa Airport:** Traveling south on Highway 29 turn right on Airport Rd at the junction of Hwy 29 and Highway 12. The road winds around to the Napa Airport. Take a picture to complement your timeline #13 date and mark the location on your second Napa map (page 8)
 10. **The Grape Crusher:** You can see it as you come into Napa on Highway 29/12 just before crossing the Napa River at the Southern Crossing. If you follow Corporate Drive in the Napa Industrial Park, the statue is part of the scenic overlook. Take a picture to complement your timeline #13 date and mark the location on your second Napa map (page 8)



Napa Town Map



Rocktram

221

Suscol

Thompson

12

Napa River

Cuttings Wharf

Chardonnay Golf Club
Temporarily closed

12

Brazos

Middleton

29

Test and then Modify your Answers

Were you able to find all of the answers?

If no; Who could you ask for help? Could you call or email the Napa Library or the Napa County Historical Society? Could you call or zoom your friends and compare answers? YES you can do all of these things. Once you've spoken to someone who can help you, modify your answers so that you get as many as possible correct.

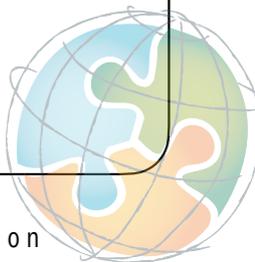
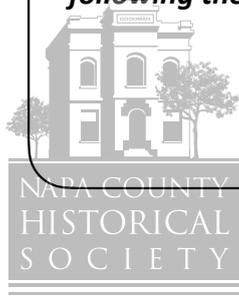
If yes; How could you combine your answers to create an infographic. Could you print the pictures you took and add them to your timeline? Could you put more information with each of the dates to make the information more exciting? Once you've come up with a plan modify your answers.

Share:

Once you have your project all together please submit it to the Napa County Historical Society so we can add it to our new exhibit — ***We are Napa; This is Our Strength***

- You can drop your project off at the Historical Society on First Street — Just slide it into the Mailbox Slot
- You can email your project to us — info@napahistory.org
- You can mail your project to us — 1219 First St. Napa, CA 94559

Note: By submitting your Design Challenge photographs and activities to the NCHS, you agree to give NCHS all rights to use the submitted material in our local history programs, following the regulations of our Collection Management Policy.

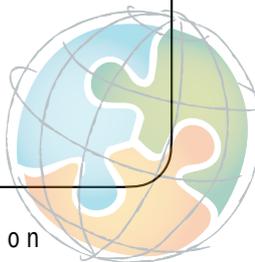


Preparations:

Hi guides (teachers, parents, siblings, grandparents):

This design challenge focuses on knowing Napa and the people who settled here over time creating landmarks that we often pass but may not realize the importance of. You do not have to know the answers to the activities before doing this challenge. You can undertake the challenge along with your students, kids, younger siblings, grandchildren, or your friends. There are many ways to do this, you get to choose. You can change the timeline size and make it bigger or you can use a different map. You can print the pictures you take and add them to the timeline.

1. The challenge has 4 activities that build upon one another. You can add enhancements to include English language, Math, or Science if you want to make the challenge more encompassing.
 1. To enhance the English, focus on writing short 1-2 sentence stories that focus on facts about the dates on the timeline. For example, when noting the date that Sawyers Tannery opened you can add — *The leather produced at the Sawyer’s Tannery became known as “Napa Leather” and is famous worldwide.*
 2. You can do more research about any or all of the dates and locations.
 3. Another English/Social Studies enhancement can include additional dates on the timeline that set the context, for example, *1849 The California Gold Rush* or *1918 Influenza Epidemic*, or *1764 First mission established at San Diego*. Give each of these dates a sentence explaining why it was important, for example — *The California Gold brought thousands of people to California and changed the region forever.*
 4. Finally, you can look up the meaning of name or how landmarks got named. This is the etymology of words. For example, there are a number of explanations as how the First peoples of the Valley became known as the Wappo.
 5. To add a Math enhancement you can figure out how far landmarks are apart using feet and/or miles. You can use Google maps to do this and change the way to get between the two points to walking or biking which adds a time component. What is the difference between driving and walking the same distance. This explores the concepts of time and speed. For example, the distance between Napa Historical Society on First Street and the Airport is 7.2 miles but the time to drive versus the time to walk focuses on speed and time, since the distance remains the same. You can use Google maps to help figure out other distances and time to go the distance either by bicycle, car, walking or taking the bus.
 6. To enhance science, focus on different architectural materials used to build. Why adobe. How do you make adobe brick? Why stone, where did they find the stone, what kind is it? Why wood, what kind of wood, where does it come from?
2. We have provided the dates for Activity #3 to help you with enhancing the dates with key dates that you may want to add. There are timeline books that tell what happened in the Arts, Sciences, and Politics for any given year. This may help you grab interest of different kids and adults. For example, in 1836 when George Yount & Cayatano Juarez received their land grants — *Texas declared independence, Spain recognized Mexico, Hawaii published its first newspaper, Charles Darwin sailed in the Pacific aboard the Beagle, Locomotive wheels were patented, Charles Dickens published Sketches by Boz.*



ANSWERS: Design/Build: Activity #3

- When did people come to Napa Valley to live? Let's make a timeline to help us better understand how long the Napa Valley has been settled.
 1. The first people to settle in the Napa Valley became known as the Wappo. Archaeologists say is the earliest settlement in California. 10,000-11,000 years ago
 2. Spanish and English Explorers. Juan Cabrillo sailed up the coast (1542) and the year Sir Francis Drake sailed up the coast (1579)
 3. Russian settlers came down the Pacific coast and settled at Fort Ross (1812) and Bodega (1809). They created the town of Sebastopol (1850).
 4. Mission San Francisco Solano at Sonoma was the last and furthestmost northern mission (1821)
 5. George Yount (1836) Rancho Caymus, Salvador Vallejo (1838) Rancho de Napa, and Cyatano Juarez (1841) Rancho Tulocay received land grants from the Mexican government. All of these Ranchos were located in the Napa Valley.
 6. Nathan Coombs, and laid out the town of Napa (1847).
 7. Napa County was one of the original 29 counties listed when California became a state (1850).
 8. Napa need a bridge to cross the river, so 160 years ago the townspeople built a bridge where Main Street crosses the Napa River (1860).
 9. Sawyers Tannery established 1870
 10. Courthouse 1878
 11. Opera House 1879
 12. Goodman Library 1901
 13. Sam Kee Laundry 1937
 14. Napa Airport 1942
 15. The Grape Crusher Statue 1986
 16. When were you born?

Standards Alignment: The standards listed below are drawn from Common Core and Next Generation Science Standards.

Grades 4-6:

English/Social Studies (Humanities):

Reading Information Text

4.1-6.1: Referring to details

4.3-6.3: Explaining events

4.7-6.7: Integrating knowledge and ideas

Writing

4.2-6.2: Write informative and explanatory text

4.7-6.7: Conduct short research projects

4.9-6.9: Draw evidence from informational text

Language

4.4-6.4: Determine or clarify the meaning of words

4.6-6.6: Acquire new vocabulary

Social Studies

Reading History

6.7: Integrate visuals into history

6.8: Distinguishing between fact and opinion

Math:

Operations

4.OA.3: Solve multi-step problems

Measurements and Data

4.MD.A.1: Know relative size of measurement and conversions to larger units and smaller units of measure

Science:

Earth Systems

4.LS1-2: Describe structure and its properties (hard, flexible, waterproof)

Structure and Properties

MS-PS-1-3: Gather information and make sense of the structure of materials (wood, stone, adobe)

MS-PS-1-4: Develop a model that predicts how the materials will work in buildings.

