
Living off the Land



Purpose:

Through the development of this activity, students will be introduced to the indigenous people that used the CSNM as home and how they interacted with the natural environment to satisfy their needs. They will relate to one organism and its multiple uses. Then, they will work as a community to complete a challenge using their new knowledge about the resources available.

Objectives:

1. Students will acknowledge that CSNM was home to indigenous people by naming three Native American tribes in a large group discussion.
2. Students will recognize the value of natural resources by identifying and listing the use(s) of one organism in the CSNM.
3. Students will categorize the uses of various natural resources through a simulation to fulfill basic needs using organisms found in the CSNM.

Materials:

- 2 sets of 16 laminated organism cards (provided)
- 43 laminated resource cards (provided)
- 5 laminated resource checklists (provided)
- Erasable markers (not provided)
- Drawing utensils (not provided)

Time Required: 70-80 min.

Appropriate grades: 4th – 6th

NGSS and Common Core Standards:

4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Activity:

Introduction (10 min.)

Have students take a moment to think about their home and their community. Examples of community are places where they share common attitudes, interests, and goals with other people, such as in their neighborhood, their school, etc. Ask: What is home you? What does your community provide you? Have students share their thoughts with the group.

Based on these observations, what do we all need from our community to survive? These should be broad categories such as food, shelter, etc. Write these on the board as students brainstorm.

Think again about your home or community. How long have you been a part of that community? How long has it existed? Is your community shared with any

	<p>other creatures? Have you ever thought if someone else lived in that place before?</p> <p>The Cascade-Siskiyou National Monument (CSNM) is the only national monument preserved for its biodiversity- meaning all the different species that live there. The monument, after is expansion, comprises of 112,000 acres- that's more than twice the size of Washington DC! What makes CSNM special is that it provides the ideal community for a huge variety of different plants and animals. Before it was proclaimed a national monument, archeological evidence indicates that this land was home to several Native American tribes for at least 10,000 years.</p>
<p>Body</p>	<p>Native American tribes (10 min.)</p> <p>At least three Native Americans are documented to have lived in what is now the Cascade-Siskiyou National Monument for thousands of years. Those three tribes are the Shasta, Takelma, and Klamath tribes. There may have been others that briefly inhabited or moved through the monument, but have shifted to other regions, such as the Athepaskan tribe.</p> <ul style="list-style-type: none"> ● Shasta: northern California and Southern Oregon make up traditional homeland ● Klamath: northern half of what is now the CSNM ● Takelma: areas in the valley surrounding the Rogue and Illinois Rivers <p><i>[To show a map of Native American territories around Ashland and the CSNM, visit https://native-land.ca/ and search "Ashland, OR."]</i></p> <p>Native American tribes were removed from this territory in the latter half of the 1800s (the Takelma people were forcibly relocated to the Coast Indian Reservation- now called Siletz- in 1856). These tribes are not extinct- they remain alive and active today, but not in the same lands they used to inhabit.</p> <p>Pose the following question to students: if you were living in the monument, how would you utilize the natural resources around you to survive? Take a moment to consider what you think lives in the CSNM, then turn to your partner and share your thoughts.</p> <p>Natural Resources Activity (30-40 min.)</p> <p><i>Disclaimer: The resources and uses addressed in the following activity are general uses described for various Native American tribes. They are not specific to any one tribe in Southern Oregon.</i></p> <p>Hand out an organism card to each student. This card has an image of the organism and its common name. Allow students time to brainstorm possible</p>



	<p>uses for their organism (e.g. food, medicine, etc.). While students are brainstorming, lay out the resource cards for the following stations: food, medicine, clothing, tools, shelter.</p> <p>When students have finished brainstorming, have them visit each station to find the uses of their organism. Students may take their corresponding resource cards back to their seat. Students then divide into groups according to the border color on their organism card. Have them share their organism and its uses to the rest of the group. Hand each group a laminated checklist to see how many uses their resources cover. Ask if any group fulfills the checklist.</p> <p>Collect the checklist and erase the answers. Have students now break from their color groups and get into 4 new groups. Each group must complete the checklist, which means they will need 4 food cards, 2 clothing cards, 2 tool cards, 1 medicinal card, and 1 shelter card. Organisms may count for more than one use. Students will only have 5 minutes to find their new groups. When they think they have their group, hand them a laminated checklist to make sure they fill all their needs.</p> <p>Reflection (5 min.)</p> <p>As a large group, have students reflect on their experiences. What would it have been like to rely directly on the plants and animals around us and create everything from scratch? How have resource management practices evolved or changed over the past few hundred years?</p> <p>It is important to remember that while these tribes have been displaced from where they lived many years ago, they are still alive and active. In fact, there are Native American tribes who work with conservation groups to continue to protect the land and its wild inhabitants.</p>
<p>Closure (15 min.)</p>	<p>Have students write a letter to an imaginary member of one of the three tribes discussed above (if necessary, have students repeat the names of those tribes). In their letter, students must ask three questions about the resources they used, the places they call or have called home, or resource management practices.</p> <p>Hand out drawing supplies and on the back of their letter, have students create a labeled sketch of their resources from their completed checklists as they would be living in CSNM.</p>



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Modifications:

- **Middle School:**

After the activity, pose a couple of scenarios to students and have them discuss how they would adapt with their resources. Examples of scenarios: a mass die-off of Ponderosa Pine, a reduced salmon harvest, a particularly aggressive Mountain Lion consuming most of the Snowshoe Hare, etc.

- **High School:**

After the activity, have students conduct research on the Shasta, Takelma, or Klamath tribes to find out where they are located today and how their use of natural resources has changed or stayed constant.

