

Walla Walla School Garden Lesson

Title: 4th Grade Native Plants to Washington – part 1 FALL

Standards addressed: Social Studies EALR 4 HISTORY

- 4.1.2 Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:
 - Growth of northwest coastal and plateau [tribes](#) prior to treaties (time immemorial to 1854).

Unit connections: Social Studies WA State History (Native Americans) Unit

Description: The students will observe and discuss native plants to Washington and plant camas.

Objective:

- 1) The students will observe the native plant plot.
- 2) The students will plant camas seeds.

Time Required: Pre-garden time: None required, unless you want do the in-depth lesson on camas from Part 2 in the fall. Garden time: **30 minutes**

Date: Try to align with the teacher's history unit. If you will be planting camas, it should be planted in late fall or early winter.

Materials:

- 1) a native garden plot or samples of plants that are native to Washington
- 2) a list of native plants in the garden, if possible
- 3) a place to plant camas and garden tools
- 4) camas seeds or bulbs
- 5) copies of the Garden Observation Sheet
- 6) parent volunteers or people who are knowledgeable about native plants. Park Ranger Mike Dedman is a good resource. Mike_Dedman@nps.gov

Preparation: Prepare the garden or plot to plant camas. Talk to the teacher to find out what the students might already know about plants that Native Americans used. Ask the teacher to help split the class into two groups.

Class Discussion:

- Tell the class that they will be learning about some plants that are native to Washington state.
- Ask, **What do I mean when I say "native"?** *You mean that this plant grows naturally in Washington.*

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- Tell them they will also be planting a plant called **camas**. Tell them the basics – it is a type of lily and has bulbs like a daffodil or tulip. Discuss the fact that it was the second most important food for Native Americans in this area. Ask if they can guess the most important food – salmon!

Action:

- 1) Split into the two groups and head to the garden. One group will be observing the native plants in the school garden, while the other group plants camas. The groups will then trade places after about 15 minutes.
- 2) Native Garden:
 - a. Point out the different plants and answer any questions.
 - b. Ask the students – **Which one of these plants do you think would be good to eat?**
What could you do or make with these plants? Examples could be: crush berries to make dye, weave grasses to make clothing, rope, shelter, etc.
 - c. If time allows, have students fill out the Garden Observation Sheet.
- 3) Camas Planting:
 - a. Have the students work in groups to dig a hole and plant the seeds or bulbs.
 - b. If they have extra time, have them work on their Garden Observation Sheet.

Wrap Up: Have the students discuss what they observed and planted. Ask if they have any predictions about what will happen with the camas lily.

Vocabulary Words:

native (indigenous)

camas lily