



Grade Level: 5  
Subject: Science

# Native Plants

## ESSENTIAL UNDERSTANDINGS

- Lifeways
- Language

## LEARNING OUTCOMES

- Students will be able to identify plants used by the people of The Confederated Tribes of Grand Ronde.
- Students will be able to explain the uses of plants by the people of The Confederated Tribes of Grand Ronde
- Students will be able to explain the elements that plants need to grow.
- Students will be able to develop a model demonstrating the movement of energy from the sun, to plants, and to animals.

## CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Higher level thinking: creating
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their proficient completion of their Native Plants note page and Growth Model.

## Overview

Since time immemorial, plants have been an important resource for the people of The Confederated Tribes of Grand Ronde. They are used for building, basketry, medicine, and food. Due to the fact that Native peoples rely heavily on the land, they also take the time to take care of the land and the energy processes that occur.

## MATERIALS

- [Native Plants Read-Aloud](#)
- [Plant Uses Presentation](#)
- [Plant Growth & Energy Model](#)
- Paper
- Art Supplies

## LOGISTICS

- Where does this activity take place?  
**Classroom, Outdoors (optional)**
- How are the students organized?

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

**60 minutes**

## STANDARDS

### Next Generation Science Standards

**5-PS3-1** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**5-LS1-1** Support an argument that plants get the materials they need for growth chiefly from air and water.

**5-LS2-1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

## Background for Teachers

Noble Oaks is a parcel of land owned by the Confederated Tribe of Grand Ronde. On this land, the Tribe has planted native plants. The video used in this lesson is only the first of a seven video series. For more information on Noble Oaks, please view the additional videos in the series.

[nsayka ili?i: Noble Oaks - Part 1 - Introduction](#)

[nsayka ili?i: Noble Oaks - Part 2 - Poison Oak, Onion, and Rose](#)

[nsayka ili?i: Noble Oaks - Part 3 - Tarweed](#)

[nsayka ili?i: Noble Oaks - Part 4 - Oak](#)

[nsayka ili?i: Noble Oaks - Part 5 - Wapato](#)

[nsayka ili?i: Noble Oaks - Part 6 - Rose Hips](#)

## VOCABULARY

- **Harvest** - the process of gathering ripe plants or crops
- **Seasonal Rounds** - a form of calendar that shows tribal activities and movement along with seasonal food resources in an annual cycle
- **Stewards of the Land** - responsible use and protection of the natural environment through conservation and sustainable practices
- **Sacrifice** - the act of giving up something that you want to keep especially in order to get or do something else or to help someone
- **Leached** - to remove or remove from by the action of a liquid passing through a substance

### Chinuk Wawa Translations

- **hazel** taqwəla-stik
- **acorn** k'anawi
- **tarweed** limulo-saplil
- **cedar** khalakwati-stik●<sup>r</sup>
- **berry** ulali
- **camas** lakamas
- **wapato** wapt<sup>h</sup>u

## Opening

Begin the lesson by showing students the video Noble Oaks: Part One - <https://youtu.be/qf3ZCe8KibU>

Discuss some of the plants mentioned in the video.

- Have students heard of these plants before?
- What do they think these plants could be used for?

## Activity

1. Pass out the Plant Read-Aloud page to each student and keep one for a teacher copy. The teacher will then read aloud the handout to the class asking for volunteers throughout the reading process.
2. Using the Plant Uses Presentation, the teacher will show pictures of different kinds of plants to the class and read the label that discusses the plant uses. Teachers can also share the chinuk wawa translations for these plants. Students can guess uses along the way during this process.
3. After students have studied the Native Plants, show students the Plant Growth & Energy Model. Explain the model to the students.
  - a. “This model shows us what plants need to grow and how the energy from plants can be transferred from the plant to other living things.”
  - b. “Looking at this model, what are a few things plants need to grow?” (Sunlight Energy, Minerals from Soil, Water, Carbon Dioxide or Air, Space, etc.)
  - c. “In this model, plants are called “producers”. Animals and people are called “consumers”. The animals and people consume the plants and the energy within them.”
4. Next, students will be creating their own Plant Growth & Energy Model using one of the Native Plants discussed in the read-aloud. Students will need to include the following items in their model
  - a. Edible Native Plant
  - b. Sunlight Energy
  - c. Soil (Minerals)
  - d. Water
  - e. Air (Carbon Dioxide)
  - f. Consumer (Animal or Human)

## Closure

To finish the lesson, students will present their Plant Growth & Energy Model to their classmates in whole group or small group format.

## Differentiation

- Teachers may eliminate the Plant Uses Presentation and activity to save time.
- Instead of presenting the Plant Uses Presentation, teachers can instead show students the Traditional Food Plants of the Confederated Tribes of Grand Ronde PDF.

## Extension

- As part of this lesson it may be helpful to have some of the actual plants available for students to see firsthand and touch (examples: acorns, cedar, etc.).
- To extend this lesson, teachers can explore The Confederated Tribes of Grand Ronde Cultural Education YouTube and show videos to the students pertaining to the plants discussed.
- To extend this lesson, teachers could plan a field trip to The Confederated Tribes of Grand Ronde Nursery or to a local conservation area that may house some of these plants.

## Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Native Plants Read-Aloud:  
[https://drive.google.com/file/d/1\\_nD7Ay6QnZjUGSJLlrNOIFuU-6zVmKa0/view?usp=sharing](https://drive.google.com/file/d/1_nD7Ay6QnZjUGSJLlrNOIFuU-6zVmKa0/view?usp=sharing)
- Plant Uses Presentation:  
<https://docs.google.com/presentation/d/1zRRNnBYWMFTnZy5GeAL2E-8T3MrOPLU5q8nM8jLXTs/edit?usp=sharing>
- Plant Growth & Energy Model:  
[https://drive.google.com/file/d/1wM0h9xXrVdCNzD7fqXB5CDRFL\\_ulRLXt/view?usp=sharing](https://drive.google.com/file/d/1wM0h9xXrVdCNzD7fqXB5CDRFL_ulRLXt/view?usp=sharing)
- Traditional Food Plants of the Confederated Tribes of Grand Ronde PDF:  
<https://drive.google.com/file/d/19hV7oGF52Jdr8vxsug2eGagln7OAmbyz/view?usp=sharing>