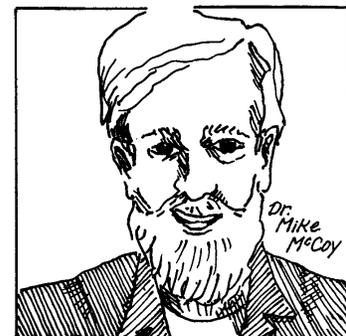


History Chapter Teacher Sheet



Activity #5: Go Fish!

Adapted from "Go Fish!," Aquatic Adventures, Living Labs for Youths.

Objectives:

Students will demonstrate understanding of traditional Kumeyaay uses of native flora and fauna in San Diego wetlands by playing a matching game.

Time:

This activity will require one 55-minute class period.

Background:

As centuries passed, the climate became drier. The trees and grasslands receded. Drought-tolerant scrub and chaparral spread over the uplands and salt-tolerant species took over the expanding marshes. Sedimentation increased, converting the lagoon into a mudflat and estuary. Around 1,300 years ago, in the Late Holocene, another group called the Kumeyaay emerged. They occupied a coastal region that is similar to what we see today at and around the estuary - a diverse and resource-rich zone between the continent and ocean.

Materials:

Overhead of "Wetland uses Table," "Go Fish! Species Cards," markers. Make copies of "Go Fish! Species Cards" and "Go Fish! Uses Cards" and cut one set for every 4 students.

Procedure:**Introduction**

We have been learning about different parts of the wetlands and the native American Indians that lived there. We know that Kumeyaay kids grew up learning about all of the different ways to care for and use the wetland. The Kumeyaay kids at your age knew different kinds of plants and animals and the different ways they could use them. Briefly go over each of the wetland residents and uses with the overhead. Tell students that the examples on the table are just some of the uses for the plants and animals. Many were used for more than one purpose.

Explain the Go Fish! activity. Each group will receive a set of wetland cards. The goal of this activity is to match a plant or animal with whatever it is used for. The cards have either a plant, animal, or use on them. (Show an example) One person will be the dealer. The dealer gives 5 cards to each player and the remaining cards will be put in a pile in the middle of the students. The game proceeds so that the person to the left of the dealer asks one of the students if they have a particular plant/animal or use card. If that student has the requested card, he/she gives it to the person. If not, then the student must Go Fish! and pick a new card from the pile in the middle. When a student makes a match of the plant/animal with its use, he/she places the pair face up in front of his/herself. Each student gets one chance to ask for a card per turn. Continue playing by going in a clockwise direction. When the pile in the middle runs out, continue as usual but skip the Go Fish step. The game ends when one of the students matches all of their cards, and there are no more to pass out.

You may wish to choose three students to do a practice round with you to demonstrate how the game works.

Group students into fours and give each a deck of cards.

Leave the overhead displayed so that students can use the 'Wetland uses' to understand connections between the plant/animal cards and their use cards. If an overhead is not available, pass out a paper copy of the table for each group to use as a reference.

Have students provide some examples of matches they had made in the game Go Fish!

Additional Activity:

Have students make a Kumeyaay person using a wetland plant or animal in a traditional way and add it to the 3D wetland in the classroom.

| Wetland Resident | Traditional Use |
|--|---|
| Lemonade Berry  | <ul style="list-style-type: none"> · Food: Berries make a drink that tastes lemony fresh. |
| Pickleweed  | <ul style="list-style-type: none"> · Food: Eaten as a salty treat. |
| White Sage  | <ul style="list-style-type: none"> · Ceremonies: Dried leaves are hung and sometimes burned. It has a minty smell. |
| Prickly Pear  | <ul style="list-style-type: none"> · Medicine: Stems are peeled and used as a band-aid. |
| Willow  | <ul style="list-style-type: none"> · Clothing: Women made skirts from the soft inner bark. |
| Primrose  | <ul style="list-style-type: none"> · Foods: Cooked pods are a popular snack for kids. |
| Salt Grass  | <ul style="list-style-type: none"> · Medicine: Made into a strong tea for colds. |
| Acorns  | <ul style="list-style-type: none"> · Food: Gathered from oak trees to make sha-wee. |
| Abalone  | <ul style="list-style-type: none"> · Food and Tools: After meat is eaten from this animal the shells are made into hooks to catch fish, or traded with desert tribes. |
| Brown Pelican  | <ul style="list-style-type: none"> · Clothing: The soft feathers and skin from this bird help make a covering to keep away from the rain. |
| Topsmelt  | <ul style="list-style-type: none"> · Food: These fish are caught in a net cooked and eaten. |
| Chia  | <ul style="list-style-type: none"> · Food: Chia seeds are carried on long journeys as a high energy light weight food source. |

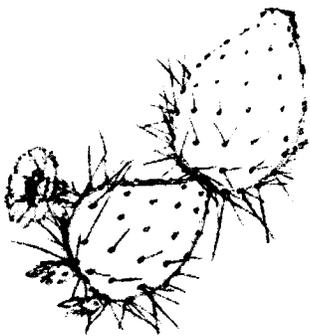
Lemonade Berry



Pickleweed



Prickly Pear

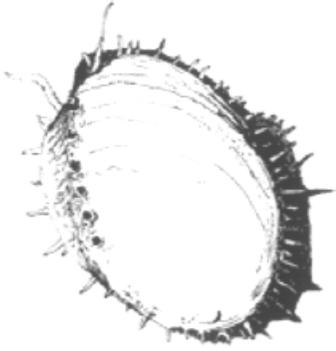


Primrose



Salt Grass



| | | |
|--|--|---|
| <p style="text-align: center;">Willow</p>  | <p style="text-align: center;">Abalone</p>  | <p style="text-align: center;">Brown Pelican</p>  |
| <p style="text-align: center;">Can be used as food:</p> <p style="text-align: center;">These fish are caught in a net, cooked and eaten.</p> | <p style="text-align: center;">Can be used as clothing:</p> <p style="text-align: center;">Feathers and skin make a cov- ering that helps to keep me from getting wet when it rains.</p> | <p style="text-align: center;">Can be used as food and for tools:</p> <p style="text-align: center;">After meat is eaten, shells are made into hooks, or traded with desert tribes.</p> |

| | | |
|---|--|--|
| <p>Can be used for ceremonies. Hunters rubbed the leaves over themselves to mask their scent.</p> | | <p>Can be used as food: Eaten as a salty treat.</p> |
| <p>Can be used as food: Gathered from oak trees to make Sha-wee.</p> | <p>Can be used as medicine: Made into a strong tea for colds.</p> | <p>Can be used as food: Cooked pods are a popular snack for kids.</p> |