Description: Students participate in making a snack food plate from native plants, while learning about the plants they come from. This activity helps students understand that humans also depend on natural habitat for survival.

Objectives:
- Students appreciate that plants are an important source of food for people.
- Students participate in an activity to build appreciation of native plants.
- Students understand that humans also have habitat requirements.

Materials:
- ‘How-to-do Activity: Ethnobotany Snack Plate’
- Images: ‘Ethnobotany- Foods’

Teacher supplied:
- Snack plate foods selected from the following (see ‘How-to-do Activity’):
  - Alder smoked salmon (canned or fresh)
  - Hazelnuts (shelled) to be served raw
  - Dried sweetened cranberries
  - Blueberry or strawberry fruit rollups
  - Hazelnut crackers
  - Rose hip tea (serve hot or cold with honey)
  - Cranberry or cran-raspberry juice
- Cups, napkins, plates (as needed)
- Bigleaf maple leaves to line paper plates

Vocabulary
- **Ethnobotany:** the plant lore of a people; the study of how people use plants
- **Edible:** fit to be eaten
- **Dehydrate:** to remove water from food

Washington State EALRs
**Science 1.1.6** Understand characteristics of living organisms. Identify observable characteristics of living organisms.
**3.3.4** Understand how humans and other living things depend on the natural environment. Describe what humans obtain from their environment.
**Geography 3.2.1b** Describe how people adapt to their environment to meet basic human needs and concerns.
**History 1.1.1b** Identify and analyze relationships between historical events. Compare and contrast the kinds of foods we eat today with foods eaten in the past. Compare and contrast how foods are preserved and prepared today with the past.

Before Activity: Collect a few large bigleaf maple leaves to line the basket trays for serving.

Activity:
- Go to habitat area and find a good place for gathering and serving foods.
- Discuss, “We’ve seen that native plants are useful in providing food for wildlife. Today we are going to see how native plants are important in providing food for people, by sampling some of the traditional foods that are eaten by Native Americans.”
- Show big leaf maple leaves. State that, “These come from the bigleaf maple tree” (point to a nearby tree). “They make excellent picnic plates. We are going to use them to serve our snack plates”. Line several serving basket trays with the maple leaves.
- Ask for student helpers to help prepare food trays while images are being shown. Show images: ‘Ethnobotany- Foods’ and point out nearby plants whenever possible. Point out the associated foods while showing the images:
  - “Beaked hazelnuts” are delicious and grow on the hazelnut tree. We also call them filberts.”
  - “Bog cranberries” grow on tiny low plants that live in our wetland bogs and fens.”
  - “Berries of all kinds” are harvested and dried for winter.”
  - “Alder wood smoked salmon” is a very important traditional food and is preserved by smoking over alder wood fires.”
  - “Wild rose hips” are high in Vitamin C, and grow on wild rose plants. This tea is made from rose hips.”
- Ask student helpers to begin passing out food, napkins and drinks.
- Discuss and get feedback. Ask students to compare wildlife and human habitat requirements and discuss how habitat areas provide those needs.
- Ask students “How are these foods similar to what we eat today. How are they different? How do you think these foods were gathered and prepared in the past? How do you think they are gathered and prepared today?”

Extension:
- Find related plants in the habitat area and identify them.
- Research edible plants in the habitat area. Create a presentation about native edible foods.
- Make this a component of a ‘Celebration’ activity, or an award ceremony.