



Live Hike: Chumash Indians on the Channel Islands Post-Program Activity

After the Live Hike

To reinforce the concepts introduced during your program, have your students participate in the activity outlined below.

Materials

Divide the class into groups of six to eight students. Each group needs:

- one set of dice
- scissors
- copy of the map of San Miguel Island
(PDF available online: www.nps.gov/chis/planyourvisit/hiking-san-miguel-island.htm)
- two copies of Who Will Make It to the Island and Survive?
(PDF available online: www.nps.gov/chis/forteachers/learning/hikechumash.htm)

With some easy modifications, this activity can also be done as a whole-class activity or can be set up as a station.

Duration

30 minutes

Procedure

Have each group put the map of San Miguel Island in the middle of its working area. Have groups cut apart the animal and plant photos and place all of them in a pile next to the map.

Explain to students that the Channel Islands were formed by volcanic activity. They were uplifted out of the sea and were never attached to the mainland. Native plants and animals found there colonized the islands by crossing the ocean—not an easy task for many! Plant seeds can be carried by the wind or by animals. Birds can fly. The islands are too far from the mainland for most animals to swim, but some might float over on pieces of driftwood or mats of seaweed. Once there, animals have to find food, water, shelter, and a mate in order to survive. Plants and animals may also be introduced by humans, accidentally or on purpose. Today new plants and animals can still get to the islands in the manners described. However, any new plants or animals can change the islands' ecosystems so the National Park Service watches closely to see that new species are not introduced.

Tell students they will be simulating the plant and animal colonization of San Miguel Island. Each student takes a turn and rolls the dice. The number rolled corresponds to the plant or animal with the same number. They place the corresponding photo of the species they rolled onto the map of the island. Have the groups continue until each student has rolled the dice twice.

Once all rolls of the dice are complete, ask students to look at the map. How many species only have one representative? Pull those photos from the map and explain that all those species went extinct because they didn't find all the resources they needed for survival. How many species are left? How does that compare to what you find on the mainland?

Now have students think about the American Indian tribes that lived on the islands. Do they think survival was easy for the tribes? How did they adapt to limited resources? What did they rely on instead? The tribes made extensive use of ocean resources and traded with mainland tribes for what they didn't have .