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Some resources on plants, history, ethnobotany/ethnoecology/ethnography:

1. Daniel Moerman, [Native American Ethnobotany](#) and/or [Native American Food Plants: An Ethnobotanical Dictionary](#) and/or [Native American medicinal plants: an ethnobotanical dictionary](#)
2. Morris Uebelacker, [Time Ball: A Story of the Yakima People and the Land : a Cultural Resource Overview](#)
3. Robert Boyd, [Indians, fire, and the land in the Pacific Northwest](#)
4. Omer Stewart, [Forgotten Fires: Native Americans and the Transient Wilderness](#)
5. Eugene Hunn, [Nch'i-wána, "the Big River": Mid-Columbia Indians and Their Land](#)
6. William C. Sturtevant, ed., [Handbook of North American Indians, V. 12, Plateau](#)
7. Pojar & Mackinnon, [Plants of the Pacific Northwest Coast: Washington, Oregon, British Columbia & Alaska](#)
8. Nancy Turner, [Food Plants of Coastal First Peoples](#)
9. Gregory Tilford, [Edible and Medicinal Plants of the West](#)
10. Original journals of the Lewis & Clark expedition
11. Alexander Ross, [Adventures of the First Settlers on the Oregon Or Columbia River ...](#)
12. Edward Sapir, [Wishram Texts and Ethnography](#)
13. Robert Boyd, [People of the Dalles: The Indians of Wascopam Mission](#)
14. Jack Nisbet, [The Collector: David Douglas and the Natural History of the Northwest](#)
15. Ella Elizabeth Clark, [Indian Legends of the Pacific Northwest](#)
16. Virginia Beavert, [The Way it was: Anaku Iwacha : Yakima legends](#)
17. David Thompson, [Columbia Journals](#)
18. George Aguilar, [When The River Ran Wild!: Indian Traditions on the Mid-Columbia and the Warm Springs Reservation](#)
19. Stephen Dow Beckham, **Oregon Indians**: voices from two centuries

Someone also asked for a plant list of what we have in the Ethnobotany Garden at Whitson Elementary, the schoolyard habitat project I work on with Cheri and the USFWS.

Here are what we planted:

|                               |                                   |
|-------------------------------|-----------------------------------|
| <i>Balsamorhiza sagittata</i> | Arrow-leaf balsamroot             |
| <i>Camassia quamash</i>       | Common camas                      |
| <i>Cornus sericea</i>         | Redosier dogwood                  |
| <i>Holodiscus discolor</i>    | Oceanspray                        |
| <i>Philadelphus lewisii</i>   | Mock-orange                       |
| <i>Ribes sanguineum</i>       | Redflowering currant              |
| <i>Rosa woodsii</i>           | Wood's rose                       |
| <i>Spiraea douglasii</i>      | Hardhack spiraea                  |
| <i>Campanula rotundifolia</i> | Bellflower                        |
| <i>Penstemon barettiae</i>    | Barrett's penstemon               |
| <i>P. humilis</i>             | Lowly penstemon                   |
| <i>Mahonia aquifolium</i>     | Tall Oregon grape                 |
| <i>Rosa nutkana</i>           | Nootka rose                       |
|                               | Woolly sunflower (OR<br>sunshine) |
| <i>Eriophyllum lanatum</i>    | Serviceberry                      |
| <i>Amelanchier alnifolia</i>  | Yerba Buena                       |
| <i>Clinopodium douglasii</i>  | Suksdorf's desert<br>parsley      |
| <i>Lomatium suksdorfii</i>    | Fernleaf desert parsley           |
| <i>Lomatium dissectum</i>     | Bare-stem desert<br>parsley       |
| <i>Lomatium nudicaule</i>     |                                   |
| <i>Sedum stenopetalum</i>     | stonecrop                         |

This is a small set of three beds in a somewhat shady location. If we had more space/different conditions, we would plant more & other plants. There are other plants of cultural interest in other places in the schoolyard, however, so we incorporate those, even though they are not in the beds per se. If anyone is interested in planting their own ethnobotany garden, they should contact their local tribe for help, and consult what native plants grow well in that area (I like to use the [WTU Herbarium](#) site, and the Pollinator Partnership's regional [Planting Guides](#)). Also check what plants may be aggressive in a garden setting, have toxic or irritating parts—those quickly disqualify some otherwise appropriate ethnobotanical species from consideration in a schoolyard. Also, a few species of those above (e.g. the penstemon and the campanula) are not necessarily very important culturally, but they are attractive, low-fuss plants for a garden bed (and good for pollinators, so valuable from a habitat and aesthetic standpoint). We have quite a few more “cultural” plants in the native pollinator garden and native plantings around the school. Some of the trees and shrubs in the schools' landscapes may already be valuable culturally. If anyone is interested in starting an ethnobotany garden in their schoolyard, I am happy to help consult—at least to share our experiences and maybe some lessons learned.