**Teaching Notes**

**First in the Nation: the Tribe that owns a Botanical Garden**

By

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**Learning Objectives**

* Learn about the Heronswood Garden, its history and evolution
* Learn about the history of the Port Gamble S’Klallam Tribe (PGST) and why they purchased Heronswood
* Learn about ways in which the Garden is culturally relevant to the PGST
* Understand the factors that helped make Heronswood successful, especially in making the transition to tribal ownership
* Learn about the challenges

**Audience**

This case is suitable for students at all levels and will be of particular interest to students in Native American studies, economics, political science, history, agriculture, and environmental studies.

**Themes**

Activism, economic development, land, leadership, cultural preservation, environmental preservation, community development, horticulture

**Implementation and Teaching Approaches**

This case can be taught in a variety of different ways with students reading the case in advance. Completing a tour of the garden would be ideal. This can be organized by contacting Heronswood. Visiting the Tribe at the same time can also be arranged.

Another broad way to use the case would involve having students read the book about tribal history – The Strong People: A History of the Port Gamble S’Klallam Tribe, 2012—to gain a deeper understanding of the Tribe’s history and goals.

**Class Use**

Having students pre-read the case and then discuss it in small groups is a highly effective approach. We recommend randomly assigning students to small groups consisting of 3-7 people with each group having different questions to discuss and then report out on. This approach gives everyone a deeper understanding of the material as well as a good experience in working together and public speaking. Possible groupings around different themes are as follows:

**Group One – History of Heronswood**

1. Create a timeline of Heronswood Garden
2. What have been the most important events in this timeline?
3. What are the challenges — past and future?

**Group Two – Cultural relevance of Heronswood**

1. In what ways is Heronswood culturally relevant to the PGST?
2. How might they increase tribal engagement?
3. What are the Tribe and Garden’s shared values?

**Group Three – First in the Nation. What works and why?**

1. What do you see as the major reasons Heronswood is successful?
2. What are the important dimensions of success for you?
3. Is it successful? What are your thoughts about its future direction?

**Assessment**

We recommend asking students to fill out and submit a short response at the end of the class that asks each student to respond to a couple of questions such as “what are the three most important learnings you had from the case? And “what do you want to learn more about?” You can also ask them to assess their own participation in the group through such questions as “what was your level of participation,” “how effective do you think the overall groupwork was in deepening everyone’s understanding?