

## *Redwood Rancheria*

### Major Concept

Land use decisions are made best when all interested members of the community are involved in the process.

### Objectives

As a result of this session, each student should be able to :

1. name and describe at least 10 important types of information needed before making a land management decision;
2. identify cause and effect relationships that exist in environmental management; and
3. describe alternative solutions to solving a specific problem.

### Background



We need a variety of information before we can intelligently make land management decisions. Therefore, we must use the whole community as a classroom and learning environment to collect the required information.

Grades:  
Secondary.

Subject:  
Social Studies.

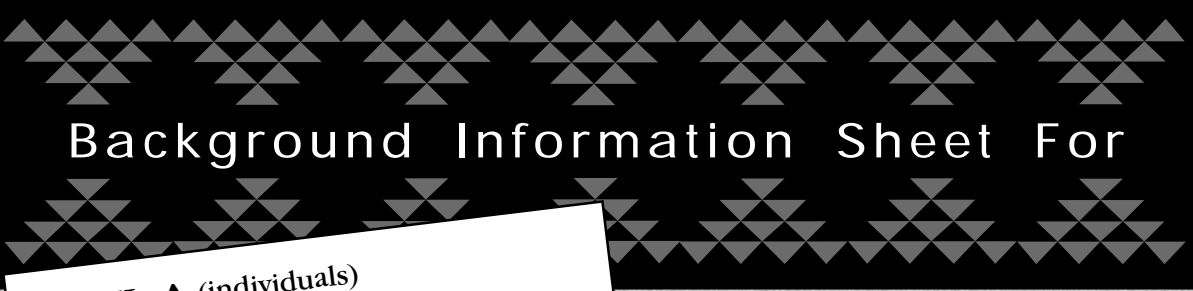
Time:  
2 - 3 class periods.

Materials:  
Newsprint or butcher paper, markers in several colors, masking tape, and task cards.

### Procedure

Set the stage for this investigation by reviewing what will take place. For example, "During this activity, we will participate in a simulation concerning land use on a hypothetical reservation, and analyze what we have done."

1. Distribute Task Card A. Read the problem to the group and then have them read the given information on Task A and list possible uses of the land to meet the reservations needs.
2. The problem is to identify some possible uses for the 1 square mile (640 acres) of land that has been added to the reservation.



# Background Information Sheet For

## **TASK A** (individuals)

“One Square mile (640 acres) of unused county farmland, adjacent to the Rancheria, is now available for use.”

Read the background information for Redwood Rancheria, and then list some possible uses of this new addition of land.

# Redwood Rancheria

The population is 7,000 and expanding. The expanding population growth is accompanied by demands for more housing, more jobs, additional services (sewage, power, water, garbage, transportation, etc.) and recreational areas.

Resources for industrial development such as power, water, and public transportation are in short supply.

The 640 acre addition was previously used for cattle grazing. There is a small stream and some standing timber (200 acres) of sparsely stocked live oak trees.

The Pipe River is relatively unpolluted and is the source of irrigation water for regional agriculture and the water source of several large communities. The river has several salmon runs and some resident trout. The gravel bed of the river is appropriate raw material for concrete manufacture.

The present sewage treatment plant and garbage disposal area are at maximum capacity.

Most members of the rancheria are concerned about the maintenance of a scenic regional environment. The tribal council is the authority for land use, and many citizens groups are being formed to influence their decisions.

List of possible uses for the land.

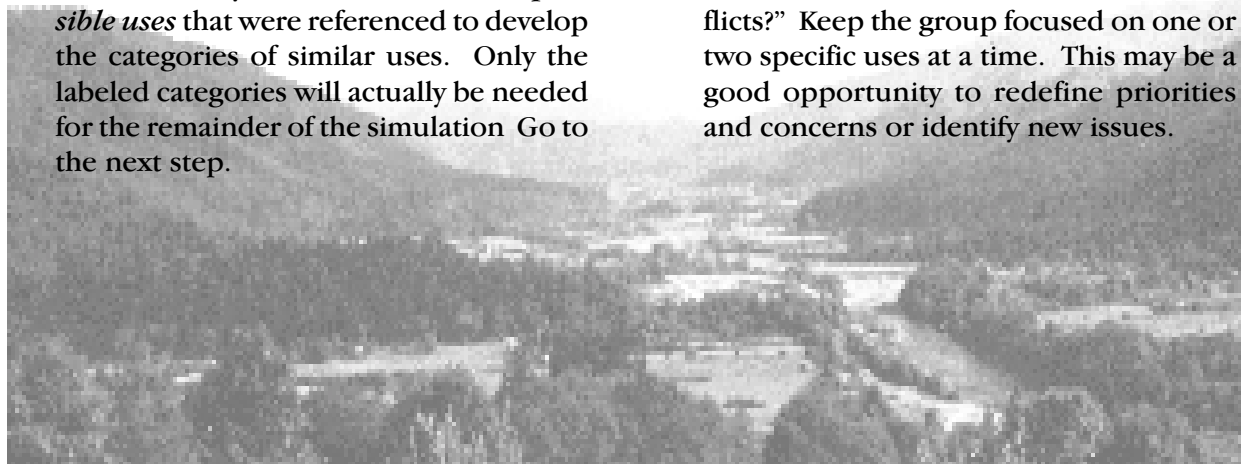
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## Questions and Discussion

After most of the students have started to write down uses on Task A, go ahead with question 1.

1. “What are some possible uses for this addition to the rancheria?” As students respond, write all comments just as they are said. Instead of paraphrasing if they are too wordy, ask: “How shall I write that on the chart?” List all suggestions, specific or general. Number the items as you go along, to simplify identification later. When you feel that you have enough material, go on to question 2.
2. “Which of these possible uses are similar?” Designate similar uses by letters, symbols, or colors. When most are designated, or the group seems to run out of thoughts, *stop*. Change items among categories if the participants change their minds. Do not get bogged down in the details of grouping. For example, if some people think one use should be in another category, then put that use in both categories and go on to the next step.
3. “What label could we give to all the items in the same category?” (Recreation, gaming, industrial, utilities, housing, commercial.) If you have limited board space it would be okay to remove the lists of *possible uses* that were referenced to develop the categories of similar uses. Only the labeled categories will actually be needed for the remainder of the simulation. Go to the next step.
4. Pose the question, “What is our vision of the Rancheria in twenty years? What sort of community do we want to live in? What opportunities should we be providing for ourselves and the future generations of the Rancheria? What are our concerns for the future?” Write all the suggestions on the board, and continue.
5. Categorize similar ideas and goals. Again, do not get bogged down in the details of grouping, but allow this to be an opportunity to relate the commonality of the student’s objectives and perceptions. Also use this process to clarify and define the terms used. Students may express their views in very specific or abstract terms. Group ideas by their broad definitions and list more specific objectives under these headings. Continue to the next step.
6. Ask the students to consider the possible uses for the new addition to the rancheria generated in the beginning of the simulation. Ask “How can each one of these uses contribute to our vision for the future of the Rancheria? Do certain uses seem to complement or enhance others in promoting our vision for the future? Which ones (if any) seem to conflict with our vision for the future? How might these uses be altered or modified to resolve these conflicts?” Keep the group focused on one or two specific uses at a time. This may be a good opportunity to redefine priorities and concerns or identify new issues.



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## Developing and Giving Presentations

1. Divide the group into the number of land use categories identified, with not more than eight persons per group. Assign one of the categories to each group. One way to set up groups is to have the total group count off by the number of categories identified.

2. Inform the participants they have 10 minutes (or longer, time permitting) to list and analyze the advantages and disadvantages of possible uses for the new addition to the Rancheria in the assigned category. You may consider those listed on the board plus any other possible uses you can think of in your category. It is important to stress that this task is to just analyze the uses of the land.

3. (After the allotted time is up.) Tell the groups, "Your task is to develop a land use plan for the area in your assigned land use category." (About 20 minutes.) After each group has started their planning (5-10 minutes) go to step 4. If all the directions are given at first, many groups may start drawing a map before considering different land uses.

4. a. "We have just received word that because of the current workload from reading BIA memos, the members of the Tribal Council have all resigned. Each group has one minute

to elect one member to represent them on the Council.

b. One of the facilitators takes the new Council members to another room and:

- Tells them they have 15 minutes until the group meeting starts.

- Have them concentrate on developing a list of criteria that they will use to evaluate each proposal.



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- Tells the Council to elect a chairperson to preside during the group presentations.
  - Have the group decide which staff person will be the time keeper.
    - c. After the Council leaves the room, make this announcement.

“You have about 15 minutes to finish your plan and develop a 3-minute presentation to be made to the Tribal Council. Your 3-minute presentation must include a visual display, such as a land use map, as part of your presentation, and more than one person in each group must participate in making the presentation.” Pass out colored markers and large pieces of paper to each group.

5. When all groups are ready, have the Tribal Council enter the room and sit at the front. The timekeeper is to stop all presentations at 3-minutes and give 1-minute warnings.
6. When the presentations are finished, the Council retires for 10 minutes to select the best proposal.
7. “While the Council is meeting, each group is to develop a list of ways in which their plan could be redesigned to be more inclusive of other groups objectives without compromising the “bottom line” of their own proposals. What are they willing to concede to? What do they believe is essential to the success of their own plan?”
8. The Council enters the room, reads their criteria for evaluating the groups aloud, announces their decision, and reads criteria used in making the decision. The group who’s plan was chosen may share with the class how they might modify their plan enlight of what they have learned during the simulation.

Have the Council members return to the groups that selected them and continue on to the next section. The main purpose here is to evaluate the process, not to get bogged down in the content of the issues and various plans.

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## Discussion

1. “What additional information would you have liked to have for planning your group’s proposal?”

Examples might be: Topography, cultural sites, vegetation, climate, soil survey, historical land use, transportation resources, flood plain, wildlife, funding sources, regulations, regional economies, political climate, educational resources, population information (age needs, race, education, primary concerns), social history of region, etc.

2. “Where would you go to collect information on these topics?”
3. Point out to the group that this is one of the most important parts of the activity because it emphasizes that we need a variety of information and data before we can intelligently make a land management decision to best meet the needs of the people and the environment. This list has many of the elements that need to be considered in studying a local environmental issue or concern. It also includes elements of all the curriculum subject areas (social studies, science, language, arts, etc.). Therefore, we have to use the total community as a classroom and learning environment to collect the information required.
4. Discuss how this decision making process might be improved?