

Grades K-3 Where Does Our Food Come From?

Instructional Support Materials: *Naturally Native Klallam Gathering, Hunting and Fishing*

Time: Approximately 30 minutes

Instructional Support Materials to Acquire: *The People of Cascadia: Pacific Northwest Native American History* (Bohan, Heidi), 4Culture, 2009, pg. 36-39. This book covers an abundance of information about regional culture and history of Pacific Northwest tribes and separates information into regional tribal groups.

Teacher Preparation/Materials:

1. Consider ways in which you might integrate lessons into content areas already planned for fall/salmon/harvest/food. Use “Background Knowledge/Pre-reading for Educators”, “Essential Connections Between Food and Culture Essay” by Shana Brown, and “Supplemental Resources” to build background knowledge needed to feel confident in teaching content. Invite students to share their own fall/food traditions. Subsequent lessons address the harvest traditions and foods of Native peoples.
2. Plan ahead! Identify the tribes who originally lived in your region and identify the foods that were native to this region. Research local tribal websites and tribal cultural museums and centers for any resources regarding local tribal traditional foods, hunting and gathering, and and/or other cultural practices around food and giving thanks. If your school district has a Native Education coordinator (Title VI), respectfully ask them for resources and connections to local tribes and potential guest speakers.
3. Prior to teaching Lesson 1, prepare Letter to accompany “One of My Favorite Traditions” worksheet. Send out to families prior to teaching lessons. If students cannot get support in completing forms at home, allow time to support them in completing them at school.
4. Collect an assortment of stock or magazine photos of foods for students to use at their own tables, or slides that they can identify as from the store (canned and packaged foods), farm, garden, etc.
5. Butcher paper for brainstorm - word chart or photos

Words associated with tradition, gathering and foods

List or pictures of seasonal foods

T-chart or Venn diagram of store/farm/both

6. Extended Learning or Family Connections:

Field trips and/or guest speakers - Give yourself plenty of time to research, contact, and invite family members or friends of students in your classroom or school that have tribal connections.

Invite students' family members, friends, Tribal representatives, or community members to share about seasonal round traditions, salmon homecoming, and/or perspectives on Thanksgiving traditions.

Take a field trip to explore food-bearing plants and wildlife: farms, orchards pumpkin patches, cornfields, fishing grounds, salmon runs.

Contact local farms for a field trip to glean foods to donate to foodbanks.

Plan and maintain a classroom/school garden.

Reach out to families or non-profit organizations with whom you might partner: Gardens, farms, food-banks, etc.

Lesson Procedures:

Vocabulary:

- Native people, first people, indigenous, tribe (as used in reference to peoples/tribes): the first humans in a particular place.
- Tribe: a group of people with common ancestry, in this context, first people of a place. (These terms can be used somewhat interchangeably but it is always preferable to use the names of specific tribes when possible, or regional descriptors – (i.e. Columbia River/Plateau, Puget Sound, Pacific Coast tribes when referring to tribes in Washington.)
- Seasonal Round: Cycle/calendar of gathering and harvesting regional foods practicing cultural traditions.
- Ancestor: A relative who lived before you. Grandparents, and the relatives before them.
- Tradition: The passing down of elements of a culture from generation to generation especially by oral communication.
- Preparation: the action or process of making something ready for use or service or of getting ready for some occasion, test, or duty.
- Resources: something that can be used for a purpose.

Younger children are likely to think of their refrigerator and stores as sources of food. Let students' responses to questions below guide the discussion, with the goal of understanding that, while their families may buy their food from the store, the foods they eat come from the natural world, from hunting and gathering, and from agricultural practices.

Where does your food come from? (expect students to respond with stores, market, garden...)

A long time ago, there were no stores! How did people feed themselves? How did they find food?

Raise your hand if you or anyone you know have ever gathered or harvested food....do you know what “gather” means? “Harvest”? Define gather and harvest.

Have you picked berries? Have you gone fishing? What other foods have you or someone you know harvested?

Depending on age group, use photos or word bank in small groups or whole group to sort foods. List on T-chart or Venn diagram.

I’m going to show you some (pictures of) foods, you tell me where you think they come from. Thumbs up if you agree! Allow all reasonable answers – stores or gardens.

Introduce the idea of the first people to live on the land where we live, invite students to answer “Who was here first?”

Where do you think people got their food before there were stores? We are going to watch a short video with some Native elders (explain) who remember how they used to get some of their food...and some people still do! Maybe even you! Debrief with students about who the elders were in the video, what they learned, what they are confused about. Explain that these elders are descendants of the first people who lived here, and name the tribes in your region. Have students repeat back names of tribes.

One thing that people of the tribes in this region, and in many Native tribes across our country, practice every day is giving thanks. Before we had stores and packaged foods, they ate the meat of the animals they hunted and used the bones and furs for tools, clothing, and shelter. They gathered plants for food, making clothing, and for building their homes. When they hunted or gathered, they took only what they needed and thanked the plants and animals for their offering. Their tradition was and is still a tradition of daily thanks.

Tomorrow we are going to share about our family traditions. Raise your hand if you have a tradition of giving thanks? (This will be informative for your thinking about how to begin your discussion tomorrow, depending on who and how many students raise their hands.)

Many people have special things, traditions, that they practice every year during the fall and Thanksgiving break. We’ll talk about this more tomorrow.

NOTES:
