



GeoCivics Lesson: *Current Indigenous Foods*
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Teacher(s): Gregory Holder	Unit Title: The Changing Agricultural Landscape of Indigenous Peoples Lesson Title: Current Indigenous Foods	Grade Level: HS Juniors and seniors
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Notes: This is lesson 2/3.

Pre-existing Knowledge: Students will already have learned about the Three sisters and Westward Expansion/forced relocation in Lesson 1. Students will need some background knowledge of Indigenous Peoples and the Westward Expansion.

Overview of Content:
 Oneida White Corn is a specific heirloom variety of corn that was developed anciently. Although it is unclear how long that specific variety of corn has been in existence, the Oneida continue to use White Corn today. Corn is one of the main staples of the traditional diet of the Oneida and Iroquois people. Cultivated together with beans and squash, the nutritional value of these three foods (called the “Three Sisters” by the Iroquois) constituted a complete protein. From a horticultural standpoint, they complement each other when cultivated together.

Although the Oneida cultivated many kinds of corn, white corn is unique. The corn is very white when it is mature and always has eight rows of corn around the cob. It is sometimes eaten as sweet corn. However, the majority of the corn is allowed to dry on the stalk until mid-October. To prevent mold growth, corn was prepared for storage in one of two ways. One way was to peel all but two or three husks from each cob and then braid together 50-60 cobs to form long strands. The long strands of corn, called corn braids, were usually hung from the rafters of the longhouse. The other way to store corn was to shell it and parch it over a fire. Shelled corn was stored in pots or baskets, but for long term storage it was stored in grain pits in the ground. Oneida people continue to cultivate White Corn today. As in the old days, it is braided into long strands and hung to dry. Today, shelled corn is mechanically dehydrated and stored in containers.

Traditionally, corn, beans, and squash were grown together in mounds of dirt a few feet wide. Several corn plants grew in the center of each mound. Beans were planted when the corn was about a foot tall

and vined up the stalks. Natural occurring nitrogen production in the roots of the beans helped feed the corn. Large leaves of the squash plants around the outside edges of the mound helped shade the soil from the hot summer sun. This kept the ground moist and helped prevent weeds from growing. Collectively, they are called the Three Sisters. As much as 90% of the diet of Iroquois people came from the Three Sisters. Prepared in many ways, cornbread and corn soup are still favorites today. Both are served at weddings, funerals, birthdays, and many other special occasions.” -- https://oneida-nasn.gov/wp-content/uploads/2016/04/Teachers-Guide_Final.pdf

Purpose: What students will learn:

Students will learn about the cultural foods of Indigenous Peoples before the Westward Expansion and how these were changed as a result of relocation following the Westward Expansion and they will learn how this change impacted Indigenous Peoples’ diets and their dependency on government rations.

National & State Social Studies Standard(s):

National Social Studies Standards -Themes:

- Culture: Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods.
- Time, Continuity, and Change: Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies.
- Individual Development and Identity: Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Wisconsin State Social Studies Standard(s): Social Studies Inquiry Practices and Processes (Inq):

- Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
- SS.Inq2.a.h 9-12 (h): Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

National & State Geography Standard(s):

National:

- Standard 9 - The characteristics, distribution, and migration of human populations on Earth's surface
- Standard 15 - Environment and Society: How physical systems affect human systems

Wisconsin State Geography Standards:

Geog2.b: Reasons people move:

- SS.Geog2.b.h 9-12 (h): Evaluate the impact of major international migrations, both past and present, on physical and human systems.

ELA Standards:**Wisconsin ELA Standards**

- Writing 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Reading 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ISTE Teacher and/or Student Standard:**Student Standard: 1.3 Knowledge Constructor**

- 1.3c - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3d - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information
- **Comparing and Contrasting:** Students use language to describe similarities and differences in objects or ideas.

Culturally Responsive Lesson Strategies:

- **Connection:** Lesson/activity incorporates real-life connections and representations from various cultures and life experiences. (Highly Effective) More than one real-life connection made or represented but mostly from the experiences of the dominant culture.
- **Voice:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences. (Highly Effective) Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.

Objective(s):

- SWBAT describe how relocation by the US government during Westward Expansion changed the foods that indigenous people originally consumed before relocation.
- SWBAT describe how the indigenous people modified their diets following relocation, to create, learn, share, and adapt to culture.

SIOP**SIOP Elements**

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative: Using a T-chart, students will share research on indigenous diets pre and post-relocation, and will post the questions that they still have after conducting their research.

Summative: Based on notes taken in Elaborate, and according to the Tri-Fold Rubric, students will create a tri-fold graphic organizer that represents native foods prior to relocation, post-relocation, and health implications. (Rubric is located in the Lesson Materials Document)

Key Vocabulary:

- **Relocation:** Moving from one place to another
- **Forced relocation:** Forcibly evicted/moved from one place to another
- **Commodity:** an economic good
- **Dependency:** to depend on goods or services
- **Traditional/cultural foods:** foods and dishes that are passed on through generations or which have been consumed for many generations. Traditional foods and dishes are traditional in nature, and may have a historic precedent in a national dish, regional cuisine or local cuisine.

Materials:

- Indigenous leaders/chefs who can come to school and demonstrate/teach about indigenous foods and cooking.
- Appropriate space and equipment/utensils/ingredients for cooking indigenous foods
- Samples of fry bread or picture of fry bread (Located in Materials Document)
- Student access to technology/computers, etc. to do internet research
- Website: [How Native American Diets Shifted After European Colonization | HISTORY](#)
- Video: [What Native Elders Think About Indigenous Cooking](#)
- Handout: T-Chart Template 1 copy for each student (Located in Materials Document)
- 1 Post it note for each student
- Website: [Indigenous Foods](#)
- Handout: Tri-Fold Graphic Organizer (Summative Assessment)- 1 copy for each student & Answer Key (Located in Materials Document)
- Lesson 2 Tri-Fold Rubric (Located in Materials Document)

Sources:

- Fry Bread pictures: https://live.staticflickr.com/3770/10560989514_c4cee1d88c_b.jpg;
https://commons.wikimedia.org/wiki/File:Navajo_Taco!.jpg

- Website: *How Native American Diets Shifted after European Colonization*: <https://www.history.com/news/native-american-food-shifts>
- Video: *What Native Elders Think About Indigenous Cooking* (5.48 min.): https://www.youtube.com/watch?v=ATxm_XFfRiQ
- *Indigenous Foods* Website: <https://www.nicoa.org/elder-resources/indigenous-foods/>
- Tri-Fold Graphic Organizer Answer Key Source: “The Columbian Exchange: A History of Disease, Food, and Ideas. *Journal of Economic Perspectives*”—Volume 24, Number 2—Spring 2010—Pages 163–188. Nathan Nunn and Nancy Qian
- Lesson Overview of Content information resource: https://oneida-nsn.gov/wp-content/uploads/2016/04/Teachers-Guide_Final.pdf

Engage:

Teacher Will:

1. Show students real fry bread or a picture of fry bread (if your school allows, students could sample fry bread). Ask students how many have eaten it, where they have, and if they think fry bread is a traditional food.
2. Ask students: “*What types of food do you eat at home?*” “*Do you have any cultural or traditional foods you consume?*” As a class, the teacher will revisit and discuss with students what cultural foods represent.
3. Teacher will then introduce the Indigenous leaders/chefs who have come to demonstrate and teach about indigenous foods and cooking. NOTE: Oneida Nation High School can host chefs and/or elderly cooks from indigenous communities of the Great Lakes region to demonstrate and facilitate cooking class(es) with students.
4. The teacher will then allow students to taste indigenous foods, and engage in a discussion during/following about if they recognize the food/s, and where they are from, what they are, etc.

Student Will:

1. Engage in discussion of their taste experience of eating fry bread, telling where they have consumed it and who prepared it.
2. Share out with the class the types of foods they eat at home and what kinds of cultural or traditional foods they consume. Students participate in the class discussion of what cultural foods represent.
(Preparation: Linking to Background)
(Grouping: Whole class)
(Integrating Processes: Listening & Speaking)
3. Students will assist chefs and elders to set up for cooking demonstrations and classes, and participate as requested. Students also help tear down and clean up the cooking station(s).
(Application: Hands-on)
(Grouping: Whole class)
4. Students will taste foods and participate in a discussion during/following about if they recognize the foods, and where they are from, what they are, etc.
(Grouping: Whole class)
(Integrating Processes: Listening & Speaking)
(Application: Hands-on / Meaningful)

Explore:

Teacher Will:

IQ #1: *In what ways did the US government change the foods that indigenous people consumed originally, before relocation?*

1. Intentionally pair students to provide language/learning support as needed.
2. Share with the class that Westward Expansion transformed and altered Natives' diet through forced relocation and government food dependency on foods such as lard, flour, and later, processed commodity foods.
3. Have students work in pairs to research Inquiry Question #1 by exploring the website: [How Native American Diets Shifted After European Colonization | HISTORY](#) and using any other appropriate sites.
4. The teacher will pass out copies of the T-Chart Template and instruct students to record their learning from their research about what indigenous people ate prior to and following relocation on their T-Chart Templates. Following the creation of their T-charts, the teacher will show the class the video: [What Native Elders Think About Indigenous Cooking](#) and have students record on their T-charts any additional information and/or questions they have.

Student Will:

2. Students will actively listen and participate in a whole group conversation about how Westward Expansion altered Natives' diet, asking questions and making connections to prior knowledge, and learning about Westward Expansion.

(Preparation/ Linking to past learning)

(Grouping: Whole class)

3. In pairs, students will use the websites provided to research, read, and learn about what indigenous people ate before and after relocation.

(Grouping: Partners) (Integrating Processes:

Reading/Writing/Listening and Speaking)

4. Using their T-Chart Templates, students will work with their partners to record what indigenous people ate prior to and following relocation. Students will then watch the video shown by the teacher and will take notes and record any additional information and/or questions they have on their T-charts.

(Grouping: Partners) (Integrating Processes:

Reading/Writing/Listening/Speaking)

(Application: Linked to Objectives)

Explain - Formative Assessment:

Teacher Will:

1. Intentionally pair students to provide language/learning support as needed. Have student partners share with the class what they learned and recorded on their T-charts. The teacher will then engage the whole class in a discussion addressing the questions, *“What foods came before Westward Expansion and what came after?” “How were they changed, and how may we still see these today?”*
2. The teacher will pass out a post-it note to each student and will have students each write down one question they still have about what they have been researching, and have them post it on the board (parking lot). Then the teacher will review the students’ questions on the board and lead the class in a discussion to answer and clarify the questions with the help of the students.

Student Will:

1. Participate with their partners in the initial discussion and share their research from their T-chart with the whole class. The students will then engage in a class discussion of the questions asked by the teacher about what Native foods came before and after Westward Expansion and how they changed and what they are today.
(Grouping: Partners/Whole class)
(Application: Promotes engagement/Linked to Objectives) (Integrating Processes: Listening & Speaking) (Assessment: Individual/Oral)
2. On post-it notes, the students will each write down one question they still have about what they have researched and will post it on the board. They will then engage in a final class discussion as the teacher reviews the questions on board and answers and clarifies them with the help of the students.
(Application: Promotes engagement)
(Grouping: Whole class)
(Assessment: Individual/Oral)
(Integrating Processes: Listening/Speaking)

Elaborate:**Teacher Will:**

IQ #2: *Following Westward Expansion, how did changes in traditional diet affect native people?*

1. Intentionally pair students to provide language/learning support as needed, and then present Inquiry Question #2 to the students and tell them that to answer the question they will read information on the website: [Indigenous Foods](#) and as they read, they are to carefully take notes about pre-location diet, post relocation diet, and the continued impact on the health of indigenous people.

Student Will:

1. Students will keep Inquiry question #2 in mind and will work with partners when needed, to read the website: [Indigenous Foods](#) and will carefully take notes about pre-location diet, post relocation diet, and the continued impact on health of indigenous people.
(Grouping: Individual or partners)
(Integrating Processes: Reading & Writing)

Evaluate - Summative Assessment:

Teacher Will:

1. The teacher will pass out copies of the TRI-FOLD Graphic Organizer handout and present the Tri-Fold Rubric to the students and explain how they are to use these to create a Tri-Fold graphic organizer based on the notes they have taken in Elaborate and using the criteria given on the rubric. The teacher will explain that the graphic organizer should include 3 panels representing:
 - 1) Native foods prior to relocation
 - 2) Native foods post-relocation, and
 - 3) Health implications as a result of the changes that occurred in native foods, and also that each panel should include pictures and descriptions of specific foods and changes in health. The teacher will then provide time for students to create their Tri-Fold graphic organizer.

Student Will:

1. Based on notes taken in Elaborate, and according to the rubric, students will use the TRI-FOLD Graphic Organizer handout to create a Tri-fold graphic organizer that represents native foods prior to relocation, post-relocation, and health implications.
(Assessment: Individual/Written)
(Grouping: Individual)

Extensions: Students can extend their research to learn about local community food systems, i.e. The Indigenous Food Sovereignty Movements.