



Grade Level: 7
Subject: Social Studies

Traditional Foods

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to describe foods that are culturally significant to the people of CTGR.
- Students will be able to explain the connection between culturally significant foods and their important to historical and modern Native life.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through meal sharing
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Higher level thinking: creating

ASSESSMENT

Assessment should be done through observations during the lesson and completion of the Traditional Foods Field Guide.

Overview

Traditional foods, often called “First Foods” are the staples of Native American culture for many reasons. These foods are harvested from the earth and are viewed as a connection between the Native peoples and the land around them. In this lesson, students will learn about a few of the First Foods for the people of the Confederated Tribes of Grand Ronde - including how they are gathered, what they are used for, and their significance to Tribal peoples.

MATERIALS

- [Traditional Foods Slideshow](#)
- [Traditional Foods Field Guide Template](#)

LOGISTICS

- Where does this activity take place?
Classroom, Outdoors (optional)
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

60-90 minutes, can be divided into multiple days.

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Oregon Social Sciences Academic Content Standards

Social Science Analysis 7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

Social Science Analysis 7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Social Science Analysis 7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Social Science Analysis 7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments.

Background for Teachers

Prior to this lesson, it would be beneficial for students to understand a brief history of the Confederated Tribes of Grand Ronde and understand its place as one of the nine federally recognized Tribes in Oregon. Teachers can utilize other 7th grade CTGR lessons to accomplish this, or they can allow time for exploration of the CTGR resources found at the end of the Traditional Foods slideshow.

To create a more meaningful experience from this lesson - consider bringing samples of the foods into the classroom for students to try. Some items may be fairly easy to find but others may need more assistance. Please do not hesitate to reach out to the Confederated Tribes of Grand Ronde Natural Resource Department (503-879-2424) or the CTGR Curriculum Specialist (503-879-2144) for assistance.

VOCABULARY

- **Traditional Foods** - also called “First Foods”, are the plants and animals that the Tribe has lived off of for thousands of years, pre-contact with European influences. They are staples of native culture, spirituality, medicine and overall well-being.
- **Culturally Significant** - of historical, scientific, social, or spiritual value to past, present or future generations
- **Harvest** - to gather, catch, hunt, or kill (berries, salmon, oysters, deer, etc.) for human use
- **Sacred** - considered to be holy and deserving respect

Opening

Start the lesson asking students what traditional foods are important to their family. (Teachers may need to define “traditional foods” at this time.) Allow students to respond and discuss. What are some of the similarities and differences between traditional foods for people within the class?

Prompt students to think about the foods they eat often at family gatherings or special occasions. Why do they eat these foods? Have they been passed down through generations? Is there any special meaning behind them?

Activity

1. Begin the slideshow and introduce the lesson to students. Direct students to follow along with the slide show (Teachers can encourage students to take notes as they may need them for their assignment later). Remind students of the value of asking questions.
2. As the teacher works through the slideshow, be sure to begin with the background of Grand Ronde. This will provide a solid understanding of where the foods come from and how they relate to the Native peoples of that area.
3. **If taste testing foods:** After presenting each food item, allow time for students to try a piece. Teachers can take a poll on the whiteboard about what foods the students like or do not like.
4. After presenting each food, ask students prompting questions such as:
 - a. Has anyone in the class tried this food before? If so, what did you think of it?
 - b. Does this food item remind you of another food?
 - c. Are there any foods in your culture that hold a similar value as this food?
5. Throughout the slideshow, students will have the opportunity to watch videos produced by and including Native peoples of the Confederated Tribes of Grand Ronde. Discuss the value of these videos with the students:
 - a. Are you surprised to see Native peoples in such a modern context?
 - b. Why is it important to hear about these foods from the Indigenous peoples themselves versus from a textbook?
6. If a school is located within the Pacific Northwest, take a “mini field trip” to explore school grounds. Can students find examples of the berries or camas? (potentially even some elk, deer, or salmon depending on school location).

Closure

As a closure, introduce students to the Traditional Foods Field Guide and what they will be creating. Make sure they have the art materials needed to put it together and draw pictures. Allow students to work independently. They will need to draw the foods and include all of the facts with the foods.

Encourage students to take it home and share with their families!

Differentiation

- Teachers may divide this lesson into multiple days if needed. This will be essential if teachers choose to explore the additional resources as a class.
- Teachers can allow time for students to independently explore the additional resources.
- Teachers may print the slideshow to make it more accessible to students when completing their Traditional Foods Field Guide.

Extension

- **Research Project:** Have students select a traditional food to explore further. Create a presentation, booklet, or other visual presentation with more information. Students can compare/contrast how this good is utilized in modern native cultures and research a recipe for how the food is prepared.
- **Compare/Contrast:** Depending on location, different tribes and different cultures will have different traditional foods. Have students research the traditional foods of another tribe/culture and compare then to the traditional foods of the Confederated Tribes of Grand Ronde.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Traditional Foods Slideshow:
https://docs.google.com/presentation/d/1M_8ltLZ9LRXpCO6TJpUyAP4kMQL5Pydpw43-DVn3KYY/edit?usp=share_link
- Traditional Foods Field Guide Template:
https://drive.google.com/file/d/1U7kSrHQPOwTjWvVUump0HM62TOV4wCU4/view?usp=share_link