



## SCIENCE

# Food, Energy, and Seasonal Rounds

## ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- Lifeways

## LEARNING OUTCOMES

Student will be able to:

- Identify traditional foods that Native Americans in Oregon ate during each season
- Describe how Native Americans in Oregon used each season to prepare for the rest of the year

## ESSENTIAL QUESTIONS

- How do we use food to represent time (i.e. holidays or seasons)?
- What is the relationship between land and energy?

## LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?
  - Whole class
  - Teams: 2 – 4
  - Pairs
  - Individually

## TIME REQUIRED

90 minutes

## Overview

This lesson introduces the Native American tradition of seasonal rounds and also discusses the important connection between land, food, nutrition, and energy for Native American people in Oregon. Many tribes migrated seasonally, based on the food sources that were available in a given place at a given time. Tribes and smaller bands of Native people would often travel several hundred miles in a few weeks to get to the next food-gathering source in time.

These traditions varied depending on the ancestral territory of each tribe. For example coastal tribes did not follow the exact same traditions or eat all the same foods as tribes who lived in the inland valleys, the Great Basin, or the Columbia Plateau. However, nearly all Native American tribes in Oregon followed some form of seasonal rounds.

The foods gathered and preserved through seasonal rounds not only provided families with nutrition and sustenance through the winter but also became one of the mainstays of intertribal trade. When white explorers and settlers came to the region, closely followed by fur traders and trappers, the preserved foods also became an important trade commodity with these groups—often keeping the newcomers alive. In some tribes in Oregon,



women conducted most of the trade between villages and other Native communities and families, but men usually made trade arrangements with white explorers and settlers whether they traveled overland or came by ships on the coastal route.

In this lesson, students will reflect on their own lives and the foods they eat throughout the year while also learning about the food traditions of Native American people in Oregon. This lesson will also help students understand the close connection that Native Americans in Oregon have with the land.

## Background for teachers

- Learn more about seasonal rounds and Native Americans in Oregon by visiting the following websites:
  - Seasonal Gathering Rounds Sustained Columbia River Peoples <http://www.confluenceproject.org/blog/seasonal-gathering-rounds-sustained-columbia-river-peoples/>
  - Camp Life & Seasonal Round <https://trailtribes.org/umatilla/camp-life-and-seasonal-round.htm>
- Review Concept 9: Indian People and Respect for the Environment from the *Indians in Oregon Today* curriculum: <https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/IndiansinOregonToday.pdf>

## STANDARDS

### Oregon science standards

**4-ESS3-1** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

### Other standards

#### Social Sciences

**4.7** Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

#### English Language Arts

**4.RI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears

## MATERIALS

### What materials are needed for students to engage in this activity?

- Seasonal Foods Worksheet (1 per 2–4 students)
- Winter Handout (1 per student)
- Spring Handout (1 per student)
- Summer Handout (1 per student)
- Fall Handout (1 per student)



- Prepare station set up for the Seasonal Rounds activity. You will need space for four stations and enough copies of the winter, spring, summer, and fall handouts for each student.
- Decide how to group students. Students working in small groups of 2-4 is ideal.

## Considerations for teachers

### Assessment

- Teachers should listen to and analyze student discussion to ensure students understand the concepts of seasonal food and seasonal rounds

### Learning targets

- I can identify traditional foods that Native Americans in Oregon ate during each season
- I can describe how Native Americans in Oregon used each season to prepare for the rest of the year
- I can make meaningful connections about food that I eat in the context of learning about seasonal rounds for Indigenous communities and nations

### VOCABULARY

**Nutrition** – The process of providing or obtaining food necessary for health and growth.

**Season** – One of four divisions of the year marked by specific weather and nature patterns.

**Hunting** – Pursing and killing an animal for food and other supplies.

**Gathering** – Taking and bringing together a collection of items.

**Seasonal rounds** – A pattern of moving from one location to another in order to hunt and gather food and other resources.

## Reflection/closure

- Ask students to identify and discuss their favorite foods of the current season.
- Ask students to explain how they prepare seasonal foods with their families.
- Have a classroom discussion about one of the Essential Questions.

## Appendix

Materials included in the electronic folder that support this lesson are:

- PowerPoint
- Seasonal Foods Worksheet
- Winter Handout
- Spring Handout
- Summer Handout
- Fall Handout

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## Activity 1

# Introduction to Nutrition, Energy, and Food

*Time: 15 minutes*

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This activity introduces the concept of energy and how people get energy from the food they eat.

### Step 1:

Introduce the topic of energy and give the definition of energy as: “the strength needed for physical or mental activity.” Using a scale of one to five (one being the least and five being the most), ask students to pick a number that represents their level of energy right now. Ask students to show that number using their fingers. For example, if someone was feeling an energy level of four, they would hold up four fingers. Allow 20 to 30 seconds for students to think and hold up their fingers.

### Step 2:

Ask students where we (human beings) get energy from. Allow a couple minutes for answers and discussion. Allow for answers that are not related to food. Next, ask students for examples of when they feel a lot of energy. Allow a couple minutes for answers and discussion.

### Say:

*You’ve probably noticed that there are times in your life when you feel a lot of energy. This might be after you eat sugar or when you’re playing with friends or when you’re outside. You’ve probably also noticed that there are times in your life when you feel energy is missing. This might be when you first wake up, or after a stressful event, or after a big meal, or after physical activity. It’s normal for your energy levels to go up and down during the day depending on how active you are, what is happening around you, how much sleep you’re getting, and what types of foods you’re eating. Today we’re going to talk about the energy we get from food. Food is one of the main ways humans get energy. Some foods are really good at giving us energy, and other foods do not give us much energy at all.*

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## Activity 1 *(Continued)*

### Step 3:

Ask students the following questions and allow time for answers and discussion:

- What foods make you feel energetic and active?
- What foods make you feel slow or tired?

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## Activity 2

# Seasonal Foods

*Time: 30 minutes*

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**Say:**

*Even though humans need food every day of the year, the types of foods that are available can change depending on the season. Some foods are best to eat in winter, and other foods are best to eat in spring or summer. I know many of you may eat the same kinds of food throughout the entire year, but long ago there were no supermarkets where you could get food and no refrigerators and freezers that could keep that food fresh. People had to eat what was available in nature, right where they lived.*

**Step 1:**

Ask students if they can name any foods that are only grown during certain times of the year. Allow for a handful of answers. Ask them to think about how refrigeration and supermarkets have changed the seasonal relationship with food.

**Step 2:**

If students are not already in small groups, move them into groups of two to four. Use a method of grouping that works best for your students and classroom.

**Say:**

*I'm going to give a Seasonal Foods Worksheet to each group. I want you to work together to think of foods that are best to eat during each season. It's OK if some foods are listed in more than one season. It's also OK if your entire group doesn't agree with every answer. Don't focus on being "right" or "wrong;" focus on coming up with ideas.*

**Step 3:**

Distribute the Seasonal Food Worksheet and allow time for groups to work. As students are working, monitor group activity and refocus students who are off task.

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## Activity 2 (Continued)

### Step 4:

Ask students to wrap up their small-group work and bring their attention back to the whole class. Process the activity by asking a representative from each group to share their group's entries on the worksheet. Depending on the time remaining and student engagement, use one of the following options to process:

- For each season, ask each group to name one food that they eat during that season.
- Ask each group to name one or two foods they eat during each season.
- For each of the four seasons use the “popcorn” process—asking individual students to “pop up” and voluntarily share their ideas about a food they eat.

**Activity extension option:** Ask each group to create a poster or visual aid of their worksheet. Encourage students to be creative with their artwork and materials. Their poster should include each of the four seasons and which foods they eat during each season.



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### Activity 3

## Seasonal Rounds

Time: 45 minutes

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#### **Facilitator note**

This activity asks students to move around the room to different stations that represent the four seasons. Each station should include multiple copies of the handout for that season. You may want to set up the stations (with handouts) ahead of time, depending on your classroom layout. Be thoughtful about how you distribute the students into small work groups; groups should be able to work together with minimal conflict.

#### **Say:**

*The idea of eating food that matches up with the seasons is not a new idea. The very first Oregonians, Native Americans, have always had a special relationship with the land and its natural resources, including food. Indigenous communities in Oregon understood that food changed with the seasons. As a result, they moved to different areas at different times of the year to follow the patterns of hunting, fishing, and harvesting naturally grown foods. The tribes were careful not to use too much of one type of food, so that other people could use it as well. Tribal leaders studied the weather patterns and the wildlife conditions to determine the best time to move. This process is called seasonal rounds, and it is still practiced today by many tribes.*

#### **Say:**

*We have four stations around the room, one for each season of the year: winter, spring, summer, and fall. In a small group, you will visit each station and learn about the foods that are available during that season. Some of the foods you may already know, and others may be new to you. You will also learn about what Native Americans in Oregon traditionally did during each season to gather, hunt, and prepare food so they would have the energy and nutrition to live healthy lives. Again, many Native people continue to follow these traditions in the present day.*

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### Activity 3 *(Continued)*

#### **Facilitator note**

Depending on the size of your class, you may need to have more than one group at a station at the same time.

Separate students into small groups and instruct each group to select a season station to start at. Allow 5 to 10 minutes at each station. While at a given station, groups should read over the handout and discuss what they learned. If needed, provide a discussion question for each station.

Suggested discussion questions for each station:

- **Winter:** How did Native Americans in Oregon traditionally use this season to prepare for the rest of the year?
- **Spring:** How does nature tell us that spring is near? What signs are there?
- **Summer:** What summer foods are your favorite to eat?
- **Fall:** How did Native Americans in Oregon traditionally use this season to get ready for the winter?