

Standard Three – Lesson Three (B)

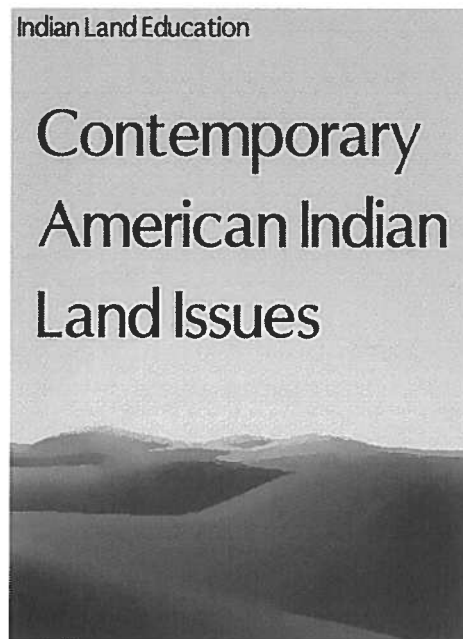
Achievement Goal:
Study the many ways that Indian land is used to support the people. *The focus of this lesson is on food and livelihood resources.*

Time:
One class period

Core:
Economics, Geography



For Grades 2-3



Background:

The focus of this lesson is on the use of land as a food and livelihood resource. Students will learn about various foods that are available from the land as natural gifts. This will include wild game, berries and roots. They will also learn about the use and care of land for gardens and simple agriculture.

American Indian original homelands provided everything the people needed to survive. With the arrival of non-native settlers, Indian homelands were reduced and natural foods were diminished or lost, forcing them to modify their ways of life and adapt to the changed environment around them.

These lessons introduce students to the concept of how the environment can support and sustain Indian people with food and livelihood resources.

Preparation:

- Prepare outline drawings of foods that are grown, hunted or prepared from the earth, specifically on the students' reservation lands. Each outline should be large enough to fill a sheet of paper. Foods could include wild game that is hunted, herbs, agricultural products, dairy foods, etc. Have as many different outlines as necessary for all the various foods.
- Each student will be given one sheet with one food item on it. Teacher may need to have duplicate sheets of some of the foods so that each student has a food.
- Crayons, cotton, string, seeds, popcorn, beans or other items that can be used to decorate the pictures of foods.

Student Activity:

- Ask the students to sit in a circle.
 - Ask them where their families get their food. It may be a grocery store or they may have a garden. Discuss with them the various types of food, including what they eat and what they drink.
 - Allow them each to tell about their favorite food and where it comes from. Have them tell if it comes naturally from the land. Teacher will assist in defining the source of foods.
 - Ask them to close their eyes and keep them closed until asked to open them.
 - While their eyes are closed, ask them to imagine what would happen if the trucks that bring food to their community stores could no longer get there. Also, have them imagine they could not leave their community.
 - Tell them they can now open their eyes. Ask them how long the food would last in the stores if no trucks brought new food to their community, and what kinds would last the longest.
 - Ask if one's local community could grow enough food fast enough for everyone to have something to eat. What would people have to do in winter when food crops could not be grown?
 - Ask the students to name foods that are grown or produced on the land in their community. To help them, ask if any of their family hunt wild game or if they have a garden. Are there dairies, do they hunt for roots, berries or wild fruits? Help them name the foods that are found, grown, or produced locally.
 - Discuss with the students the concept that the land is used to support people. Tell them that this was even more true in the days when their grandparents were small children.
 - Ask each student to name a natural food from the land. As they name a food, give them a sheet with the outline. Continue until all the students have a sheet to work on. Hand sheets to each student, even those who were unable to name a food.
 - Have the students return to their desks or tables.
 - Ask them to cut out the foods.
 - Instruct them to color and decorate their foods, using the materials you have available for them to glue onto their cut out foods.
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Evaluation:

- Observe the students comments regarding their understanding of how the land provides support and food for people.
 - Assess if they can differentiate natural foods from processed foods purchased at a store.
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Resources:

1. Aiki, Corn is maize: the gift of the Indians. New York: Crowell, 1976.
2. Hunter, Sally M. Four seasons of corn: a Winnebago Tradition. Minneapolis, MN: Lerner Publications, 1997.
3. Peters, Russell M. Clambake – a Wampanoog Tradition. Minneapolis, MN: Lerner Publications, 1998.
4. Wittstock, Laura Waterman. Ininatig's gift of sugar: traditional native sugarmaking. Minneapolis, MN: Lerner Publications, 1993.