



Grade Level: 3
Subject: ELA/Health

Cooking Techniques

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways

LEARNING OUTCOMES

- Students will be able to explain what some of the traditional foods are for the Grand Ronde Tribe.
- Students will be able to read a portion of a recipe and follow the steps accordingly.

CULTURALLY RESPONSIVE PRACTICES

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

ASSESSMENT

Students will be assessed on their contributions to whole class discussions and their proficient completion of their opinion paragraph.

Overview

Food and meal celebrations are common within many cultures - and the culture of Native American people is no different. In this lesson, students will learn about traditional foods used by the Confederated Tribes of Grand Ronde and will write their own traditional recipe with an accompanying opinion paragraph stating why their traditional food is best and most delicious.

MATERIALS

- [Berries on the Grand Ronde Reservation Presentation](#)
- [My Traditional Food Worksheet](#)

LOGISTICS

- Where does this activity take place?
Classroom, Kitchen
- How are the students organized?

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

1.5 hours, can be divided

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Oregon Common Core State Standards: Health

CCSS.HEALTH..2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

Oregon Social Science Standards

Geography 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

Historical Knowledge 3.12 Describe how the identity of the local community shaped its history and compare to other communities in the region.

Background for Teachers

Food is often used as a means of retaining cultural identity for many individuals. People from different cultural backgrounds eat different foods. The areas in which families live and where their ancestors originated influence food like and dislikes. These foods can be enjoyed during everyday meals or only on special occasions. No matter the culture that students belong to - there is a high chance that they are certain recipes and foods that are important to them and their families.

For more information on the Tribe's plants:
[nsayka ili?i: Noble Oaks - Part 1 - Introduction](#)
[nsayka ili?i: Noble Oaks - Part 2 - Poison Oak, Onion, and Rose](#)
[nsayka ili?i: Noble Oaks - Part 3 - Tarweed](#)
[nsayka ili?i: Noble Oaks - Part 4 - Oak](#)
[nsayka ili?i: Noble Oaks - Part 5 - Wapato](#)
[nsayka ili?i: Noble Oaks - Part 6 - Rose Hips](#)

For more information on food gatherings:
[Jammin' with the Tribal Elders](#)
[First Foods Celebration](#)
[The First Fish Celebration](#)
[Agency Creek First Fish Celebration](#)

VOCABULARY

- **Traditional Foods:** foods and dishes that are passed through generations.
- **Reservation:** an area of land set aside for occupation by North American Indians
- **Time immemorial:** a point of time in the past that was so long ago that people have no knowledge or memory of it.
- **Tarweed Seeds:** Native plant that produces seeds that can be eaten raw or lightly roasted.

Opening

Show students the first slide of the slide deck “Berries on the Grand Ronde Reservation” and ask students if they recognize any of the berries on the board. Call on 4-5 different students to make a hypothesis or guess about what type of berries are shown.

Activity

1. Continue the “Berries on the Grand Ronde Reservation” presentation. See Speaker’s Notes for presentation guidance.
2. Once the video is finished have the students turn and talk about what they noticed in the video.
3. Ask students to think in their head if the way that the Grand Ronde people eat berries has changed over time.
 - a. Have them share their thinking with a neighbor.
 - b. Call on several students to share their thinking.
 - c. Guide students to the idea that how the Grand Ronde people eat berries has evolved.
4. Show students the Kalapuya Tart Image.
 - a. Let students know that this is a recipe that came directly from the Grand Ronde Tribe. The recipe uses traditional food including berries and Tarweed seeds but the recipe calls for frozen berries and the use of an oven. Both of which were not possible for the ancestors of the Grand Ronde people to use.
5. Read the text about the Kalapuya Tart from the Grand Ronde Facebook Page.
6. Let students know that they are going to get to make this recipe today. They are each going to get to assist with a different portion of the recipe.
7. Pull up the ingredient list and the directions.
8. Let students know that you will call up 3-4 students at a time and have each group complete a portion of the recipe. While you are working with 3-4 students the other students will be completing the My Traditional Food Worksheet.
9. Go over the worksheet and make sure that students know what is expected of them. They are going to be writing an opinion paragraph about why their favorite traditional food is the best and they need to give 2-3 reasons supporting their idea. When they are done, they can draw a picture of the food.
10. Call up 3-4 students and have them complete a portion of the recipe. Make sure they follow proper hand washing before helping.
11. Continue calling groups of students up until the tarts are ready to go into the oven.
12. Bake the tarts

Closure

Serve students the tarts.

Ask students what they think about them. Do they like them? Do they not like them? Why?

Recap that this recipe uses traditional foods from the Grand Ronde Reservation.

Differentiation

- Use sentence frames for students who need extra support writing their paragraph.

_____ is my favorite traditional food because_____.

I love this food because _____.

- Teachers can prepare and bake the tarts ahead of time, skipping the preparation steps in the lesson and simply working with students on the My Traditional Food worksheet.

Extension

- Students can work with family members to duplicate a recipe important to their family and culture. Have students bring in their recipe to share with the class.
- Teachers can use the Kalapuya Tart Recipe to work with students on beginning fractions.

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

- Berries on the Grand Ronde Reservation Presentation: https://docs.google.com/presentation/d/15_8wrqSRd4UYPv7ibc6UXoARy84WKUe0Mp-QQOGbpD8/edit?usp=sharing
- My Traditional Food Worksheet: https://drive.google.com/file/d/1oRadjaEvxIF97wUxiBDVtWdIQEiFue_q/view?usp=sharing
- nsayka ili?i: Reservation Video: <https://youtu.be/CcqhO6htR6o>