



Grade Level: 1  
Subject: Math

# Feeding Our People

## ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Identity
- Lifeways

## LEARNING OUTCOMES

- Students will be able to solve culture-based story problems using addition and subtraction.
- Students will be able to apply addition and subtraction skills to real-life situations.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation in group discussions and activities. Students will also be assessed on their proficient completion of the Feeding Our People activity sheet.

## Overview

Have the hunters and gathers collected enough food to feed the Tribe? In this lesson, students will learn about the common plants and animals that would have been harvested for the people of Grand Ronde. Students will then solve word problems to determine if there is enough food for everyone.

## MATERIALS

- [First Foods Slide Deck](#)
- [Feeding Our People Activity Sheet](#)

## LOGISTICS

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

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

**45-60 minutes**

## STANDARDS

### Oregon Common Core State Standards: Math

**1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Oregon Social Science Academic Standards

**Geography 1.8** Give examples of local natural resources and describe how people use them.

## Background for Teachers

Teachers should review the First Foods Slide Deck prior to presenting to students.

For more information regarding Grand Ronde Hunting and Fishing

- [Tribal member Reyn Leno, talks about the consequences of the consent decree](#)
- [Tribal member Bobby Mercier, on how the consent decree has impacted his family and community.](#)
- [Tribal member Sara Thompson, the Tribe's only female ceremonial fisher, speaks to the consent decree](#)
- [People of the Falls](#)

## VOCABULARY

- **First Foods** - traditional foods Indigenous peoples throughout North America have historically depended on. First foods have provided sustenance and promoted health in native communities for countless generations. First foods formed the backbone of many indigenous societies by virtue of their religious, cultural, economic and medicinal importance, in addition to their role in feeding native peoples. First foods nourished indigenous societies in every aspect, helping to create vibrant, healthy native communities.
- **Gather** - collecting plants that grow wild for food
- **Harvest** - the gathering of plants or animals for food
- **Dried/Smoked** - Smoking is the process of flavoring, browning, cooking, or preserving food by exposing it to smoke from burning or smoldering material, most often wood.

## Opening

Open the lesson by posing the question to students:

- What are some foods that are important to you and your family?

Create a cumulative list of foods/meals on a whiteboard/paper in front of the class.

- Are there any foods that multiple students like?
- Are there any foods that most students have not heard of?

Ask students:

- Why are these foods important to you and/or your family?

## Activity

1. Explain to students that they will be learning about foods that are important to the Native American people of The Confederated Tribes of Grand Ronde.
2. Show students the First Foods Slide Deck. Discuss each food with the class by posing the following questions after each food:
  - a. Have you ever heard of this food before?
  - b. Have you ever tried this food before?
  - c. Would you want to try this food?
3. After finishing the First Foods Slide Deck, introduce students to the Feeding Our People Activity Page.
  - a. Read the directions aloud to the students.
  - b. Work through the first 1-2 story problems together to model the steps to solving the problems.
    - i. Step One: Circle/Highlight/Underline the important information in the story
    - ii. Step Two: Figure out if the equation is addition or subtraction
    - iii. Step Three: Set up your math equation
    - iv. Step Four: Solve your equation
    - v. Step Five: Check your answer

## Closure

The last question of the activity page requires students to create their own story problem using their own favorite foods. Allow time for students to share their story problem with a partner or with the entire class.

## Differentiation

- Teachers can decide whether to show students the videos in the First Foods Slide Deck. Some/All videos can be eliminated to save time if needed.
- Teachers can choose to work through the entire Feeding Our People Activity Page as a whole group or allow students to work together in small groups/partners.
- Teachers can use the following sentence frames for the “Create Your Own” problem (#6).
  - The \_\_\_\_\_ family loves to eat \_\_\_\_\_. On the first day, they ate \_\_\_\_\_. On the second day they ate \_\_\_\_\_. How many \_\_\_\_\_ did they eat all together?
  - The \_\_\_\_\_ family loves to \_\_\_\_\_. One day they made \_\_\_\_\_. That night, they ate \_\_\_\_\_ of the \_\_\_\_\_. How many \_\_\_\_\_ did they have left?

## Extension

- **Virtual Field Trip: Visit Grand Ronde’s Native Plant Nursery**
  - <https://youtu.be/BtgWY3Ezk0M> (0:51-10:24)
  - Learn vocabulary in chinuk wawa, the Native language of the Grand Ronde people
  - See the work Jeremy Ouja has done to bring back Native plants and First Foods to the Grand Ronde Area
- **Additional Activity Page:** Collect the “Create Your Own Story” problems from the bottom of each activity page. Create a new worksheet using the students’ original story problems and use this to teach a follow-up lesson.

## 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

First Foods Slide Deck:

[https://docs.google.com/presentation/d/1Z6LTP5f5cx\\_7EH8\\_J7UsQK2gg6To7kN8wKmoe\\_d3ll/edit?usp=sharing](https://docs.google.com/presentation/d/1Z6LTP5f5cx_7EH8_J7UsQK2gg6To7kN8wKmoe_d3ll/edit?usp=sharing)

Feeding Our People Activity Sheet:

[https://drive.google.com/file/d/17Wgs\\_flm0QtbPI4Lprz2priFr03C-5it/view?usp=sharing](https://drive.google.com/file/d/17Wgs_flm0QtbPI4Lprz2priFr03C-5it/view?usp=sharing)