Matrix Lesson Plan Template

Lesson Plan Title* - Introducing - The Sioux Chef

Grade Level for this Lesson Plan*

High School (Grades 9-12)

Content Areas of Focus

- Economics Area: How food consumption is influenced by both poverty and availability of nutritious foods (food deserts, etc)
- Geography Area: How Minnesota's geography and landforms determined the kinds of foods that indigenous people consumed and cultivated (e.g. - lots of lakes means lots of fish and wild rice)
- Health Area: The impact of highly-processed foods on the health of indigenous people.
- History Area: The history of Minnesota's indigenous peoples and the impact of major events and policies on their lives today.
- Science Area: The botany of wild rice and other riparian crops

Content Area Standards

MN Standards Alignment - Science

- **9E.1.2.1.1 -** The effects of water on earth's processes
- **9E.4.2.2.1 -** Indigenous evidence of the effects of climate change

MN Standards Alignment - Nat'l Health Standards

- **1.12.6** - How individual, interpersonal, community, societal, and environmental factors impact health.
- **3.12.2** - Barriers and supports for accessing health resources.

Common Core Connections*

Anchor Standards

Reading

- CCSS.ELA-LITERACY.RI.11-12.1: Identifying purpose of text and supporting evidence
- CCSS.ELA-LITERACY.RI.11-12.7: Evaluating multiple sources of evidence

Writing

- CCSS.ELA-LITERACY.W.11-12.2: Writing informative texts.
- CCSS.ELA-LITERACY.W.11-12.8: Gathering evidence from multiple sources

Speaking and Listening

- CCSS.ELA-LITERACY.SL.11-12.4: Presenting information coherently
- CCSS.ELA-LITERACY.SL.11-12.5: Using media in presentations
- CCSS.ELA-LITERACY.SL.11-12.6: Adapting speech to context

Keywords*

indigenous, cultivation, heirloom, bison, hominy, colonialism, traditional foodways

Purpose*
Students will learn about Sean Sherman and the Indigenous Food Lab created by him to promote indigenous foodways. They will research indigenous foods native to Minnesota as well as how they can be incorporated into recipes. Students will complete both a presentation on their indigenous foods to demonstrate their research and communication skills as well as offer samples for their classmates to try.

Time*
Lesson takes one week (provided that at least 45 minutes per day are allocated toward it)

Materials*
- Research materials (computers, books, etc)
- Presentation materials (computers, projectors, screens, presentation software)
- Indigenous food samples (wild rice and also foods like corn, hominy, bison, etc)

Vocabulary*
indigenous - meaning "of the land" which in North America refers to Amerindian people
cultivation - the means of growing or harvesting food items
heirloom - a traditional breed of plant or animal
bison - a large North American mammal from the central plains region
hominy - a variety of corn with large kernels
colonialism - the policy or practice of taking over and occupying a place and regulating culture
traditional foodways - the rediscovery and practicing of indigenous ways of cultivation.

Background—Agricultural Connections* (Should align with NALOs selected for this lesson)
Sean Sherman is a leading figure in the indigenous foodways movement, an attempt to recover lost knowledge regarding both the cultivation and use of food that were eaten in North America prior to contact with Europeans. His two eating establishments use on indigenous ingredients, meaning that any food introduced by Europeans is not used, but in their place are foods that are native to North America. In place of beef and chicken are bison and turkey. Maple syrup replaces refined sugar. Wild rice is used in place of jasmine rice, corn flour in place of wheat. Help learners recognize that many of the items on his menu are familiar, but with an indigenous twist is helpful to understand his work.
Another helpful thing to remember is that this movement was started in large part to address the huge issue with nutrition in indigenous communities. Many indigenous families live well below the poverty line and as such rely on government food aid to meet their needs. Generally, this type of food is highly processed and it contributes to health issues common in the indigenous community such as Type 2 Diabetes and childhood obesity, issues that were almost nonexistent prior to the disruption of indigenous food systems. Sherman's work is focused on nutrition as much as it is culture, and this could provide opportunities to explore health and physiology standards as well.

Interest Approach - Engagement*
- Begin your first lesson by asking students to list all the different types or restaurants they have eaten at lately (mexican, italian, greek, chinese, etc) then make a point of asking

why nobody said “native american” restaurants? Why aren’t there any? This is a good introductory question for this lesson.

- There are many videos of Sean and his work you can use in your classroom since multimedia is especially engaging.
- Allowing students to taste indigenous foods that are native to Minnesota like wild rice, bison, maple syrup, or others that they may not have tasted before can provide good material for promoting discussion or inquiry.
- Providing choice in the form of research topics and voice in the form of discussions or presentations can be very engaging.

Procedures*

Day	Details	Time Required (45 min/day)
Day 1	Begin by having students participate in an Indigenous Foods Gallery Walk. Print out the images in this document and hang them around the room. Have your students look at each one and record their reflections in a KWL chart.	10-15 minutes
	Go over the gallery walk. What did students think they saw in each of the images? What questions did they have about what they were seeing? (Teacher Tips - If you don’t have an extensive background in indigenous culture and foodways here are some supplemental resources you might consider previewing. You might also provide these as extensions for the research step later; ● Bison ● Blueberries ● Salmon ● Maple Syrup ● Corn ● Wild Rice ● Squash (three sisters) (Teacher Tip - some discussion prompts for the debrief might include the following; What do all of these images have in common? If I told you that all of these foods were staples for the indigenous tribes of Minnesota, what new questions might you have? Are there any foods that you have had? Are there are you	10-15 minutes

	have never tried? Which of these foods might require more cultivation or harvesting? Do you have questions about how the indigenous people were able to acquire them?	
	Share this summary with your class and have them read it or read it out loud. Have them bring to brainstorm responses to the sample questions in the summary. Extension - you can have them record additional questions in the KWL charts and use them as the basis for learner-directed inquiry.	8-10 minutes
Day 2	Begin by having your students read this biography of Sean Sherman to learn about him and his work.	8-10 minutes
	Play this short video for your students which discusses the reasons for the creation of the Indigenous Food Labs.	5 minutes
	Break students into pairs or small groups need to look over the menus from Sherman's Indigenous Food Lab, Owamni, this indigenous cookbook, and the video recipes on his website. After listing all of the foods that they can find, they will create a list as a class. (Extension - your students might not be aware that foraging is still a very popular activity today. Could this be something you do with them during this unit? You might want to help them consider the foods that could exist in their own backyards with some of these links; ● Gathering berries, mushrooms, etc. ● Foraging guide from U of M	25 minutes
	Students will select a food to focus on for the research portion of the project. The teacher can decide if they will work together, in pairs, or small groups for their presentations.	5 minutes
Day 3	The teachers will share the presentation template with the class, going over the components.	5 minutes
	Students will begin doing their research on their chosen indigenous food.	40 minutes

	Extension - If you want to include an optional lesson on wild rice cultivation by watching this video and then learn/review the hydrologic cycle and then identify how each part of the process (evaporation, runoff, etc) is related to the growth and cultivation of wild rice. Extension - Indigenous communities are drawing conclusions about climate change through their cultivation of wild rice. Have students read this document to learn more about indigenous ways of knowing	
Day 4	Teacher will share this example and use it to model what is expected of the students during the presentation portion. Students can ask clarifying questions before continuing their research and work.	5-10 minutes
	Students will complete their research and presentation templates.	30 minutes
	The teacher will check in with the students to make sure that they have all completed their work and put together a presentation order for the next day. Extension - Students can include a visual art component for their lesson by completing a still life and scanning it into their presentation.	5 minutes
Day 5	Presentation day in class. Student groups will take turns presenting their work to the class and allowing their classmates to taste their selected foods. While each group presents their classmates and their teacher will use this rubric to assess their work.	40 minutes

Essential Files
Essential files are embedded into the procedure

Essential Links
Essential links are embedded into the procedure

Did you know? (Ag Facts)

- Wild rice is not technically a rice, it is a grass seed.
- Minnesota produces the majority of the world's wild rice supply.
- You can pop wild rice like popcorn.
- Uncooked wild rice has an infinite shelf life is stored properly

- Sherman's cookbook The Sioux Chef was the recipient of the James Beard award.

Source -
https://canoewildrice.com/surprising-facts-you-may-not-know-about-wild-rice/
https://seansherman.com/books/

Enriching Activities

- Science - create a diagram (model) explaining the life cycle of the wild rice plant and why it only grows along the shore of lakes and rivers. Compare its life cycle to that of land-based crops.
- Art - Students can include a visual art component for their lesson by completing a still life and scanning it into their presentation. They could also illustrate a scene depicting the indigenous cultivation of their chosen food.
- Poetry/Literature - creating a poem that explains about the importance of a particular food to the indigenous people would be a great way to introduce different forms. What would a haiku about bison or a free-verse poem about hominy look like?
- Tasting - students can accompany their presentations with a sample of their food for tasting.

Sources/Credits

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