

## Teacher Materials

# Staging the Question: Food Is More than Just What We Eat

### Featured Sources

- **Video:** [Foods and Cultures](#)—Watch this video and think about connections between foods and cultures.
- **Map:** *Native Nations of the Pacific Northwest*—Examine the map to see the many Native Nations of the Pacific Northwest, the abundance of waterways, and how natural features of landscape impact how we live.
- **Optional Extension Essay:** “Essential Connections Between Food and Culture”—Hear from the expert. Read what educator and writer, Shana Brown (Yakama Nation) has to say about why foods are more than just what we eat.

### Student Tasks

- [Food Is More Than Just What We Eat](#)

### Student Outcomes

#### KNOW

Native Nations recognize as their homelands three distinct regions of the Pacific Northwest: Pacific Coast, Puget Sound, and Columbia River/Plateau. Native Peoples of the Pacific Northwest identify as “Salmon People” because salmon play a central role in their identities and cultures.

#### UNDERSTAND

Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

#### DO

Make inferences about how threats to a food source might impact Native cultures and communities of the Pacific Northwest.

**Standards****[C3 Dimension Standards]**

**D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

**[CCSS: 9-12 Grade Specific Standards]**

**CCSS.ELA-LITERACY.RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**[CCSS: Corresponding Anchor Standards]**

**CCSS.ELA-LITERACY.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Staging the Question Lesson Procedures

### Anticipatory Set

#### Part A—Making Connections

- Ask students: What are your favorite foods? Why? Are there foods that you associate with particular holidays, memories, celebrations, or events? What is the significance of these foods?
- Show the video [Foods and Cultures](#). After watching the video, students can make connections about the importance of certain foods to their own cultures by using the graphic organizer on Part A of the student worksheet [Food Is More Than Just What We Eat](#).

### Guided Practice, Instruction, and Formative Assessment

#### Part B—Making Inferences

- Direct students to the online interactive map, *Native Nations of the Pacific Northwest*. Call attention to the many Native Nations, the abundance of waterways, and the three regions identified on the map: Pacific Coast, Puget Sound, and Columbia River/Plateau. Ask students to predict how physical features impact the ways people live.
- Many cultures have close connections with foods. Ask students to imagine the impact on cultures if they were no longer able to access important cultural foods.
- Students complete Part B on the [Food Is More Than Just What We Eat](#) worksheet after exploring the interactive map, *Native Nations of the Pacific Northwest* and watching the video [Foods and Cultures](#). With each stated fact, students should cite the source of each fact (map or video) and make three inferences—one for each fact—about how threats to salmon might impact cultures and communities of the Pacific Northwest.

Fact	Source	Inference
Many Native Nations recognize regions of the Pacific Northwest as their ancestral homelands.	MAP VIDEO	
Native communities of the Pacific Northwest have fished for generations.	MAP VIDEO	
Salmon play an important role in the cultural identities of Native peoples of the Pacific Northwest.	MAP VIDEO	If salmon are threatened it could impact how people are able to express their cultures.

*Teacher TIP: As needed, guide students in developing inferences. Remind students that inferences are informed evidence-based assumptions.*

**Check for Understanding**

- How can foods be more than just what we eat? Discuss with students the importance of foods to how we express our cultures and form both individual and collective identity.

**Preview**

- Next, students will examine region case studies to learn more about why salmon is important to Native Nations of the Pacific Northwest.
- Introduce the inquiry and compelling question: *Why do the foods we eat matter?* Prompt students to brainstorm what the topic of the inquiry might be.

