

## Lesson 2.7: Family Recipes

### LESSON INTRODUCTION

---

**Time Frame:** Multiple class periods

**Materials:**

- Indigenize Your Diet Warm-Up [Activity Sheet](#)
- [Sample Native Recipes](#)
- My Family Foods [Project](#)
- California Native Foods [List](#)

In this lesson, students complete their exploration of nutrition and Indigenous foods by comparing the nutritional qualities of introduced and Indigenous foods. They interview a trusted adult about food, and practice substituting local Indigenous foods into recipes from their own cultures.

**Teacher Background:**

Students continue to develop their understanding of nutrition and Native foods by exploring nutrition labels for introduced and indigenous foods. Comparing the nutritional content of indigenous and introduced foods emphasizes the differences specifically in cholesterol, saturated fat, added sugar, and fiber content.

Comparing introduced and indigenous foods prepares students to further explore their relationship with food and consider the role models in their lives that can support healthy eating habits.

While Native peoples' relationship with food has dramatically changed over time, the state of Westernized foods has also changed. To highlight this change, students will choose a trusted adult or mentor in their lives (preferably from their family), to interview about their food history.

Students will also outline a recipe that is important to them, analyzing the nutritional breakdown of that meal, considering indigenous substitutes for Western ingredients, and finally, considering whether or not the food is healthy based on their previous lessons.

## ENGAGE

---

Ask students to answer the following quick write prompt:

**Describe some foods that you and your family or friends eat on special occasions. What is the occasion? Do you know why the food is special?**

Explain that students will have an opportunity to focus on some of their favorite family foods later on in this lesson.

## EXPLORE

---

Provide students with the **Indigenize Your Diet: Warm Up worksheet**.

Have students turn the nutritional content labels into bar charts that students can use to compare Native and introduced foods to one another.

Decide as a class which of the foods are healthiest, citing the nutritional information on the Nutrition Labels.

## EXPLAIN

---

Explain to students that whole foods will almost always be healthier than processed foods. Because of this, it is important to try to incorporate many whole foods into our diets.

Sometimes, substitutions for common ingredients can be made in order to make our recipes healthier. For example, using natural sugars found in fruits to make syrups, as opposed to eating high fructose corn syrup, can achieve a similar purpose in a recipe while keeping your food healthy.

While eating whole foods is important for health, usually we process our food as we prepare to eat it, especially food that requires cooking with heat (baked things, for example). When we do process our food, we can make it healthy by avoiding highly

processed ingredients, like white sugar, and try to use indigenous ingredients when possible.

As an introduction to the next activity, hand out printed copies, or project the **Native Recipes**. Both recipes are hybridized to include Indigenous foods and introduced foods, as many Pomo people have a variety of cultural influences.

The first is a **quail and mushrooms recipe** that is an example of creating hybridized dishes that incorporate both indigenous traditional foods and introduced foods in a healthy way. Read through the example as a class, noting that the recipe avoids ingredients with saturated fats, refined/highly processed sugars, and high amounts of sodium.

The second is an **acorn bread recipe** that uses some indigenous traditional ingredients, and some introduced ingredients. Read through the example as a class, again noting that the recipe avoids ingredients with saturated fats, refined/highly processed sugars, and high amounts of sodium.

**Which ingredients are indigenous, and which are introduced?  
Are there certain ingredients that are more/less healthy?**

## ELABORATE

---

Provide students with the **My Family Foods Project** packet.

Have students choose an interview subject with which to conduct their interview, using the attached questions.

This activity requires students to do some work outside of the classroom. We recommend providing students **a week** to communicate with their interview subject and take time to record their interview answers.

**Teacher Tip:** Have students hone their interview skills before their actual interview by practicing with one another.

## EVALUATE

---

The evaluation portion of the activity requires students to explore a traditional or special recipe from their family and analyze the nutritional content. Additionally, students use their familiarity with Indigenous foods to consider potential substitutions to the recipe. Considering substitutions challenges students to think about how they might be able to make their food healthier, and how they can alter their diet to be more appreciative of the Indigenous foods in their local ecosystems.

We recommend providing students with an opportunity to share their work, possibly through a class potluck.

## VOCABULARY

---

**Indigenous:** Produced, growing, living, or occurring Natively or naturally in a particular region or environment

**Indigenous Foods:** Locally grown food that is originally from the area and has been eaten by Native people for thousands of years. Food is grown with no chemicals or pesticides; food is grown in just the right amount.

**Nutrition:** Related to eating foods that provide the nutrients needed to live. Nutrients found in food and drink help provide energy to the body.

**Settler/introduced Foods:** Foods that come from other countries or from outside the local ecosystem. Foods are sometimes healthy and sometimes damaging to health. Sometimes these plants can harm the local ecosystem.

**Processed Foods:** Foods that have been altered or changed from their original form. They often have added flavors, or artificial substances added, and might taste different than their original form

**Whole Foods:** Foods that have very little, or no processing/have not been changed from their original form. Foods that do not have additives, or any artificial substances added.

## STANDARDS

---

### CA Health Standards:

**1.5.N** Differentiate between diets that are health-promoting and diets linked to disease.

**4.2.N** Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

**5.1.N** Use a decision-making process to evaluate daily food intake for nutritional requirements

**7.1.N** Make healthy food choices in a variety of settings.

### Common Core:

#### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CA Indian Essential Understandings:

**Essential Understanding 2:** California Indian identity is individual and the range of Tribal identity from assimilated to traditional is unique to each individual. The diversity of identity means there is no standard or cookie cutter appearance or behavior. There is no generic American Indian, in California, or in the United States.

## RESOURCES

---

- [What are the connections between food insecurity and health?](#) Feeding America.
- [Nutrition Value of pine nuts](#)
- [USDA FoodData Central Nutritional Breakdown](#)
- [Increasing Access to Food in California's Hoopa Valley.](#) CA FreshWorks.
- [Muckleshoot Food Sovereignty Project](#)

- [PBS Airs Documentary on Food Insecurity & Tribal Solutions with PWNA Support](#)
- [Indigenous Seed Keepers Network](#)
- [Soul Fire Farm - Ending Racism and Injustice in the Food System](#)
- [Ron Finley: Urban Gangsta Gardener in South Central LA | Game Changers](#)