Indigenous Gardening and STEAM:

A Guide for Teachers

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TEAL 6910 Independent Research Study

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December 2022

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This annotated bibliography of indigenous agricultural-related STEAM resources was created to complement the K-12 curriculum developed for teachers participating in the USDA educational research project integrating smart foodscapes with STEAM Garden-Based Learning. The project aims to teach concepts of polyculture, biodiversity, and sustainability as keystone practices in gardening, giving students the foundational knowledge needed as citizens and future land stewards. This bibliography focuses on sharing educational resources with teachers who are seeking to include contemporary indigenous-authored material to inform the rich cultural history of garden-based learning by the First Peoples of the Americas.

In the search for indigenous-authored agricultural content, findings have been consistent to be as much anthropological as they are sociocultural and agricultural. Rich in storytelling and from tribes across North America, this assorted collection of gardening-related resources each shares the common thread of educating about history untold. Learning about long established pre-colonial agricultural practices has been a process of discovery and affirmation that indeed the Three Sisters planting model exemplifies the interwoven relationships that Native Americans have with the land.

In the vetting process to determine the relevance, reliability, and authenticity of sources, many resources originate from indigenous lead non-profits, tribal organizations, conservation organizations, non-governmental organizations, museums, universities, or cultural restoration projects funded by the United States Department of Agriculture. Additionally, it was prioritized that these resources should be of indigenous authorship, either fully or in partnership with other experts in the field. The educational materials are targetted for K-12 learners, genres include stories sharing knowledge, children's books, art projects, lesson plans, videos, indexes, interviews, websites, articles, story maps, historic cultural practices, and recipes.

The order in which the annotated bibliography is presented is intended to be user-friendly to teachers. Taking into consideration that a teacher will be seeking content to complement both the grade level and lesson plan of the garden-based learning curriculum, the bibliography is organized by subject, and suggestions are made for materials use at the elementary, middle, and high school level. Themes within the breadth of content researched seemed to naturally present in phases of plant growth, from creation to consumption. Therefore the categories for sequencing the content are as follows: Origin, Seed, Plant, Grow, Forage, Harvest, and Feast.

Finally, a brief glossary of terms has been compiled for teachers to become familiar with beforehand to promote a general understanding and proficiency with

context. In the English language, there can be more than one interpretation of a common word. Depending on who is using the word and in relation to what, there is room for misunderstanding. Like a key to a map, it is hoped that this will help with navigation and appreciation of terrain.

Glossary

The following glossary includes a brief definition of terms that are in use within these resources and referred to within these annotations. All definitions cited were sourced from the Arizona State University Library Guide. For expanded definitions and further information, this is an excellent resource guide, a living document that is continually updated.

Soto, Alexander. (2022). *LibGuides: Indigenous food systems.* [Web Page]. Arizona State University. https://libguides.asu.edu/c.php?g=1220071&p=8989124.

Indigenous: (of people and their culture) coming from a particular place and having lived there for a long time before other people came there; relating to, belonging to, or developed by these people.

Indigenous Science: a broad category from metaphysics to philosophy to various practical technologies practiced by Indigenous Peoples past and present, with models that are highly contextual to tribal experiences.

Food as Medicine: food and medicines of the Land bring physical and spiritual healing. This is through seasonal harvesting, traditional cooking practices, and the gathering and sharing of food.

Food Sovereignty: the right of Indigenous Peoples to have access to healthy and culturally appropriate foods, while defining their own food systems.

Seed rematriation: is the process through which seeds are returned to their place of origin.

Traditional Ecological Knowledge (TEK): As knowledge systems evolve over generations through close observation and cooperation with the Land, TEK is an enactment of cultural and spiritual relations to the Land that holistically manage ecological processes and sustainably tend to reliable food sources.

ORIGIN

Beaver, C. (June 21, 2020) *What is Turtle Island?* [Video]. TVO Today. https://www.tvo.org/video/what-is-turtle-island.

This is a short video that is well researched providing an integrative definition of what Turtle Island represents to many Indigenous people in North America. Chris Beaver is an Indigenous Affairs Video Journalist at TVO Today, a nonprofit agency of the Ontario Ministry of Education. TVO Today is an educational journalism platform addressing current affairs through journalism, documentaries, and podcasts.

The video exhibits an efficient overview acknowledging variations of how Turtle Island came to be. It uses current imagery of how this creation story is told in its multiple versions. The ultimate concept remains consistent despite subtle differences along the way, and in this way, Turtle Island serves as a unifying theme. Although it varies whether Turtle Island represents the whole earth or the continent of North America, it's generally agreed upon that both ideas work.

Teachers can certainly use this video to introduce the basic concept of Turtle Island. It is helpful to become familiar with it as ‘Turtle Island’ is both used as a name or referenced within many different indigenous collaborations and online resources. Simply put, this video provides a widely accepted answer to the question “What is Turtle Island?” in under 2 minutes.

**video, 2021

** Cree, Haudenosaunee, Ojibway, Turtle Island, Wesakechak

Center for Humans and Nature. (Jan 14, 2014) *Questions for a resilient future: Robin Kimmerer*. [Video]. YouTube. https://youtu.be/y4nUobJEEWQ

This presentation addressing reciprocity between humans and nature was produced by the Center for Humans and Nature and the American Museum of Natural History Center for Biodiversity and Conservation. Robin Kimmerer is widely known for her book “Braiding Sweetgrass: Indigenous Wisdom, Scientific

Knowledge and the Teachings of Plants”. Kimmerer is a plant ecologist, writer, professor, and contemporary indigenous voice for change in environmental practices and conservation. This presentation was filmed 8 years ago but remains relevant to this collection as an eloquent rendition of the creation story of Turtle Island and explaining the concept of reciprocity between humans and the natural world.

Kimmerer, a botanist, begins by reflecting on interactions with nesting snapping turtles at a field biologist's annual summer site. Through this story, the relationship between nature and humans is brought into focus as one that is interconnected, established long ago with the creation story and the sacrifice of the brave little muskrat. Questions considered in this talk are of gratitude, responsibility, reciprocity, and acknowledging the equality of all species of the natural world.

This video provides clarity for understanding the indigenous perspective. Teachers should consider this essential content to be familiar with themselves. Kimmerer tells a woven set of stories that have threaded throughout the reinforced message that all life is connected, merging science and indigenous knowledge together to better understand how to create sustainability. This content is best at the high school level and can be managed by sharing the only first 8 minutes of the video to establish conceptual understanding.

** video, 2014

**creation story, gratitude, Kimmerer, Potawatomi Nation, reciprocity, Turtle Island

TedxTalks. (Dec 21, 2016). *The Mohawk story of creation: Lee Claremont, TEDx Penticton*. [Video]. YouTube. https://youtu.be/wBqCxp4RnF8?t=1.

This is a narrated visual presentation of paintings that tell the origin story of Turtle Island, which is the earth as we know it today. Lee Claremont is a well-known contemporary First Nations artist whose bold use of color is her signature. TedxTalks are produced by the Tedx Program which is an offshoot of the original nonprofit organization TED Conferences, best known as TEDTalks. In 1984 TED encapsulated sharing new ideas in the crossover between Technology, Entertainment, and Design when it started, the parameters and popularity have since grown in global proportions and TEDx is an initiative to empower sharing at the local level.

The origin story of Turtle Island is of utmost significance to understanding Indigenous perspectives on environmental conservation. The Mohawk version ultimately shares a universal structure and theme whose outcome is the establishment of earth and the democracy of its inhabitants' plants, animals, and humans. Claremont's paintings tell a visual story with expressive abstract qualities enhancing the folkloric presentation of how the earth was made.

This storytelling presentation begins and ends with only the story, no additional content. It closes with a reminder to humans of our promise to take care of the earth. The content is engaging and accessible to upper elementary, middle, and high school students. It is a great way to introduce the foundation of the Indigenous perspective.

** video, 2016

** art, Claremont, origin story, TEDx, Turtle Island

SEED

Morning Edition. (2021.Nov.25). *Indigenous tribes push to preserve Native American food culture.* [Radio Broadcast]. NPR. https://www.npr.org/2021/11/25/1059196375/indigenous-tribes-push-to-preserve-native-american-food-culture.

This radio interview is with traditional Navajo farmer Cherilyn Yazzie, a former social worker turned farmer. Hosted by Rachel Martin on the Morning Edition of NPR, the nonprofit independent American National Public Radio media organization, with Flagstaff correspondent Melissa Sevigny conducting the interview in Navajo Nation. The content is addressing traditional farming practices.

The broadcast picks up sounds from Coffee Pot Farm creating an audio setting of agricultural productivity. In the interview, Cherilyn makes reference to beginning her day with a prayer as ceremonial practice, and seed collection as

seasonal practice. Planting seeds and watching them grow holds a perpetual reward for their CSA farm, Community Supported Agriculture members receive weekly food shares. The interview shifts to a traditional cooking class in Flagstaff where Chef Tootsie invests in her student's long-term interest in ethnobotany by teaching them multiple uses of plants.

This audio interview is engaging and makes relatable human connections through the voices of youth learning about teas, and the excitement of farmers at the sight of seedlings. This can be shared by teachers once gardens are planted in anticipation of produce. Upper elementary to high school students will easily resonate with the content.

** radio broadcast, 2021

** farming, food, Navajo, traditional

NAFSA: Native American Food Sovereignty Alliance. (2019. Mar.11). *Indigenous seed keepers network.* [Video] YouTube. https://nativefoodalliance.org/our-programs-2/indigenous-seedkeepers-network/.

This video serves as a description of what seed sovereignty is in practice and cultural relevance. The Native American Food Sovereignty Alliance, NAFSA, is an organization that supports Native American communities' efforts to re-establish their traditional food systems. NAFSA advocacy supports the

Indigenous SeedKeepers Network, their Native Food and Culinary Program, Food Sovereignty community events.

Beginning with establishing the breadth of purpose a seed both represents and contains through an indigenous lens, the idea of just what sovereignty means to a historical community becomes clear. Showing people working together, collecting and processing seeds, creating seed storage pots, exchanging knowledge, and perpetuating seed stewardship affirms hope toward healthy food resources. The timelessness of the seed movement reveals seeds as time capsules containing irreplaceable information to pass on. Seeds are at once ancestors and future generations passing through our hands.

These concepts can be broad to grasp as well as teach. However, this video simplifies the content and makes it relatable. Middle school and High School students will make connections and come away with an understanding.

** video, 2019

** seed exchange, sovereignty, stewardship

Native-Seeds-Search. (2013) *Seed diaries curriculum & art, seed diaries project.* [Web Page]. https://www.nativeseeds.org/pages/seed-diaries-art.

This art curriculum was designed almost ten years ago, yet it holds strong as an

open-ended platform for students to engage and persist with enriched and reflective artmaking. Native Seed Search is a non-profit organization established 30 years ago whose mission of collecting and preserving seeds of the Greater Southwest is ongoing and successful with several established seed programs. The website index serves as an extensive resource to the public, with a special index of ancestral plants reserved for tribal member access only.

The Seed Diaries Curriculum is an extension of the Seed Diaries Project found Under the Resources tab. The project is a researched collection of native plants and their ethnobotanical uses. Each plant is shown in seed form with leaves and identifying fruit or flower. Students are encouraged to begin their seed diary with discovering a plant that resonates with their interests, researching it, and creating a personal work of art that expresses the persona and purposes of the plant. The artwork examples that accompany this lesson were created by college fine arts students.

This curriculum is adaptable and can be modified to any grade level, with expectations differentiated accordingly. It is an excellent high school research project that will yield beautiful results, as well as at the middle school level with very little modification needed if any. To use this at the elementary level, a suggestion of simplified criteria with an achievable visual example that the teacher makes first is advised.

**art lesson plan, 2013

**art, diaries, seeds, Southwest

PLANT

CMNSDI. (2022. Apr.5). *Posoh project: 1.2 Learning from the forest.* [Video]. YouTube. https://www.youtube.com/watch?v=aOyIv_5llzc.

This is one episode from a series of mini-lessons with presenter Robin Kimmerer on how to learn from plants. Robin Kimmerer is a well know author, scientist, and professor who is active in bringing to the foreground of popular culture a merging of traditional knowledge and science. The series is hosted online by the College of Menominee Nation Sustainable Development Institute (CMNSDI), and was produced by POSOH, the Place-based Opportunities for Sustainable Outcomes and High Hopes project. There are six short lessons in the series so far.

In this lesson, Kimmerer invites us to consider the natural world as a resource of all knowledge, as our library to learn from, and the land as our teacher. She models how science has been her avenue of understanding conversation with plants, asking questions, and using observation to gather information toward an answer. She shares how important it is to keep a notebook to keep track of these interactions and observations.

This is a great lesson to introduce scientific inquiry before going on a field experience or to the garden to make observations. It introduces ways of looking,

and models what kinds of questions to consider leading inquiry into the wellbeing of plants. The other lessons in the series are worth considering incorporating intermittently to remind students of the language of plants.

** video lesson series, 2022

** field notes, Kimmerer, notebook, journal, observation

Posoh Online. (2017.Jan.1) Traditional agricultural practices of the Menominee Nation. Case study: the ancestral raised bed gardens in the Menominee forest [Video]. YouTube. https://youtu.be/g2RFUaXH5GY.

This video is a documentary created by the POSOH partnership between educators from Northern Wisconsin, the College of the Menominee Nation, and the University of Wisconsin, Madison. This collaborative produces educational resources to reach underserved communities encouraging sustainability-focused futures and careers. The presenter, Jeff Grignon of Memonimee Forest Development, has extensive knowledge of the forest and the history of the place. The video presenter guides the camera through what looks like a typical forest, yet it is the original ancestral raised bed garden area from almost 1000 years ago. He explains planting practices that include strategic irrigation from the river, and the intentional preservation of elder trees within the garden space to aid vegetables in accessing water. Knowledge and understanding of plant dynamics

and communication with each other regarding water, climate, and insects is shared in such a way that one understands it as a thriving garden community network.

This teaching resource supports learning about irrigation, gardening, stewardship, and ancient practices that are time-tested and have endured to inform modern-day knowledge. Grades 4 to 12 can easily extract useful takeaways as foundational gardening and irrigation concepts.

** video, 2017

** ancestral, garden, irrigation, Menominee, raise beds, sustainability

Reynaldo A Morales Educational Indigenous Media. (2017.Jun.18). *An Oneida elder speaks about the Three Sisters' garden.* [Video]. YouTube. https://youtu.be/lSwGxJe4bVs?t=1.

This is an interview with Gail Danforth, an Oneida Elder, and Culture Teacher at Turtle Elementary School, Oneida Nation, Wisconsin. Reynaldo Morales is a filmmaker and assistant professor of journalism at Northwestern University. He creates and produces Educational Digital Media independently as well as for POSOH, the Place-based Opportunities for Sustainable Outcomes and High Hopes project, reaching Indigenous communities and educational outlets.

Oneida Elder Gail Danforth, teaching traditional gardening shares strategies used in planting, sustaining, harvesting, and eating the Three Sister produce. As the students work with elders in the garden, the Oneida language and ceremonies of giving thanks are taught along the way. The reasoning that is taught for seed storage is to diversify their crops in case of blight or the failure of one variety, there are others that will continue to grow. The visual footage is demonstrative of mounding, planting, and food processing methods.

Sharing the goal of teaching lasting foundational concepts of sustainable agriculture, the hope that the youth will return to these methods as adults and pass them on is the message of this video. It is suitable to use to visually demonstrate active community gardening, as well as educate conceptionally the strategies and outcomes of planting in the compatible and diversified Three Sisters method.

** interview, 2022

** elder, Oneida Nation, Three Sisters, planting

GROW

Arizona State Museum. (2018.Apr.10). *The resiliency of Hopi agriculture: 2000 years of planting*. [Video]. YouTube. https://youtu.be/28gAFESNGMU.

This is a short film interview of Hopi farmer Micheal Kotutwa Johnson by Bill Carter, Assistant Professor at Northern Arizona University for the Arizona State Museum. The university and museum actively acknowledge that the land they occupy has been home to Indigenous peoples for at least 13,000 years, and support the production and dissemination of indigenous educational resources. The museum is known for its anthropological research facility and collection and has produced an extensive library of educational videos available to the public. The video showcases the accomplishments of 128 generations of Hopi farmers on Micheal Kotutwa Johnson's land, he is the 128th. Farming in an arid environment takes experience and time-tested knowledge, what Micheal calls Culturally Based Agriculture after over 1000 years of Hopi farming. For example, planting is timed for growth to be ready enough for the flood irrigation that occurs in monsoon season, when natural alluvial flood plains direct the water to the corn fields and melon mounds.

This concentrated and informational interview is full of visual information that shows the expanse of the farm and the phases of growth to harvest. It is a useful video to illustrate planting techniques that differ from westernized corn fields, as well as using landform and slope to engineer irrigation.

** interview video, 2018

** blue corn, dry climate, Hopi, irrigation

Coeur D'Alene Tribe. (2018). *Come visit the community garden.* [Video]. ESRI. https://sabine-krier.maps.arcgis.com/apps/Cascade/index.html?appid=19b0512be5df4220a6d0c5d6228ea12b%20.

This is a story map created by Coeur D'Alene Tribe and Marimn Health, the Tribal community health center. The story map was created through ESRI Tribal Hub for the Tribal ArcGIS StoryMaps Challenge 2018, and it was a winning submission. The Coeur D'Alene Tribe website has the story map linked under Community Garden.

The story map unfolds providing the history of how the Coeur D'Alene Tribal lands have shifted and shrunken over time, and the impact this had on access to food and lifestyle. Originally a gardening community, they thrived until their land was dramatically reduced. This story maps the return to gardening and good health as a community effort.

The GIS format of this presentation is an excellent sample for high school students to explore. There are 3 videos embedded as the story unfolds, rounding out the viewer's experience of this community accomplishment. Teachers can consider this format for documenting the story of their own garden project.

** GIS Story Map, 2018

** Coeur D'Alene, community garden

ISTEAM Collaborative. (2020). *Learning activities - plants – Indigenous STEAM.*

[Blog Post]. https://indigenoussteam.org/learning-activities/plants/.

These learning activities and lesson plans can be used in a school or family setting. The Indigenous STEAM Collaboration, comprised of researchers and educators, create and share a thoughtful curriculum that is designed to cultivate indigenous approaches to relationships with the natural world through structured mindful engagement. ISTEAM runs summer camps in Seattle and Chicago for indigenous youth. These learning activities have optional sequencing or can be single-use.

The link takes us to the learning activities selection for plants, however, there are other sections to investigate like water or food. The Plants Arc is specifically helpful as it teaches observational and relational approaches to learning by interacting with plants over time, questioning, and discussing with elders these findings. The outdoor activity ‘Walking Land: Making Plant Relatives’ asks students to notice the plants outside and engage with observing relational aspects of where it lives, what it grows amongst, and in what way it interacts with other life such as humans, insects, and animals. Does it provide shade? Is it a home to birds? What parts do insects interact with?

These learning activities are modeling how to enrich scientific observations by acknowledging the wholeness of that which is observed. The sequential lessons follow a similar format so teachers can either sample and adopt the method, or complete the sequence over time. The lesson on ‘Sketching Plant Relatives’ is a

lovely way to encourage the expression of the relationships that students have invested time in developing. These lessons can be adapted to any grade level.

**learning activities, lesson plans, 2022

**Indigenous STEAM,

FORAGE

Elk, Hunter Old. (2018.Nov.30). *A living tradition: Plains Indian food and medicine, Points West online.* [Blog Post] Buffalo Bill Center of the West. https://centerofthewest.org/2018/11/30/a-living-tradition-plains-indian-food-and-medicine/.

This blog is an article that was originally published in Points West magazine in the Fall/Winter of 2018, a Buffalo Bill Center of the West print publication. The Center is comprised of five museums and a research library, it is an Affiliate of the Smithsonian Institute and accredited by the American Alliance of Museums. The article is rich in anecdotes and includes unique historic images, samples of tools, and illustrations.

The authors describe two historic practices of native food systems of Plains Indian tribes: domestic agriculture and nomadic foraging. The gardening practices of the domestic tribes are described and enriched with everyday relatable stories. This content connects well with sequential planting and the creativity of human efforts protecting crops to bring them to harvest. The nomadic

foraging for food and medicine is rich in content describing the various uses of plants. Much of the shared knowledge lists uses for plants that are commonly known today, capturing the attention of the reader as something familiar. Very relatable stories and content for middle and high school students.

Further information and data relating to current national trends and health concerns that drive the movement for Food Sovereignty is very helpful and presented in an accessible educational format. This portion of the article may be the best example to teach the concept of food sovereignty to high school students.

** *magazine article, 2018*

** *garden, food sovereignty, forage, medicine, Plains Tribes*

Pacheco, Rios. (2021). *Shoshone plants: coloring book and guide.* [Web Page]. Daigwade. https://www.daigwade.org/shoshoneplants.

This website shares innovative educational resources created by Daigwade, a collaboration between Utah State University and the Northwestern Band of the Shoshone Nation. Shoshone elders, families, and members of the community work together with USU educational researchers to share and record traditional knowledge. This web page titled “Shoshone Plant Experience” includes an interactive virtual reality tour and downloadable access to a PDF of the “Shoshone Plants” coloring book guide.

The coloring book guide is designed to double as a nature journal, providing illustrations of over 35 types of plants and trees, the English and Shoshone plant names, and listing traditional uses for food, medicine, shelter, and ceremony. There is a second plant guide PDF available titled “Precious Roadside Plants” following the same format.

The interactive virtual reality tour is an excellent way to show students how to find forage in the natural environment and record a creative journal entry about it. Students can navigate through the audio, visual, and video links to find and learn about the different plants. The coloring book guide is a great reference that can support K-12 field experiences that include native plant identification and uses.

*** coloring book plant guide, 2021*

*** food, medicine, Shoshone*

Pasquale, Andrew. (2019). *Plants.* [Blog Post]. Native Memory Project. https://nativememoryproject.org/plants/.

This blog is an online platform designed to preserve historic native knowledge of the landscape of the American West, and share it in an organized, informational storytelling format. The Native Memory Project is a nonprofit, established in 2019, and sustained since 2000 by governmental grants and private donations. The website offers educational resources in video and written formats addressing cultural, anthropological, agricultural, and contemporary perspectives delivered

through interviews and storytelling.

The “Plants” page serves as a gallery of videos, organized by search options of biome and plant uses. Each video is subject-specific and filmed in either a knowledge-sharing or interview format with a Native video presenter who might be an elder, an ethnobotanist, or native plant expert, or a farmer. The gallery link goes to an information page that describes the plant biome, forage, and usage.

These interviews are incredibly helpful in gaining an understanding of a native science approach to botany. The presenters are excited to share their knowledge and do so in ways that make connections to common foods and medicines that are highly recognizable to the audience. This resource can be used to enrich grades 4-12 native plant and forage knowledge, teachers can customize it as needed.

*** video anthology of plant food and medicinal uses, 2019*

*** food, medicine, native plants, storytelling*

HARVEST

Bioneers. (2019. Jun.11). *The honorable harvest: Robin Kimmerer*. *Seeding the field: 30 years of transformative solutions.* [Video]. YouTube. https://www.youtube.com/watch?v=cEm7gbIax0o.

This blog and video are created by Bioneers, a non-profit organization that promotes innovative solutions for environmental issues through sharing platforms such as conferences, media, and communications. Robin Kimmerer is widely known for her book “Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants”. Kimmerer is an author, scientist, professor, and contemporary indigenous voice for change in environmental practices and conservation. The blog has several presentations by Kimmerer to view, however, this video is a compilation of moments of eloquence captured from these presentations at Bioneers conferences.

The video is short and powerful. Kimmerer’s voice accompanies footage demonstrating the act of reciprocity in mindful forage and harvesting. She explains how a balanced relationship between plants and humans works, and guides in the giving of thanks and gestures of gratitude that support plant growth, which in turn perpetuates the production of food.

Overall this presents highly accessible visual content for all grade levels. Conceptually, it is best understood from grades 5-12. This is a very useful resource for presenting the concept of reciprocity.

*** blog, video, 2019*

*** harvest, Kimmerer, reciprocity*

Tomaquag Museum. (2020.May.13) *Children's hour: Strawberry Thanksgiving*. [Video]. YouTube. https://youtu.be/FwfhEtgVMAs.

This is an enriched read-aloud presentation teaching about the celebrations and stories surrounding the first fruit harvest of the year under the full moon in June, the Strawberry Moon. The storytime is by Tomaquag Museum's Children's Story Time program online series YouTube Channel "Children's Hour". Tomaquag Museum is a historic and awarded Indigenous museum in Rhode Island that has extensive online educational resources and archives. Each Children's Hour production includes teachings from various tribal nations, social-emotional learning, and arts and crafts.

This 35-minute episode teaches about the widely practiced annual celebration of Strawberry Thanksgiving, the first berry of the season. The video begins with an orientation to the author, and the illustrator, the history of the picture book "Strawberry Thanksgiving" by Paulla Dove Jennings, and an interactive explanation of the book's glossary. The picture book reading follows at a pleasant pace, and the final portion of the video teaches about both cultivated and wild strawberry plants, and growth cycles, ending with sharing recipes.

The story and customs surrounding Strawberry Thanksgiving are appropriate for all ages, however, this resource will best serve early elementary students, K-3rd grade. To find access to recipes and related materials, click on the museum's

resources tab and scroll down to “From the Archives: Strawberry Thanksgiving” for a treasure trove of historic findings to expand teaching about this celebration.

** video, archive, 2020

** Narragansett, strawberry, thanksgiving, Wampanoag

Greendeer, D. & Perry, A., Bunten, A. (2022). *Keepunumuk: Weeâchumun’s Thanksgiving Story*.
Watertown, MA: Charlesbridge.
https://keepunumuk.com/.

This is a new release children’s picture book and a 2022 New England Book Award winner. The lead author Danielle Greendeer works in cultural preservation and food sovereignty, Meeches and Bunten are both award-winning writers. This book re-tells the story of Thanksgiving from an indigenous perspective of the land, the animals, and the Wampanoag people. The Three Sisters' characters and planting practices are an integral part of the story, and the history being shared.

Educational resources are included at the beginning and end of the book. There is a ‘Before You Begin’ introduction, a bilingual glossary of English, and Wopanaak words that are used throughout the story. In closing, the authors provide a brief history ‘About the Wampanoag Tribes’, a map of traditional names

and locations of the First Peoples living in Southeastern Massachusetts in the mid-1600s, and descriptions of rich Wampanoag traditions of storytelling, harvest feasts, and giving thanks. A recipe and a photograph of the real characters represented in the book all help to make the content resonate as relatable to young readers.

This storybook can be read simply, or delivered in fullness to elementary-age students. For upper elementary students, the story should be discussed as it enhances what is traditionally taught about the origins of Thanksgiving.

**picture book, 2022

**Thanksgiving, Three Sisters, Wampanoag

FEAST

Albert, Nico. (2018. Nov.26). *Discover a traditional Cherokee bean bread. Native America.* [Web Page]. PBS Utah. https://www.pbs.org/native-america/blogs/native-voices/discover-a-traditional-cherokee-bean-bread/.

This is a guided recipe with Chef Nico Albert with a printable recipe. A production of PBS, America's non-commercial free television Public Broadcasting Service, this article, recipe and video can be found under PBS Native Voices blog. The

introductory review explains some traditional ingredient methods and adopted modern fusions for this side dish.

Chef Nico provides background information for Cherokee Bean Bread and explains methods for preparing ingredients for the authentic dish. Using traditional ingredients to achieve the desired flavor, Chef Nico offers no substitutions, however, those can be easily sourced if necessary as indicated in the recipe printout. She models pressing out the bean patties, wrapping them in corn husks, and cooking.

This recipe would be excellent to make at the High School level. The complexity of preparation is moderate but requires pacing and some forethought. The process would induce appreciation for tamales, yet yield a high enough reward that students could easily cook this again at home.

**web page, video, 2018

**bean bread, Cherokee, corn husk

Charette, Jona. (2022). *Berry pudding (Northern Cheyennes make chokecherry pudding).* [Web Page]. First Nations Development Institute. https://www.firstnations.org/recipes/berry-pudding-northern-cheyennes-make-chokecherry-pudding/.

This recipe is for the forage berry Chokecherry, all Chokecherry trees have edible fruit. Shared by the First Nations Development Institute, a nonprofit organization that provides advisory assistance and technical support, training, and grant awards to Native American Tribes and nonprofits. The recipes can be found under the Knowledge Center tab, along with other extensive resources.

There are just four ingredients for this berry pudding and, surprisingly, there are no measurements provided! However, it is stated at the very beginning, this is because the amount of pudding is determined by how successful the berry forage went. From there, every measurement is simply relative to the volume of berries that one cooks. Once the berries have been boiled, drained, and mashed, the recipe is based on estimating coverage, halves, thinning according to preference, etc.

This is a great recipe to use with Elementary students. They can be introduced to estimating through this hands-on high-interest model. They are also excellent foragers, and once you have discovered where your Chokecherry tree is located on a field experience, you can be assured of making a generous berry pudding later.

**recipe. 2022

**Cheyenne, Chokecherry, forage, pudding

The Kid Should See This. (2022.Jun.7). *The science of blue corn mush, a classic Indigenous recipe.* [Blog Post]. https://thekidshouldseethis.com/post/blue-corn-mush-indigenous-science-recipe-video.

This blog post shares the recipe demo for Blue Corn Mush following an episode of Indigi-Genius. Indigo-Genius is an educational program featuring Indigenous cultural and scientific historical contributions, produced by New Mexico PBS, a noncommercial Public Broadcasting Service. The blog TKSST, The Kid Should See This, sources STEAM focussed content curated for teachers and parents free of charge. The blog host and creator, Rion Nakaya has received a Webby Award for Excellence on the Internet.

The blog post unfolds in the sequence of first captivating interest with Indigi-Genius host Dr. Lee Francis teaching the history of corn, and the indigenous science knowledge of this cultivated staple food. Explaining why juniper ash yields the added nutritive value to blue corn mush. The video transcript is shared almost in its entirety, with live links to further resources throughout, most importantly how to make juniper ashes. The modeled recipe video is easy to follow with quantity measurements provided.

This recipe and blog post is an excellent fit for Middle School students. Indigo-Genius has a humorous approach to kick off this STEAM lesson, and the

mastery of TKSST to anticipate and engage makes this an experience to remember.

**blog, video 2022

**blue corn, Laguna Pueblo, New Mexico, nixtamal