

## Current Foundations of American Indian Cuisine

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for the 2021-2022 World View Global Fellows Program

**Overview of Lesson:** Students will learn about American Indians of North Carolina and discover American Indian foodways and cuisine. Students will also gain a better understanding of food-related issues impacting American Indian communities, including issues related to food sovereignty, nutrition and access to healthy food, and equity and food distribution. After viewing the elements related to these culinary cultures and traditions, students will develop a lab production scheme for American Indian cuisines representing the five culinary regions for service at a college or university restaurant.

**About the Project:** American Indians lived in the area we now call North Carolina for at least 15,000 years. Archaeologists study the remnants of their communities to learn who these people were and how they lived and prospered for thousands of years. The lesson presented below was developed as part of the 2021-2022 UNC World View Fellows Program, [Exploring Indigenous Cultures: Ancient North Carolinians, Past and Present](#). It is one in a series of lessons that the Fellows created for K-12 schools and community colleges to help students learn about the ancient peoples that lived here and those who represent today's vibrant American Indian populations. Lessons connect past to present day by exploring multiple resources within the [Ancient North Carolinians: A Virtual Museum of North Carolina Archaeology website](#) to examine how communities changed over time and what influenced these changes. Understanding past Indigenous lifeways—their complexity, resiliency, and vitality—allows for a greater appreciation of the contributions American Indians made to the past and continue to make to the present and future of North Carolina.

**Suggested Grade Level:** 13-14

**Subjects:** CUL 230 Global Cuisines

- Present day foodways of American Indian cuisine
- Recipe research and menu development with four courses for college restaurant
- Historical or present-day food distribution/equity on Tribal lands (optional)

**Corresponding National and State of North Carolina Standards:**

### ELA/Writing

- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

### ELA/Speaking and Listening

- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to a discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.11-12.5:** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Essential Questions:**

1. What do you know about contemporary American Indian foodways?
2. What contributions have American Indians made and continue to make in North Carolina's culinary heritage and American Cuisine?
3. What factors impact equitable access to healthful foods for American Indians?

**Lesson Objectives:**

1. Students will understand American Indian cuisine and food trends.
2. Students will gain a better understanding of food-related issues impacting American Indian communities including food sovereignty, nutrition and access to healthy food, and equity and food distribution.
3. Students will share perspectives on American Indian cuisine and understand why this cuisine is respected in the culinary profession, nationally and globally.

**Background information for the educator:**
**Ancient North Carolinians, A Virtual Museum of North Carolina Archaeology**

<https://ancientnc.web.unc.edu/>

**UNC American Indian Center** <https://americanindiancenter.unc.edu/>

**National Museum of the American Indian** <https://americanindian.si.edu/>

**Additional Resources:**

- [https://en.wikipedia.org/wiki/American\\_cuisine](https://en.wikipedia.org/wiki/American_cuisine)
- [https://en.wikipedia.org/wiki/Indigenous\\_cuisine\\_of\\_the\\_Americas](https://en.wikipedia.org/wiki/Indigenous_cuisine_of_the_Americas)
- <https://www.startribune.com/sioux-chef-sean-sherman-s-new-minneapolis-restaurant-owamni-will-blend-the-past-and-future/600064612/>
- [https://outreach.ou.edu/community-services/health-human-services/american-indian-institute/resource-center/food\\_sovereignty/](https://outreach.ou.edu/community-services/health-human-services/american-indian-institute/resource-center/food_sovereignty/)

### Sequence of Activities:

1. Instructor to lecture and present content, using information obtain in the suggested background information/resources listed above.
2. Instructor will establish parameters for the student deliverables and expectations utilizing a [Research Project Procedure Sheet](#).
3. Instructor will provide sample reports as prepared by previous students
4. Instructor will provide copies of rubrics used in evaluating student work. Suggested rubrics: [oral presentation](#), and [presentation slide deck](#).

### Specific Student Activities:

#### Student Activity #1:

- 1) Each student will select one state-recognized American Indian tribe and one topic related to foodways issues and conduct research on both. See [Research Project Procedure Sheet](#).
- 2) Each student will conduct research and write a **research paper**, submitted in APA style.
  - a. The hard copy paper needs to be stapled together and handed in on the due date.
  - b. Printed content must be at the least two pages developed in the narrative style of writing, double-spaced typed only, with a separate cover sheet (handwritten documents are not accepted).

#### Vocabulary Requirement:

- 3) Identify interesting sentences or new words/tones (phonology) or concepts from your research. Could be related to nouns, verbs or definitions unknown to you prior to this course work, that may be in original Native language or is spoke or used in English

#### Student Activity #2

- 1) Develop and verbally present a **short talk**, using Google **slide deck** for presenting research based on above student developed content. See [Research Project Procedure Sheet](#) for slide content parameters.

#### Student Activity #3

- 1) Research and create a **menu** featuring **American Indian Cuisine** with four courses and appropriate side dishes. The main protein must have a starch and vegetable accompaniment on the plate. See [Research Project Procedure Sheet](#).

### Literacy/text connection: The following are suggested readings, if available:

The Sioux Chef's Indigenous Kitchen, 2017, Sherman, Sean

American Indian Food, 1995, Berzok, M. Linda

The New Native Kitchen: Celebrating Modern Recipes of the American Indian, 2015, Fraioli, James O. and Bitsoie, Freddie

**Assessment:** The following are suggested tools to be used for student assessment.

1. [oral presentation](#),
2. [presentation slide deck](#).

**Resources, Materials, and References:**

**Explore Further:** Suggested resources for educators

<https://www.facebook.com/NIEAFanPage/>

<https://www.allthingscherokee.com/>

<http://www.encyclopediaofalabama.org/article/h-2150>

<https://www.ncpedia.org/culture/food/american-indian-food>

[https://en.wikipedia.org/wiki/Indigenous\\_cuisine\\_of\\_the\\_Americas](https://en.wikipedia.org/wiki/Indigenous_cuisine_of_the_Americas)

**Resources**

**Instagrams:** Americanindianfoods; Indigenousfoodlab; Siouxchef; Rowenwhite; Agrowingculture; Seedkeeping; Nativefoodalliance

**Mobile Apps:** *TulalipT*

**Quotes:**

*“When all the trees have been cut down, when all the animals have been hunted, when all the waters are polluted, when all the air is unsafe to breathe, only then will you discover you cannot eat money.”*

Cree Prophecy

*“All plants are our brothers and sisters. They talk to us and if we listen we can hear them”* Arapaho Tribe

*“You already possess everything necessary to become great.”* Crow Tribe

*“The discovery of a new dish does more for the happiness of the human race than the discovery of a new star”*

*“Tell me what you eat and I will tell you what you are.”* Jean Anthelme Brillat-Savarin

*“I must not fear. Fear is the mind-killer. Fear is the little-death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me. And when it has gone past I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain.”* Frank Herbert-DUNE

*This lesson plan was created by Mark Dowling of Coastal Carolina Community College as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.*