

# Hands on History: Foodways and Farming

At Historic Yates Mill County Park!



## This Educator Guide Contains:

- Program overview and description
- Correlated NC DPI Social Studies Standards
- Vocabulary list
- Resources for further learning

## Overview

In this program, students will learn about corn and wheat: what these plants are, where they come from, why they are important to people today and people in the past, and how they get from the field to our forks. Through simulated grocery shopping, hands-on interaction with grains and tools, and a visit to a play restaurant, students will gain an understanding of one of the ways humans interact with the environment, explore basic economic concepts, and learn about change over time using some of their favorite foods. This program changes slightly according to the curriculum standards, developmental needs, and interests of the participating grade level, but is recommended for grades K-1 and can only be aged up, not down. Weather permitting, this program contains an outdoor element.

## Program Descriptions and NC DPI Essential Standards for Social Studies

### Goals

- Students will be able to identify corn and wheat as staple crops and as grains.
- Students will learn why corn and wheat are culturally and economically important products of the environment and human cultivation.
- Students will explore change over time by comparing historical foodways to contemporary foodways.

### Kindergarten

K.B.1: Understand cultural practices in local communities and around the world

K.E.1: Analyze basic economic concepts

- K.E.1.2: Differentiate between goods and services

K.G.2: Understand interactions between humans and the environment

- K.G.2.1: Explain ways people around the world use natural resources

K.H.1: Understand change over time

- K.H.1.1: Exemplify ways in which people change over time
- K.H.1.3: Compare life in the past to life today within the home, community, and around the world

### 1st Grade

1.B.1: Understand how culture, values, and beliefs shape people, places, and environments

- 1.B.1.1: Identify cultural practices and traditions in local communities and places around the world
- 1.B.1.2: Summarize ways that culturally, racially, and ethnically diverse people help shape a community

1.E.1: Understand the role of basic economic concepts in the decisions people make

- 1.E.1.2: Recognize the relationship between supply and demand
- 1.E.1.4: Summarize reasons why people and countries trade goods and services

1.G.2: Understand interactions between humans and the environment in different places and regions around the world

- 1.G.2.1: Explain the various ways the physical environment impacts people in different regions around the world
- 1.G.2.2: Explain the various ways people impact the physical environment in different regions around the world.

1.H.1: Understand how people and events have changed society over time

- 1.H.1.1: Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time

## Pre/Post Visit Suggestions and Activities (Optional)

- Look through the food in your pantry at home and notice what kinds of food you have. Try to sort foods by food group and identify foods with grains!
- Look at the food tools in your kitchen- do you have any tools meant to grind? Examples might include a coffee grinder or garlic grinder.
- Engage in sensory play with grains by squishing bread or digging through dry grains. This can be a great way for picky eaters to learn about food without the pressure of having to try it!
- Ask parents and adults to share a recipe or food that has been passed down through their family traditions.

### Discussion Questions:

Why is food important?

What traditions does your family have that involve food?

Where do you get your food from?

If you could be corn or wheat, which one would you be and why?

What is your favorite type of bread?

What kinds of food do you think people ate 100 years ago?

What kinds of food do you think people will eat 100 years in the future?

Discussion questions like these can be used to encourage students to think critically and curiously about food, as well as to check their understanding of the concepts they learned during our program.

## Vocabulary List

**Corn:** Also called maize, corn is a tall grass plant that results in cobs of grain known as corn kernels which can be used to cook many different foods. Originally grown in North America, corn is today eaten all over the world.

**Wheat:** Wheat is a thin grass plant that results in small wheat seeds which can be ground to create flour. Originally grown in the Fertile Crescent area of the Middle East, wheat was brought to North America by European settlers.

**Farmer:** Anyone who takes care of plants or animals which will be used in some way by humans.

**Foodways:** A way of thinking about food that asks us to question where our food comes from, how it is created, and why it is important to our cultures, economy, and diet.

**Goods:** Things that can be bought and sold. Examples include clothing, food, and toys.

**Services:** An task that someone does for someone else in exchange for money. Examples include walking a dog, mowing a lawn, and painting a house.

**Gristmill:** A special type of building where machines crush and grind grains (such as corn and wheat), creating something new (cornmeal and flour).

**Indigenous People:** The first people to live in a certain place. In the context of this program, “Indigenous peoples” refers to Native Americans/American Indians.

**Colonists:** People who come on a large scale to live and start businesses in another place. In the context of this program, colonist refers to European settlers.

## Learn More

### Recommended Children’s Books:

*Maize: Plant of the Americas* by Barbara M. Flores, Elena Castro, Eddie Hernández

Also available in Spanish

For emerging and beginning readers, this book and teachers guide teaches about the importance of the ancient plant maize.

*Fry Bread: A Native American Family Story* written by Kevin Noble Maillard and illustrated by Juana Martinez-Neal

Ages 3-7

This book explores Native identity, history, and culture through a beloved food.

*My Food, Your Food, Our Food* written by Emma Carlson Berne and illustrated by Sharon Sordo

Ages 4-7

Part of the “How Are We Alike and Different?” series, this book reminds kids we all need to eat but we all eat different foods!

*Bubbie & Rivka's Best-Ever Challah (So Far!)* Written and Illustrated by Sarah Lynne Reul  
Ages 4-8

A multigenerational family story about tradition and the pursuit of baking perfect bread.

*Still There Was Bread* Written by Lisl H. Detlefsen and illustrated by David Soman  
Ages 4-8

A boy and his nana bake bread while talking about how the recipe has fed the family over the years.

*Ruby's Reunion Day Dinner* Written by Angela Dalton and illustrated by Jestenia Southerland  
Ages 4-8

Inspired by the tradition of Black family reunions, a young girl prepares for a reunion day dinner with her family while trying to make a signature dish of her own.

### **Recommended Resources on the Web:**

Smithsonian National Museum of the American Indian Resources

- [Educator Guide: The Impact of Words and Tips for Using Appropriate Terminology: Am I Using the Right Word?](#)
- [Helpful Handout: Native Life and Food: Food is More Than What We Eat](#)
- [Native American Literature in Your Classroom](#)

Food: A Fact of Life (UK based food education program)

- [Brilliant Bread](#)
  - Guided activity to teach kids about different types of bread eaten all around the world, and develop food skills by kneading and shaping dough.
- [Bread Activity Pack](#)
  - Includes worksheets, pre-made presentations, flash cards, game formats, and recipes.

### **Questions or Concerns?**

Please contact Park Technician of Education DeLayne Jolly at [delayne.jolly@wake.gov](mailto:delayne.jolly@wake.gov) or 919-609-7451 with any questions, concerns, or special requests you have concerning this program. Thank you for your interest!