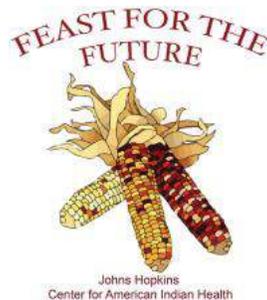




Traditional Foodways Education Program (TFEP)



Johns Hopkins University
Center for American Indian Health
Santo Domingo Pueblo, New Mexico



Traditional Foodways Program Overview

The Traditional Foodways Program Curriculum is the Santo Domingo Pueblo's guide for instructing culturally appropriate lessons to reconnect youth, farmers, families, and elders to traditional foods and agriculture. The primary goal of the curriculum is to promote the community's capacity to reintroduce healthy indigenous foods. The lessons in this curriculum are appropriate for all ages but also require adult supervision and instruction. Santo Domingo Pueblo members developed the curriculum to be instructed by and for Santo Domingo tribal members.

The language spoken by the Santo Domingo Pueblo is called Keres, it is an oral language and is not written. It is prohibited to teach the language and traditions to non-pueblo members. Therefore, the lessons have been developed with this approach. This curriculum serves as an outline for the instructor and the instructor can adapt the lessons. It should be noted that the lessons are encouraged to be taught with language immersion and should be in the Keres language.

The Traditional Foodways Curriculum was developed by seasons, starting with spring and ending in the winter. Below is a description of the three sections of the curriculum. There are eight lessons for each section totaling 24 lessons.

Spring Season (March – April)

The spring season begins in March with the introduction to the Traditional Foodways Program. The lessons focus on harvest of wild plants that grow from the winter snows and preparations of the planting season.

Summer Season (May – July)

Our summer season starts in May with the planting of summer crops. The lessons focus on maintenance of the agricultural fields with irrigation and weeding. Cooking lessons are introduced in this section.

Fall & Winter Season (August – October)

The fall and winter season is the time of the harvest and preparation of traditional foods for the winter months. The lesson for these months will incorporate more traditional cooking lessons and seed saving.

Table of Contents

Spring Lessons **4**

- Lesson 1:* Introduction to the Traditional Foodways Program
 - Lesson 2:* Hike for Wild Roots & Herbs
 - Lesson 2.1 (Optional):* Cooking with Wild Parsley and Wild Onions
 - Lesson 3:* Importance of Keres Language in the Field
 - Lesson 4:* Prepping field for Spring Planting
 - Lesson 5:* Planting with Seeds*
 - Lesson 6:* Planting with Transplants*
 - Lesson 7:* Irrigating the Field
 - Lesson 8:* Three Sister Plants
- *If time permits there are adjoining lessons that can be conducted.

Summer Lessons **14**

- Lesson 1:* Maintaining the Field – Weed Control
- Lesson 2:* Pest Control
- Lesson 3:* Working with Gourds
- Lesson 4:* Traditional Storytelling
- Lesson 5:* Composting
- Lesson 6:* Weather
- Lesson 7:* Hydration and Nourishment: Blue Corn Atole
- Lesson 8:* Identifying When Crops are Ready for Harvest

Fall & Winter Lessons **23**

- Lesson 1:* Harvesting Field
- Lesson 2:* Roasting and Saving Green Chili
- Lesson 3:* Sun Drying Chili
- Lesson 4:* Corn Roasting
- Lesson 5:* Chili Ristra
- Lesson 6:* Seed Saving with Corn
- Lesson 7:* Blue Corn Pancakes
- Lesson 8:* Drying and Storing Crops for the Winter Months

Appendix **32**

Spring Lesson Overview

Lesson 1: Introduction to the Traditional Foodways Program

It is important to provide and introductions and overview of the program. During this session, the introductions will focus on individual introductions in the Keres language and respecting the land, from which they live off.

Lesson 2: Hike for Wild Roots & Herbs

Though dry and desolate, many native plants and herbs thrive in the deserts of New Mexico. There are many uses for plants and herbs from cooking to medicinal applications within Native American culture. This lesson will focus on searching for wild onions and wild parsley.

Lesson 2.1: Cooking with Wild Parsley and Wild Onions (Optional)

Wild celery is one of many native plants common to the area of the Southwest. It can be consumed fresh or dried and added to soups and other dishes.

Lesson 3: Importance of Keres Language in the Field

Preserving Native language is an important for native communities because its key in keeping the culture and history alive. It is especially important for communities where the language is not written. During this session teach about the importance of the Keres language and its relationship with the traditions and culture.

Lesson 4: Prepping field for Spring Planting

Prepping the soil for planting is important for several reasons. Turning the topsoil is important for plants to have sufficient room to breathe and grow. It is also beneficial in preventing weeds to take over the field.

Lesson 5: Planting with Seeds

Planting is integral to the months of May and June. The fields should be prepped and soil should be loosened enough for seeds to be planted by hand directly in the ground.

Lesson 6: Planting with Transplants

Planting is integral to the months of May and June. The fields should be prepped and soil should be loosened enough for transplanting seedlings by hand in the ground.

Lesson 7: Irrigating the Field

Acequia's more commonly known as irrigation ditches are the communal irrigation systems that bring the water to our farmlands. The form of irrigation we have is by flooding. This system is thousands of years old and is unique to New Mexico, even the Country. In addition to providing water to each farmer's field, communities take responsibility in maintaining the irrigation ditches.

Lesson 8: Three Sister Plants

In lessons 4-7 students will be working hard with planting and irrigating. This activity will give the students a chance to taste the essential staple foods for Native Americans that are corn, beans, and squash, also known as "The Three Sisters." These foods provided a balanced diet, even in the absence of meat. When planted, the beans grow up the stalks of the corn while the squash spread out at the base of the plants and provide protection.

Introduction to the Traditional Foodways Program

Time

30 minutes –1 hour

Materials Needed

- Transportation to/from community field/garden
- Drinking water and cups

Location

Community field/garden

Overview

It is important to provide and introductions and overview of the program. During this session, the introductions will focus on individual introductions in the Keres language and respecting the land, from which they live off.

Learning Objectives/Concepts

1. Elders, farmers and youth will learn to introduce themselves in the Keres language.
2. Elders will teach about the Pueblo clan system.
3. Youth will learn the cultural importance of respecting their surroundings, the community field and plants

Activity/Lesson

- The instructor(s) gives a brief introduction of the program and introduce him or herself in the Keres language.
- Ask the students to introduce themselves in the same manner.
- Discussion about traditional farming:
- Ask youth what they know about farming in their community
- Ask if they've planted or harvested crops before
- If they have, ask what varieties.
- Next, talk to the students about the cultural importance of self-respect and carrying that into the field. Talk about when they are in the community field/garden.
- Discuss with the students about the cultural importance of farming.
- Share the importance of the spring season and how it impacts the traditional farming calendar.

Assessment Strategy:

At the end of the session discuss the cultural importance of respect for self, family, community, and farming, along with a Q & A session for the students.

Teaching Notes:

Keep in mind students may not know their names/clan. Ask them to ask their parents and report back at the next session

Hike for Wild Roots & Herbs

Time

30 minutes –1 hour

Materials Needed

- Small plastic bags or paper sacks
- Digging tools
- Gloves
- First Aid Kit
- Transportation
- Drinking water and cups

Location

On a hillside containing wild roots and herds

Overview

Though dry and desolate, many native plants and herbs thrive in the deserts of New Mexico. There are many uses for plants and herbs from cooking to medicinal applications within Native American culture. This lesson will focus on searching for wild onions and wild parsley.

Learning Objectives/Concepts

1. Elder/Farmer will teach students how to distinguish native plants and herbs common to the area of Santo Domingo
2. Students will learn how to prepare the wild herbs for consumption. How to clean and prepare them to cook with or dry for later use.

Activity/Lesson:

- Students will be transported to a designated spot and circled up to discuss the purpose of harvesting wild plants. Pronounce the names of the plants in the Keres language. Tell the students to be aware of their surroundings and be aware that there may be snakes.
- Show the students what to look for, do not allow them to go searching immediately, show them how to harvest wild parsley and not to dig out its root.
- Show them a wild onion (root plant) and how to harvest the root.
- Define a perimeter for the students to walk/hike in. Do not let any student out of eyesight.
- After the discussion allow the students to hike along the hillside to search for wild parsley and wild onions.
- At the end of the session gather everyone together. Point out various plants and herbs, talking to the students about how they can be prepared to consume. Describe how to wash the plants with water to get the dirt off before they eat them.

Assessment

At the end of the activity, circle up the students and ask the following:

- What did you harvest? What is its Keres name?
- How can you use the harvest at home?

Teaching Notes:

- Transportation will need to be set up prior to trip.
- Send a letter home with students, several days ahead, to inform parents of hiking trip.
- Invite volunteers to help keep an eye on students.

Cooking with Wild Parsley

Time

30 minutes –1 hour

Materials Needed

- Wild parsley
- Skillet
- Olive oil
- Spatula
- Salt (optional)
- Whole Wheat Tortillas

Overview

Wild celery is one of many native plants common to the area of the Southwest. It can be consumed fresh or dried and added to soups and other dishes.

Learning Objectives

Elder will teach students the cultural importance of cooking with wild parsley and wild onions.

Activity/Lesson

- Begin with introducing the cooking activity to the students. Ask them to name the plants in the Keres language.
- Provide an overview of safety in the kitchen
- Conduct the cooking of the wild parsley as a demonstration for the students. You can ask for assistance from the students to help stir the wild celery and onion in the pan.
- When finished cooking. Serve the cooked parsley and onion on a whole-wheat tortilla.

Assessment

While the students are snacking ask them the following questions (encourage the students to respond in Keres):

- What are the Keres names of the plants?
- Which direction did this harvest come from? (Answer in the native language)
- When do the wild parsley and wild onion sprout?

Teaching Notes

Community Center Kitchen will need to be reserved several days in advance. Use caution when using hot stove and skillet.

Importance of Keres Language in the Field

Time

30 minutes –1 hour

Materials needed

- Transportation to- from community field/garden
- Drinking water and cups

Location

Community field or garden

Overview

Preserving Native language is an important for native communities because it's key in keeping the culture and history alive. It is especially important for communities where the language is not written. During this session teach about the importance of the Keres language and its relationship with the traditions and culture.

Learning Objectives

1. Elders or Farmer instructor will teach about the cultural importance of using and understanding Keres
2. Youth will learn basic words in Keres to identify farming equipment, plants and farming techniques.

Activity/Lesson

- To begin, the farmer or elder will introduce the importance of Keres language and teach in the Keres language while sitting in a circle
- The instructor will then give a tour of the field / garden and teach the following words in Keres
 - Directions: North, West, South, East
 - Farm/garden area: borders, rows, irrigation canal, and farm equipment.
 - Environment: Sky, clouds, sun, moon, stars, day and night.
 - Weather: rain, sunshine, snow
- At the end of the session. Students and Elder/farmer will sit back in a circle to discuss the words that were taught.
- Ask the students to share a word they learned and have them put it into a sentence.

Assessment

At the end of the session to reiterate the importance of using and understanding the Keres language, as well as a Q & A session for the students.

Teaching Notes

Be familiar with the Keres words to be taught.

Prepping Field for Spring Planting

Time

30 minutes –1 hour

Materials Needed

- Tractor and implements (disk, chisel plow, lay-off plow)
- Drinking water and cups

Location

Community field/
garden

Overview

Prepping the soil for planting is important for several reasons. Turning the topsoil is important for plants to have sufficient room to breathe and grow. It is also beneficial in preventing weeds to take over the field.

Learning Objectives

1. Elder/Farmer will teach about the basics benefits of plowing, disking, borders (field preparation of the farm/garden)
2. Youth will be taught about the traditional farming practices of field preparation prior to current farm equipment.

Activity/Lesson

- Begin by describing the different steps required in prepping a field for planting (fertilizing farm land with manure, plowing, disking, borders, leveling)
- Describe the current preparation practices and past practices. These can include horse drawn plow. Describe the amount of effort it took to farm without a tractor.
- Show students several types of implements used with a tractor to prep the field.

Assessment

Time will be allotted at the end of the session to reiterate the importance of prepping a field for planting and looking at different steps for prepping. A brief Q & A session for the students will also follow.

Teaching Notes

Use caution when students are looking at implements, as edges are sharp.

Spring Session: Lesson 5

Planting with Seeds

Time

1-2 hours

Materials Needed

- Identified rows/borders for planting
- Seeds: peas, corn, beans, melon, squash, cucumber and additional seed varieties that can be directly sown into the ground.
- Shovels
- Garden gloves
- Small buckets or paper sacks for seeds to be carried in
- Drinking water and cups
- Transportation
- *If conducting Summer Session 2: Prepare materials for the lesson

Location

Community field/garden

Overview

Planting is integral to the months of May and June. The fields should be prepped and soil should be loosened enough for seeds to be planted by hand directly in the ground.

Learning Objectives

1. Students will learn the names of seeds in the Keres language.
2. Students will learn to plant seeds by hand in the field/garden

Activity/Lesson

- Gather students in a circle and discuss the importance of seeds. Describe the Keres name for seeds. Depending on the seeds to be planted name them in the Keres language.
- Discuss that they will be planting seeds to grow over the farming season. Share the importance of a plant life cycle and its relationship with Pueblo farming.
- Demonstrate how to plant the seed.
- Divide the students into groups and have them take turns planting and covering their seed with soil.
- *If time permits include Spring Lesson 7: Irrigating the Field, here.
- When students finish double check their work.
- Gather students together to discuss what happened and the importance of irrigating, and maintaining the field.
- Encourage students to continue to come at least weekly to check on the progress of the field.

Assessment

While in the circle, ask the students the following wrap-up questions:
What seeds did you plant and what are their names in Keres?
How long do you think it will take for the seeds to sprout?

Teaching Notes

Make sure soil is prepared for planting and the ground is soft. Irrigate after the planting.

Spring Session: Lesson 6

Planting with Transplants

Time

1-2 hours

Materials Needed

- Identified rows/borders for planting
- Plant seedlings: chili, eggplant, cabbage, broccoli, tomatoes, melons and additional transplants that are available.
- Shovels
- Garden gloves
- Small buckets or paper sacks for seeds to be carried in
- Drinking water and cups
- Transportation
- *If conducting Summer Session 2: Prepare materials for the lesson

Location

Community field/garden

Overview

Planting is integral to the months of May and June. The fields should be prepped and soil should be loosened enough for transplanting seedlings by hand in the ground.

Learning Objectives

1. Students will learn the terms used to transplant seedlings in the Keres language.
2. Students will learn to plant transplants by hand in the field/garden.

Activity/Lesson

- Gather students in a circle and discuss the difference between planting with seeds and transplants. Discuss the names of the plants being grown. Acknowledge that the Spanish introduced some plants and their Keres name is a version of the Spanish name for the plant.
- Discuss that they will be planting transplants. Share the importance of a plant life cycle and its relationship with Pueblo farming.
- Demonstrate how to plant the transplant.
- Divide the students into groups and have them take turns planting and covering the plant roots with soil.
*If time permits include Summer Lesson 7: Irrigating the Field, here.
- When students finish double check their work.
- Gather students together to discuss what happened and the importance of irrigating, and maintaining the field.
- Encourage students to continue to come at least weekly to check on the progress of the field.

Assessment

While in the circle, as the students the following wrap-up questions:

What plants they transplanted and what are their names in Keres?

Teaching Notes

Make sure soil is prepared for planting and the ground is soft. Irrigate after the planting.

Spring Session: Lesson 7

Irrigating the Field

Time

1-2 hours

Materials Needed

- Shovels
- Water cups

Location

The community field/garden

Overview

Acequia's more commonly known as irrigation ditches are the communal irrigation systems that bring the water to our farmlands. The form of irrigation we have is by flooding. This system is thousands of years old and is unique to New Mexico, even the Country. In addition to providing water to each farmer's field, communities take responsibility in maintaining the irrigation ditches.

Learning Objectives

1. Teach about the water system available to the community Garden
2. Learn the cultural importance of water and respecting its use for farming
3. Learn the importance of maintaining ditches for irrigation

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on irrigating. Provide the background on traditional irrigating and community efforts to prepare irrigation ditches.
- Show students how to open the irrigation canal to the field/ garden.
- This lesson is taught by *doing*, open the irrigation, and walk students to the section to be irrigated. Students should have shovels.
- While irrigating teach students Keres words for the following:
 - Ditch, water flowing, closing off sections / opening sections for water to flow, the direction of the water flow.

Assessment

Ask students the following questions:

What does water do for the plants?

Where does our water come from?

Explain the importance of water for growing traditional foods.

Teaching Notes

Remind students to dress in comfortable clothing and old tennis shoes.

Be sure to plan which sections need irrigation and do not allow water to flow into other sections. Students will likely play in the water ask them to bring extra clothing or send letters home to parents to let them know they'll get muddy.

Spring Session: Lesson 8
Three Sister Plants

Time

1 hour

Materials Needed

- Three sister soup (prepared before the session)
- Supplies for sample demo for preparing soup
- Printed recipe for students to take home (see Appendix)

Location

Classroom

Overview

In lessons 4-7 students will be working hard with planting and irrigating. This activity will give the students a chance to taste the essential staple foods for Native Americans that are corn, beans, and squash, also known as "The Three Sisters." These foods provided a balanced diet, even in the absence of meat. When planted, the beans grow up the stalks of the corn while the squash spread out at the base of the plants and provide protection.

Learning Objectives

1. Learn about the three sister plants: corn, squash, and beans.
2. Teach students the Keres names for corn, beans, and squash

Activity/Lesson

- Circle up the students and tell them a story about the 3 sister plants. After the story, demonstrate the 3-sister soup preparation.
- Students will watch the preparing of the Three Sister Soup
- When finished have the students taste and sample prepared dish

Assessment

While students are eating ask them follow up questions:

 Name the three sisters in Keres language

 How do each of the plants help one another?

 Additional questions about the lesson or activity

Teaching Notes

You will need to reserve a kitchen for the activity. Use caution when using hot stove and skillet.

Summer Lesson Overview

Lesson 1: Maintaining the Field – Weed Control

Weeds can become a serious problem in the garden, if not properly maintained. They can rob plants of water and nutrients from the soil, preventing them from thriving to produce. This lesson will show students how to care for their farmland and plants.

Lesson 2: Pest Control

There are a variety of insects, rodents, animals, and birds that can cause damage to crops. Coyotes and crows are known to be a nuisance to fields, eating away at melons and other plants. One way of deterring animals and birds from invading crops is setting up scarecrows in the field.

Lesson 3: Working with Gourds

For centuries, Native Americans have cultivated gourds for their usefulness as utensils, storage containers and rattles. In this lesson, students will work with an elder / farmer to create useful tools.

Lesson 4: Traditional Storytelling

Traditional storytelling plays a big role in Native communities, as it is a way of passing down customs, history, and one's heritage. Oral traditions are important in helping to maintain language. In this lesson, students will listen to traditional stories of their Pueblo community.

Lesson 5: Composting

Compost is decomposed or recycled matter used as a fertilizer. Compost may be made from material such as coffee grinds, leaves and organic food waste; being allowed to break down over time. Compost is beneficial in that it provides nutrients to the soil. In this session, we will introduce how farmers can start compost in their field.

Lesson 6: Weather

Weather plays a key role in how well crops flourish and produce. Plants need sunlight and moisture to grow. In this lesson, students will be made aware of changes in weather that will help with field maintenance.

Lesson 7: Hydration and Nourishment: Blue Corn Atole

Atole is one of the oldest traditional Pueblo foods, made from roasted cornmeal. It is consumed as a porridge-style drink served warm. In this lesson, we will discuss the importance of staying well hydrated and nourishment

Lesson 8: Identifying When Crops are Ready for Harvest

Nearing the end of the summer season some crops may be ready to be harvested. While the additional crops continue to grow, this lesson will focus on identifying when crops are ready to be picked.

Summer Session: Lesson 1

Maintaining the Field –Weed Control

Time

1-2 hours

Materials

- Shovels
- Hoes
- Tiller
- Gloves
- Water and snack

Location

Community field or garden

Overview

Weeds can become a serious problem in the garden, if not properly maintained. They can rob plants of water and nutrients from the soil, preventing them from thriving to produce. This lesson will show students how to care for their farmland and plants.

Learning Objectives

1. Learn about the various gardening tools/equipment used to maintain weed and pest control in the field
2. Learn about various natural weed control solutions for the field and/or personal garden

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on weed control. Provide the background on traditional weed control.
- Show students how to identify plants from weeds in the sections they will weed.
- This lesson really is taught by doing, walk students to the section to be weeded. Students should have shovels or hoes. Show students how to use their tools and avoid cutting the plants.
- While weeding teach students Keres songs or words used when working in the farm.
- Talk about various natural remedies used to maintain weed and pest control

Assessment

When finished working in the farm/garden, circle up the students and ask the students the following wrap-up questions:

Why is it important to weed and maintain the garden?

Identify the Keres names for the tools used in the activity.

Teaching Notes

Use caution with gardening tools, as they may have sharp edges.

Do not allow students to handle tiller or motorized equipment without adult supervision.

Summer Session: Lesson 2

Pest Control

Time

1 hour

Materials

- 10' (2" x 4") board
- Nails
- Hammer
- Shirt
- Hat
- Snacks and water

Location

The community field or garden

Overview

There are a variety of insects, rodents, animals, and birds that can cause damage to crops. Coyotes and crows are known to be a nuisance to fields, eating away at melons and other plants. One way of deterring animals and birds from invading crops is setting up scarecrows in the field.

Learning Objective

Learn traditional and innovative ways of maintaining insect, animals, and rodent/pest control in the field

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on pest control. Share examples you are familiar with on traditional pest control methods.
- Discuss what pests or rodents come in to the field/garden. Share their Keres names and talk about the relationship animals have in farming.
- After the discussion about traditional ways to control pest. Share about more current practices for pest control. Such as making a scarecrow.
- Show students the tools and equipment for the scarecrow and begin creating one for the field.

Assessment

When finished working in the farm/garden, circle up the students and ask the students the following wrap-up questions:

What can we do to keep pests from the plants?

Identify the Keres names for the insects, animals, pests that come into the field

Teaching notes

- Be prepared to make a scarecrow, print instructions if needed.
- Directions on how to make a scarecrow: <http://thequeso.com/how-to-make-a-scarecrow-without-involving-any-money-or-actual-skill/>

Summer Session: Lesson 3

Working with Gourds

Time

1 hour

Materials

- Collect or purchase local dry gourds
- Seeds (to show how they look)
- Pencils
- Exacto knives
- Scissors
- Spoons

Location

Community field

Overview

For centuries, Native Americans have cultivated gourds for their usefulness as utensils, storage containers and rattles. In this lesson, students will work with an elder / farmer to create useful tools.

Learning Objective

1. Students will learn about the planting cycle for gourds
2. Students will learn the basic steps in drying gourds
3. Students will learn and look at various uses for gourds

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on gourds.
- Describe what a gourd is. Show students a gourd seed. If gourds were planted in the spring show them the plant.
- Next, show them a dry gourd. Model how to remove its seeds and make it into a tool.
- Share the Keres name for gourds and its traditional uses.
- Have students work in partners to decide what they want to make out of their gourd.
- When finished instruct them on how to keep them stored when not in use

Assessment

When finished working in the farm/garden, circle up the students and ask the students the following wrap-up questions:

What are the Keres names for a gourd? What are the uses for a gourd?

Teaching notes

Do not allow students to handle knives or Exacto knives. Have them work with you or another adult to help cut open the gourds.

Summer Session: Lesson 4

Traditional Storytelling

Time

1 hour

Materials

- Snacks and water
- Shovels
- Hoes
- Gloves

Location

Community garden/field

Overview

Traditional storytelling plays a big role in Native communities, as it is a way of passing down customs, history, and one's heritage. Oral traditions are important in helping to maintain language. In this lesson, students will listen to traditional stories of their Pueblo community

Learning Objectives

1. Students will learn about traditional stories that have been passed down orally.
2. Students will learn Keres words from the traditional stories.

Activity/Lesson

- Gather students in a circle, allow students to get comfortable. Prior to the storytelling describe the importance of traditional storytelling. Share how you were told stories, how it has changed overtime.
- Begin the story, please share 2-3 stories with the students. You can have the students snack during this time.
- After the storytelling allow students to share any of their own stories.
- If time allows have the students work in the garden and weed.

Assessment

When finished with the activity, circle up the students and ask them if they have any questions about storytelling. Encourage them to ask about stories within their households.

Teaching notes

(none)

Summer Session: Lesson 5

Composting

Time

1 hour

Materials

- 4 pallets
- Baling wire
- Wire cutters
- Gloves
- Water and snack
- Material for compost (leaves, newspaper, coffee grind, food waste, other materials from the garden)

Location

The community field or garden

Overview

Compost is decomposed or recycled matter used as a fertilizer. Compost may be made from material such as coffee grinds, leaves and organic food waste; being allowed to break down over time. Compost is beneficial in that it provides nutrients to the soil. In this session we will introduce how farmers can start compost in their field.

Learning Objectives

1. Students and farmers will learn about the benefits of composting
2. Students and farmers will learn how to make compost pile

Activity/Lesson

- Gather participants in a circle and begin introducing the topic of composting.
- Describe how composting is a form of recycling in the community. Share current practices in the community of how farmers compost over the winter months with cow manure.
- After the discussion demonstrate how to build a compost pile.

Assessment

Time will be allotted at the end of the session to reiterate the importance of composting and its benefits, as well as a Q & A session for the students.

Teaching notes

Material for compost pile will need to be collected prior to lesson or also collected from the garden.

Summer Session: Lesson 6

Weather

Time

1 hour

Materials

- Hoes
- Shovels
- Rakes

Location

The community field or garden

Overview

Weather plays a key role in how well crops flourish and produce. Plants need sunlight and moisture to grow. In this lesson, students will be made aware of changes in weather that will help with field maintenance.

Learning Objective

1. Students will learn how weather affects planting
2. Students will learn how weather affects field maintenance

Activity/Lesson

- Gather participants in a circle and discuss how weather affects the farm/garden.
- Share traditional stories about weather and how to respect the seasons.
- Share how certain crops are planted at various times of the season
- With time permitting students can weed/irrigate field.

Assessment

(none)

Teaching notes

(none)

Summer Session: Lesson 7

Hydration and Nourishment: Blue Corn Atole

Time

1 hour

Materials

- Atole (prepared before lesson)
- Atole Recipe (see Appendix)

Location

The community field or garden

Overview

Atole is one of the oldest traditional Pueblo foods, made from roasted cornmeal. It is consumed as a porridge-style drink served warm. In this lesson, we will discuss the importance of staying well hydrated and nourishment.

Learning Objective

1. Students will learn about proper hydration when working in the field.
2. Students will learn the cultural importance of corn and its relationship to the people.
3. Students will learn the steps required to prepare Blue Corn Atole

Activity/Lesson

- Gather students in a circle and explain the cultural importance of water and corn.
- Discuss how water and corn are nourishment.
- Students will taste and drink the Blue Corn Atole

Assessment

Time will be allotted at the end of the session to reiterate the cultural importance of corn and the process for preparing Blue Corn Atole, along with a Q & A session for the students.

Teaching notes

Start the fire at least an hour before the activity to burn down the firewood to ambers.

Summer Session: Lesson 8

Identifying When Crops are Ready for Harvest

Time

1 hour

Materials

- Bags
- Containers, buckets
- Shovels, hoes
- Water and snack

Location

The community field or garden

Overview

Nearing the end of the summer season some crops may be ready to be harvested. While the additional crops continue to grow, this lesson will focus on identifying when crops are ready to be picked.

Learning Objectives

1. Students will learn how to identify when crops are ready for harvest
2. Students will learn the basic names of the plants in the garden in Keres.
3. Students will learn and learn the various uses for crops that are ready for harvest

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on identifying when crops are ready for harvest.
- With the students tour the garden, identifying what crops are being grown.
- When a crop is ready for harvest describe its Keres name and its uses. Then demonstrate how to harvest.
- Have students work in partners to look for crops that were identified for harvest.
- When finished in the field instruct them on how to prepare the harvest at home. Allow the students to take the crops home.

Assessment

When finished working in the farm/garden, circle up the students and ask the students the following wrap-up questions:

- What are the Keres names for the crops?
- How are they prepared?

Teaching notes

A week before this lessons tour the field/garden to look for crops that are ready for harvest.

Fall & Winter Lesson Overview

Lesson 1: Harvesting Field

In our Pueblo community, the harvest season is an important time of the year, as many cultural celebrations take place. Crops are harvested and shared among families and community members. Later into the fall, fruits and vegetables are dried and stored for the winter months.

Lesson 2: Roasting and Saving Green Chili

Chili is a common staple for the community of Santo Domingo Pueblo. It is prepared in a variety of cultural dishes. Because green chili is perishable, it is roasted and frozen, being preserved for later use. In this lesson, students will learn how to roast green Chile.

Lesson 3: Sun Drying Chili

Drying and storing food for winter months and beyond is a common practice for Native communities. Being in a hot and dry region, people take advantage of using New Mexico's warm sun to dry chili and other foods.

Lesson 4: Corn Roasting

Corn is an important crop to Native Americans, not only does it provide as food, it plays an important role in prayer. It has sustained the livelihood of Natives for thousands of years. Corn is a natural for roasting because its husk is a ready-made steam cooker.

Lesson 5: Chili Ristra

Drying red chili into a ristra, Spanish for "string", is one of the most common ways of preserving red chili long after the growing season. With fresh green chili being perishable, chili pods can ripen to a bright red color, tied together, and allowed to sun-dry.

Lesson 6: Seed Saving with Corn

Seed saving is an integral part of retaining culture and allow Pueblo people to produce their own food. Corn is an important traditional crop for the Pueblo people. In this lesson, students will learn to harvest and save seed from heirloom Santo Domingo Pueblo corn.

Lesson 7: Blue Corn Pancakes

Blue corn continues to be a major staple for Pueblo Indians. Its uses in food preparation are endless, from being roasted, boiled or dried. Blue corn pancakes are a wonderful breakfast treat.

Lesson 8: Drying and Storing Crops for the Winter Months

Drying fruit is easy and makes for great snacks, long past the growing season. Dried fruit may also be reconstituted to prepare cobblers or dishes that require fruit. Dried fruits retain most of the nutritional value of fresh fruits so they are an excellent "sweet" alternative to candy. As with drying fruits, an assortment of vegetables may be dried and stored for snacking and cooking during the winter months. Dried squash can be used in soups and stews.

Fall & Winter Session: Lesson 1

Harvesting Field

Time

1 hour

Materials

- Bags
- Containers (i.e. buckets)
- scale

Location

The community field or garden

Overview

In our Pueblo community, the harvest season is an important time of the year, as many cultural celebrations take place. Crops are harvested and shared among families and community members. Later into the fall, fruits and vegetables are dried and stored for the winter months.

Learning Objectives

1. Students will learn and participate in harvest activities.
2. Students will learn how to identify when crops are ready for harvest
3. Students will learn the basic names of the plants in the garden in Keres.
4. Students will learn and learn the various uses for crops that are ready for harvest

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on identifying when crops are ready for harvest.
- With the students tour the garden, identifying what crops are being grown.
- When a crop is ready for harvest describe its Keres name and its uses. Then demonstrate how to harvest.
- Have students work in partners to look for crops that were identified for harvest.
- Weigh the produce after all the harvest has been gathered.
- When finished in the field instruct them on how to prepare the harvest at home. Allow the students to take the crops home.

Assessment

Time will be allotted at the end of the session to reiterate the cultural importance and significance of the harvest season, along with a Q & A session for the students.

Teaching notes

(none)

Fall & Winter Session: Lesson 2

Roasting and Saving Green Chili

Time

1 hour

Materials

- Fresh green chili
- Skewer
- Tongs
- Wood to burn
- Napkins
- Sandwich bags
- Plastic bag or bowl
- Plastic gloves

Location

The community field or garden

Overview

Chili is a common staple for the community of Santo Domingo Pueblo. It is prepared in a variety of cultural dishes. Because green chili is perishable, it is roasted and frozen, being preserved for later use. In this lesson, students will learn how to roast green Chile.

Learning Objectives

1. Students will learn the cultural importance of growing and harvesting chili
2. Student will learn to preserve fresh green chili by roasting and freezing

Activity/Lesson

- Gather students in a circle and discuss the importance of growing chili and its uses in foods
- Explain how the chili's will be roasted over the burning ambers. Please stress the importance of safety near the fire.
- Demonstrate how to roast the chili over the ambers and allow students to take turns.
- When finished with roasting all the chili's gather students around a table and demonstrate how to peel the green chili.
- Students will assist Cooking Instructor in peeling and packing chili for the freezer

Assessment

After the activity circle up the students and discuss the following items:

The importance of saving foods for the winter season

Describe the uses of green chili's

Teaching notes

A burn permit must be requested from the Tribal Admin office several days prior to session. Use caution with open fire.

Fall & Winter Session: Lesson 3

Sun Drying Chili

Time

1 hour

Materials

- Chili pods (red or green)
- Knife
- Plastic gloves
- Cutting boards
- Screen (for drying)
- Thick gage wire
- Needle nose pliers
- Small table
- Brown paper bags
- Napkins

Location

The community field or garden

Overview

Drying and storing food for winter months and beyond is a common practice for Native communities. Being in a hot and dry region, people take advantage of using New Mexico's warm sun to dry chili and other foods.

Learning Objectives

1. Students will learn the importance of drying and storing chili for winter months and beyond
2. Learn techniques for sun drying chili

Activity/Lesson

- Gather students and provide an overview of the lesson.
- Have students harvest chili's and gather them for the next activity.
- Demonstrate how to prepare the chili's for drying.
- Allow students to work with the chili

Assessment

After the activity circle up the students and discuss the importance of drying foods for later use. Discuss the uses of dry chili.

Teaching notes

Use caution when using sharp knives.

Corn Roasting

Time

1 hour

Materials

- Wood for burning
- Shovels
- White corn
- Brown paper bags
- Napkins
- Butter / Salt /
Seasoning (optional)

Location

The community field or garden

Overview

Corn is an important crop to Native Americans, not only does it provide as food, it plays an important role in prayer. It has sustained the livelihood of Natives for thousands of years. Corn is a natural for roasting because its husk is a ready-made steam cooker.

Learning Objectives

1. Farmer / Elder will talk to the students about the cultural importance of corn and how it sustains us
2. Farmer / Guest will teach the students the steps in roasting corn in the ground

Activity/Lesson

- Students may help in the final steps of removing the corn from the roasting pit
- Students will be allowed to harvest corn
- Students will be allowed taste the roasted corn

Assessment

Time will be allotted at the end of the session to reiterate the cultural importance of corn and the process for roasting corn, along with a Q & A session for the students.

Teaching notes

Will need to contact a local elder to lead lesson. Location of roasting pit may require transportation for kids. Roasting is a two-day process so details, staffing, materials will need to be taken into consideration.

Fall & Winter Session: Lesson 5

Chili Ristra

Time

1 hour

Materials

- Cotton string
- Scissors
- Twine
- Red chili pods
- Rubber bands

Location

The community field or garden

Overview

Drying red chili into a Ristra, Spanish for “string”, is one of the most common ways of preserving red chili long after the growing season. With fresh green chili being perishable, chili pods can ripen to a bright red color, tied together, and allowed to sun-dry.

Learning Objectives

1. Students will learn the basic techniques of stringing chili together through a hands-on approach
2. Students will learn the cultural background of the importance of chili as a common staple in Santo Domingo

Activity/Lesson

- Gather students together in a circle and provide an overview of the activity.
- Describe the cultural importance of farming and harvesting
- If available have students harvest red chili pods
- Demonstrate how to tie chili’s together and allow students to follow.
- Next show and allow students to string chili pods together into a ristra.

Assessment

When finished discuss what will happen to the ristra (it will dry). Discuss that the seeds will be saved from the ristra for the next season.

Teaching notes

Chili pods that will be used to making ristras, need to be picked at least 2-3 days in advance.

Fall & Winter Session: Lesson 6

Seed Saving with Corn

Time

1 hour

Materials

- Baskets
- Brown paper bags

Location

The community field or garden

Overview

Seed saving is an integral part of retaining culture and allow Pueblo people to produce their own food. Corn is an important traditional crop for the Pueblo people. In this lesson, students will learn to harvest and save seed from heirloom Santo Domingo Pueblo corn.

Learning Objectives

1. Students will learn the cultural importance of corn and its uses
2. Students will learn the importance of seed saving

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson.
- Discuss the cultural importance of corn and its uses
- Demonstrate the proper protocols for harvesting corn and have students harvest corn
- Identify the parts of the corn plant in the Keres language
- Husk the corn for seed saving.

Assessment

After completion of the activity, circle up the students and discuss the following:
Keres names for the corn plant parts
Discuss the uses of the corn and its husks

Teaching notes

(none)

Fall & Winter Session: Lesson 7

Blue Corn Pancakes

Time

1 hour

Materials

- Blue corn meal
- Baking powder
- Oil
- Salt
- Skillet
- Mixing bowls
- Spatula
- Measuring cups / spoons
- Plates
- Napkins

Location

Classroom or school kitchen

Overview

Blue corn continues to be a major staple for Pueblo Indians. Its uses in food preparation are endless, from being roasted, boiled or dried. Blue corn pancakes are a wonderful breakfast treat.

Learning Objectives

1. Students will learn about the cultural importance of corn and its uses in meals
2. Learn the steps required to prepare Blue Corn Pancakes

Activity/Lesson

- Gather students in the kitchen and describe the activity.
- Proceed with teaching about blue corn pancakes and encourage participation in preparation of the pancake.
- Have the students will taste and sample Blue Corn Pancakes

Assessment

After completion of the activity as the students the following wrap-up questions:

What is the name of the blue corn pancake in the Keres language?

How is the corn meal prepared?

What other uses are there for blue corn meal?

Teaching notes

A Kitchen will need to be reserved several days in advance.

Use caution when using hot stove and skillet.

Fall & Winter Session: Lesson 8

Drying and Storing Crops for the Winter Months

Time

1 hour

Materials

- Fruit such as peaches, apples, pears
- Veggies such as squash or tomatoes
- Knives
- Cutting boards
- Screen
- Cheesecloth

Location

Classroom or school kitchen

Overview

Drying fruit is easy and makes for great snacks, long past the growing season. Dried fruit may also be reconstituted to prepare cobblers or dishes that require fruit. Dried fruits retain most of the nutritional value of fresh fruits so they are an excellent “sweet” alternative to candy.

As with drying fruits, an assortment of vegetables may be dried and stored for snacking and cooking during the winter months. Dried squash can be used in soups and stews.

Learning Objectives

1. Students will learn the importance of drying and storing foods
2. Students will assist sample dried vegetables
3. Students will learn the cultural importance of harvesting crops and saving for winter months

Activity/Lesson

- Gather students in a circle and provide an overview of the lesson on drying crops for winter months
- Have students discuss what crops were harvested in the community field/garden.
- Demonstrate how to prepare foods for drying and storing.
- Next, allow students to prepare and dry fruits and vegetables.

Assessment

After completion of the activity as the students the following wrap-up questions:
What foods were dried and what are their Keres names?
How can these foods be used later?

Teaching notes

Kitchen will need to be reserved several days in advance.
Use caution with sharp knives.

Appendix

Spring Session: Lesson 8

Three Sisters Soup

Equipment

- 1 large soup pot
- Stirring spoon
- Oven range or electric burner for cooking the soup
- Can opener
- Chopping knife
- Cutting board
- Potato peeler
- 1-cup measuring cup
- 1 tablespoon measuring spoon

Ingredients (6 servings)

- 2 cups canned white or yellow hominy (or corn), drained
- 2 cups fresh green beans, trimmed and snapped
- 2 cups peeled and cubed butternut squash
- 1 ½ cups diced peeled potatoes
- 5 cups water
- 1 ½ tablespoons chicken bouillon granules
- 2 tablespoons butter, melted
- 2 tablespoons all-purpose flour
- ¼ teaspoon pepper

Directions

Place the hominy, green beans, squash, and potatoes into a pot, and pour in water and chicken bouillon. Bring to a boil, and then reduce heat to low, and simmer until vegetables are soft, about 10 minutes. Blend flour into the butter. Then stir into the soup. Increase heat to medium, and cook for 5 more minutes, or until soup thickens. Season with pepper, and serve.

Nutritional Content: 150 calories per serving, total fat 4.7g (2.6g saturated fat), 3.3 g protein, 3.1g sugars, 107% vitamin A, 39% vitamin C, 7% calcium.

Atole Recipe – Blue Corn Drink

Atole is a traditional drink/dish made from roasted and then finely ground blue corn meal. Atole can be made thin like a drink, or thick like a porridge. Depending on what you add to your dish, it can be either sweet or salty. This dish is popular in the coldest months.

Ingredients:

- 2 cups water
- 1 cup Atole
- Optional: 2 cups milk, or less if you are going for porridge style
- Optional: Salt/sugar to taste, often depends on other items mixed in

Directions:

1. Bring your water to a boil in a sauce-pan. Slowly whisk the Atole in, avoiding clumping.
2. As the mixture comes to a boil add your flavorings; reduce heat and simmer for 5 minutes, stirring frequently.
3. Remove from heat and let stand for 5 minutes. Whisk in hot milk as desired (no more than 1 cup for porridge style Atole).