



PART 2: COMMUNITY TASK LIST

This is the list of tasks for Part2: Community Check them off as you complete them.

| | 2-1 | |
|---|-----|---|
| S | 2-2 | |
| Y | 2-3 | |
| S | 2-4 | [|
| A | 2-5 | |
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| | | |

- Mapping Research Sites
 - Surveying the Community
 - Analyzing Survey Data
 - Connecting Food, Culture, Identity, and Histories
- Collecting Food Culture Oral Histories
- Identifying Community Partners
- Debriefing the Community

In this part, the team will establish and map your research sites to focus the collection of data about what the local community thinks and knows about food. The team will use survey and interview methods to collect and analyze data about local knowledge and culture about food related to the problem question, How do we ensure good nutrition for all? The team will also begin identifying local partners you could potentially work with throughout your research in future parts.





Mapping Research Sites

Welcome to Part 2 and Task 2-1. The team will now begin researching food and nutrition in your local community. To do this, the team will first need to identify the area where you would like to do your research about food. This will be the area where you will conduct experiments, make observations, and collect information. So think about a place you would like to know more about in your community.

For example, the boundaries of your research site(s) could include the place where your team meets and the surrounding area. It could also be very large and include your entire town, village, or city, and the homes of all your team members. Or it could be a smaller site that is more focused on a specific area. Your team will have to make these decisions together. You will also have to decide if you want more than one research site. These decisions are all up to you. It is also okay to change the size and number of research sites later as you collect more information.



In this task, the team will focus on collecting data on the following question from the question map in Task 1-10: Where can we focus and map our research in the community?

In this task, the team will determine the location and boundaries of the research site(s). Once decided, the team can begin developing a map of these site(s).

- 1. Go to the Task 2-1 folder and get the Mapping Research Sites instructions and examples. This task has only one version, but many choices that are up to you.
- 2. As a team, determine the following:
 - How many research sites do we want for studying food?
 - Where are good locations for our research site(s)?
 - What will be the boundaries of our research site(s)?
 - Will the research site(s) include all of the team members' homes?
 - If we have more than one research site, which team members will be responsible for each site?
- When the team has determined the locations and boundaries of your research site(s) to study food in the community, follow the task instructions to start making your map. Look at the examples.
- Mark the boundaries of your research site(s) on your map. Measure and calculate the area of your research site(s). Use your math skills to help!

Research Tip

The Task folders can be found at: <u>ssec.si.edu/food</u> When you see the blue arrow you should go to the task folders there. All of the additional resources will be there. Try it now!

Research Tip

This map will be used throughout your research, so keep it in a safe place. Other information will be added to this map as you learn more about the sites. So keep it safe!

Hooray! You completed Task 2-1. Check it off the task list. Go to Task 2-2!

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Surveying Community

In Task 1-3, the team collected survey data on your team members. Now it is time to survey other people in your community to see what they know and think. This will help the team understand what people on the team and community think about different parts of the food problem. This survey will also provide evidence that will be useful to learn what things people might not understand about food and nutrition.

Objective





- What do people in our local community think and know about food and nutrition?
- What are ways we can share and communicate our action plan with the local community?
- What evidence could we collect to help define food- and nutrition-related problems in our community?
- 1. Go to the Task 2-2 folder and get the survey questions, Ask the Team reading, and Safety Tips.
- Read the Ask the Team reading on food misconceptions. These are things people around the world commonly do not understand about food or nutrition.
- Look through the survey questions and determine which survey questions are most appropriate for your research.
- Determine who the team will survey in the community. You can survey more than one person if you want. The survey will help you understand any misconceptions in your community.







Read through the Survey Safety Tips before going out into the community to survey or interview people. Be polite, never go alone, and always be aware of your surroundings.





- 5. If you are surveying your family, friends, or people at school, decide who you will survey and why.
- 6. If you're surveying someone in your community, decide who this person is and set up a way to give them the survey or conduct it in person.
- 7. Whenever you are surveying people in your community, get permission from your team leader before contacting these people. Read through the Safety Tips document concerning surveying or interviewing people before you begin.
- 8. Determine how team members would like to conduct the survey.
 - Oral interview, where you ask the questions and document the responses.
 - Provide each person with a paper version of the survey and have them complete it on their own.
 - If you have access to digital survey tools, figure out how you could use them. Tools such as SurveyMonkey and Google Forms/ Docs can be used, if available.
 - If you have another strategy that works best for your team, do that!
- Conduct the survey and bring the results back to the next team meeting. In Task 2-3, the team will compile and analyze the results of part 1 and part 2 of the survey.
- 10. On your research site map from Task 2-1, plot the location where each person surveyed lives. Create a unique symbol for these sites and add it to your map legend.
- 11. Discuss how conducting this survey and adding this data to the research site map could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**

Hooray! You completed Task 2-2. Check it off the task list. Go to Task 2-3!



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Analyzing Survey Data

In Task 1-3 and Task 2-2, the team collected survey data from the team and community about what people think about food and nutrition.



In this task, the team will focus on analyzing the survey results of parts 1 and 2 of the surveys. This analysis will help the team better understand the following questions from the question map in Task 1-10:

- What do people in our local community think and know about food and nutrition?
- What are ways we can share and communicate our action plan with the local community?
- 1. Go to the Task 2-3 folder and get the Analyzing Survey Data instructions and questions.



- In this task, the team will look over only parts 1 and 2 of the survey—Background Information and Community.
- 4. As a team, determine how to compile the answers for parts 1 and 2 for all of the surveys collected in Task 1-3 and Task 2-2. You will want to analyze the compiled data for all surveys. Develop your own method for compiling the data, or use one of the methods in the instructions.





As you may have noticed, the survey is broken into the same parts as this research guide. Analyze only the results from that part of the survey while working on that Part of the guide to make the analysis more manageable.

- 5. Create some graphs about this compiled data. Use the instructions and examples in the task folder to help you. Be creative!
- 6. Use the graphs and compiled data to answer these questions:
 - What interesting patterns do you see in the data from the survey questions in parts 1 and 2?
 - Which questions did most people agree about?

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- Which questions did people have different responses to?
- 7. Discuss how this survey evidence could be useful when thinking about the question, What do people in our local community think and know about food and nutrition?
- 8. Discuss how this survey evidence could be useful when thinking about the question, **What ways we can share and communicate our action plan with the local community?**
- 9. Discuss how this survey evidence could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**
- 10. Select two or three questions from the survey, write a claim, and provide the supporting evidence for the claim based on the question and the data evidence collected. What evidence supports your claims?

For example:

- People on our community are very concerned about food and nutrition.
- Social media is a useful way to communicate with our community.
- 11. As a team, share some claims you created and the evidence that supports each claim, using the survey data.

Hooray! You completed Task 2-3. Check it off the task list. Go to Task 2-4!

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Connecting Food, Culture, Identity, and Histories

In Task 2-3, the team began analyzing the survey results to learn more about how some people think about food and nutrition in the community. However, survey results alone may not always provide all the information a person might need to understand why people think in different ways. The underlying reasons that influence someone's thoughts and decisions may be connected to aspects of local culture, identity, and history.

When defining any food-based issue, it is important to understand the relationship a community has with food, culture, identities, and histories in that place. In this task, the team will research and explore connections between food, culture, identity, and histories within the Native Nations of the Pacific Northwest. The team will use this analysis in preparation to then conduct research on possible connections within your local research site in Task 2-5









In this task, the team will be focusing on the following question from the question map in Task 1-10: What are the connections between culture, identities, histories, and food in a community?

- 1. Go to the Task 2-4 folder and get the materials and instructions to complete the Native Knowledge 360° Why Do the Foods We Eat Matter activity 1. Food Is More Than Just What You Eat.
- 2. After completing the activity, discuss:
 - How can foods be more than just what we eat?
 - How can foods be used to express culture?
 - How can foods be used to form both individual and collective identity, for example on your research team?

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This activity about Native American food and culture can be found here: https://americanindian. si.edu/nk360/pnw-historyculture/





3. Go to the Task 2-4 folder and get the materials and instructions to complete the Native Knowledge 360° activity Why Do the Foods We Eat Matter activity 2, Why Is Salmon Important to Native People and Nations?





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This activity about Native American food and culture can be found here: <u>https://americanindian.</u> <u>si.edu/nk360/pnw-historyculture/</u>

- 4. After completing the activity, discuss:
 - What might happen to people, cultures, and communities if the foods that define them cease to exist?
 - What are some possible foods that may help define culture, identities, or histories of people in your community?
 - How can understanding connections between food, culture, identities, and histories be useful when thinking about the problem question, How

do we ensure good nutrition for all?



If you want to learn more about transforming teaching and leaning about Native Americans please visit: https://americanindian.si.edu/nk360

Hooray! You completed Task 2-4. Check it off the task list. Go to Task 2-5!

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Collecting Food Culture Oral Histories

In Task 2-4, the team learned more about connections between food and a community's culture, identities, and histories. It will be helpful to document and analyze these types of connections in your own community for your research. This will be particularly useful when you develop your community action and communication plans in Part 7.









In this task, the team will interview people to collect oral histories about local connections between food, culture, identity, and histories in your community. Oral history refers both to the method of documenting an oral testimony and to the product of that process. In this task, the team will be focusing on the following questions from the question map in Task 1-10:

- What are the connections between culture, identities, histories, and food in a community?
- What evidence could we collect to help define food- and nutrition-related problems in our community?

Pre-Interview

1. Go to the Task 2-5 folder and get the list of interview questions, interview tips, and safety tips when conducting interviews in the community.



- 2. Read through the list of interview questions.
- 3. Make a list of people in your community you could interview. Consider:
 - Family
 - Friends
 - Neighbors
 - Other adults or peers in the community
- 4. Identify any equipment the team could use to record audio or video of interviews.
- 5. Practice interviewing other team members, taking notes, and using audio/video recording equipment (if available).
- 6. Read through the pre-interview tips to keep in mind in the task folder.



<u>Interview</u>

1.Read through the interview tips to keep in mind in the task folder.

2. Set up and conduct the interviews.

Post-Interview

- 1. Compile all notes and any audio/video recordings from the interviews.
- 2. Analyze the notes and recordings.
 - Describe what you noticed in the interviews.
 - What are some interesting stories or information in the responses?
 - Identify any foods or stories that you were unfamiliar with.
 - Identify any foods or stories that you were familiar with.
 - Which questions did most people in the community have similar responses to?
 - Which questions did people in the community have different responses to?
- 3. Discuss how these oral history interviews could be useful when thinking about the question, What are the connections between culture, identities, histories, and food in a community?
- 4. Discuss how these oral history interviews could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**

Hooray! You completed Task 2-4. Check it off the task list. Go to Task 2-5!

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In Task 2-2 and Task 2-5, you collected some evidence about the local food culture and what the community thinks about food and nutrition. Now it is time to identify some community partners that can help you learn more. A community partner is any resource that has the potential to improve the quality of life within a community. Examples of community partners:

People: Health workers, school staff, doctors, and teachers all have knowledge that could be helpful for the team during your research.

Places: Hospitals, health centers, libraries, police stations, and community centers all have information that could be helpful for the team during your research.

Community organizations and associations: Organizations and associations are groups of people who are working together to advance a common goal, like food security.

Government agencies. The Department of Health or the Department of Human Services might have information that could be helpful for the team during your research.





In this task, the team will be focusing on the following question from the question map in Task 1-10: Who are local people, organizations, and associations that can provide valuable information related to this problem?

In this task, the team will identify some local community partners that could help you better understand the problem question, How do we ensure good nutrition for all?

- 1. Go to the Task 2-6 folder and get the Identifying Community Partners instructions, Ask the Team reading, and data sheet. There is only one version of this task.
- 2. As a team, read the **Ask the Team** reading about why it is important to identify and work with partners. For each person, identify one reason why they think it is important to identify and work with partners during their research. 3. Use the instructions and data sheet in the task folder to develop a list of possible team community partners.
- 4. Identify whether any of the community partners are within the research site map you created in Task 2-1. If so, mark and identify those on your research site map and add them to the legend.
- 5. If the majority of community partners are mainly outside of your research site map, consider expanding your map boundaries to include these partners within your research site, or create a separate community partners map to map out the locations of these partners in relation to the location of your research sites.

Hooray! You completed Task 2-5. Check it off the task list. Go to Task 2-6!



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This is the last task of Part 2: Community.



In this task, the team will debrief Part 2: Community. A debrief is good to do before the team moves on to the next part. Each debrief will be very similar and is broken down into the same parts. The objective is to think about and discuss helpful information that was gathered during that part before moving on.

Remember the team norms.

- Recognize the benefits of listening to a range of different perspectives and viewpoints.
- Be open to new ideas and perspectives that challenge your own.
- Be willing to cooperate with others to change things for the better.

Remember to use your meaningful conversation starters as needed throughout this discussion.

- lagree with____because . . .
- I disagree with _____ because . . .
- I'd like to go back to what_____said about . . .
- I'd like to add . . .
- I noticed that . . .
- Another example is . . .

Remember when you are making claims from evidence to use the following sentences.

- I think this claim is best supported because . . .
- I do not think this claim is best supported because . . .
- I think this piece of evidence supports this claim because . . .
- I do not think this piece of evidence supports this claim because . . .

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1. Go to the Task 2-7 folder to get the Debriefing Community instructions. There is only one version of this task.

- 2. Follow the instructions in the task folder to complete the six sections of the debrief.
 - Research Site Map Analysis
 - Community Partners
 - Perspectives
 - Identity
 - Question Map Analysis
 - Problem Question

Hooray! You completed Task 2-7 and Part Two. Check it off the task list.

Congratulations, you have completed **Part 2** of your research. Give yourself a pat on the back! You now know more about what your community thinks about food and nutrition. Keep this research easily available.

The next part of your research will focus on understanding the basic building blocks of food and nutrition. This includes exploring and researching:

- Different food groups
- Different global food guidelines
- Different eating cultures and lifestyles
- Different nutritional claims

Continue to Part 3: Building Blocks of Nutrition

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Task 2-1. Mapping Research Sites

Maps are useful tools to visualize community food information and data. When doing your food research, you will use your map to define the boundaries or edges of the community you are studying. These boundaries can be based on many different social and physical elements contained within them. For example:

- Where people live
- Where businesses are located
- Roads
- Natural features

Maps show how the community fits within the larger context of its surroundings and how it has changed over time. Maps can also help reveal how communities have organized themselves economically, socially, or geographically. Throughout your food research, you will add different food-related information to the map you create in this task.

There are many existing sources of maps to save you time and get you started. However, you can always create your own map from scratch.

- 1. Obtain any maps of the community around where your team meets that may be useful to get you started.
 - Online: Use free online mapping programs, such as Google Maps or MapQuest, to download and/or print a map of the community.
 - Print: Good maps of the community are often published and available at:
 - Local libraries
 - Local government planning offices
 - Travel or road atlases or maps at gas stations, stores, or online
 - If you are unable to obtain any maps, you will need to create your map from scratch. Start with a blank piece of paper or grid paper.
- 2. Start by marking on your map the location where your team meets. You will work outward from this location to determine your research site boundaries.
- 3. Working out from your team's meeting location, determine the boundaries or edges of the area the team is interested in researching, and the reasons why. For example, you can set a boundary that might include:
 - Team housing boundaries: set a boundary that includes all the homes of the team members, the meeting place of the team, and the surrounding area
 - Natural boundaries: mountains, rivers, different land features
 - Political or administrative boundaries: city or county lines, school district lines, neighborhood lines
 - Physical infrastructure boundaries: roads, transportation networks, land use



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Social or cultural boundaries: neighborhoods separated by social or cultural groups

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- Other boundaries: determine your own reasons for a boundary
- 4. Mark or draw the boundaries of your research site on your map.
- 5. Provide a rationale for why you selected these boundaries for your research site.
- 6. On your map, use unique identifiers (colors, shapes, stickers, etc.) to mark any of the following elements you would like to include, such as:
 - Team meeting location
 - Team member home locations
 - Major streets or landmarks
 - Places that are important to the community, such as libraries, meeting places, community centers, hospitals or health clinics, places of worship
- 7. Create a legend for your map to show what each identifier means on the map (You will be adding additional elements to your map and legend later in your research, so leave room to add more.)

Legend example:

| Legend | |
|---------------------------------------|----------------------------|
| \star | Team meeting location |
| | Team member home locations |
| | Library |
| Leave room to add more to your legend | |
| in the future | |
| | |
| | |
| | |

9. Determine which direction is north on the map. Add a compass rose to mark this direction. A compass rose looks like this. Rotate it on your map to show the correct direction of north.







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Math Connection

Use your math skills or technology to determine the approximate area of your research site. Use the following formulas for different shapes to help determine ways to calculate the area.



If you do not have access to technology to measure lengths and calculate the area on your map, use the following method to measure them in the real world and do the appropriate calculations, then add them to the map.

How to Calculate Your Step and Stride Length to Measure Long Distances

You can do this measurement inside or outside. You will need something to mark the start and finish point (chalk, cone, rock) and a tape measure or a measuring stick.

- 1. Using the tape measure or measuring stick and the markers, measure and mark off the start and end points of a specific distance, such as 5 or 10 meters.
- 2. Start walking about 3 meters before the start marker to get up to the speed of your natural walk.



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- 3. When you reach the start marker, start counting your steps, Stop your count when you reach the end marker.
- 4. Divide the number of meters in your measured distance by the number of steps you took from the first mark to the second. **Distance in meters** \div **number of steps = step length.** For example, if it took you 25 steps to cover 10 meters, your step length would be 0.4 meters ($10 \div 25 = 0.4$).
- 5. Now that you know your step length, you can use it to measure long distances.
- Simply count the number of steps it takes you to walk a certain distance. Then multiply the total step count by your step length. For example, 1,248 steps x 0.4 meters (step length) = 499.2 meters, or approximately 500 meters.
- 7. Use this method to measure long distances, and the shape formulas above to determine the approximate area of your research site.

Adding a Map Scale to Your Research Site Map

Many digital maps provide the scale of the map you are working with. Use that scale and add it to any physical versions of the maps you are using in your research.

If you do not have access to the kind of map that tells you the scale or technology to measure lengths and calculate the scale on your map, use the following method to measure them it the real world and do the appropriate calculations, then add them to the map.

- 1. First, calculate your step and stride length to measure long distances, using the technique above.
- 2. Next, calculate the scale of your map.
 - a. Identify a relatively straight length on your map, such as a distance you could walk between two locations.
 - b. Mark a start and finish location on your map.
 - c. Using a ruler, measure the distance between the start and finish location on the map.
 Note the units of your measurement, such as millimeters or centimeters.
 - d. Go to the start location in the physical world that you marked on your map.
 - e. Counting your steps, walk from the start location to the finish location you marked on your map.





- f. Count the total number of steps it took you to walk the distance. This will be your step count.
- g. Multiply the total step count to walk the distance by your step length. For example, 1,248 steps, x 0.4 meters (step length) = 499.2 meters, or approximately 500 meters.
- h. Divide this actual distance measurement by the measurement of that distance on your map. For example, suppose the distance between the start and finish points on the map is 16 centimeters. You already know the distance in the real world is 500 meters. 500 ÷ 16 = 31.25. The scale would be 1 centimeter (on your map) is equal to 31.25 meters (in the real world).
- 3. Use this method to calculate the scale of your research site map. Add this information to your map.





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Examples of hand-drawn maps











Task 2-2. Surveying the Community

How to Do the Survey

A survey is a method of gathering information from individuals or a group. The information gathered gives the research team a better understanding of the general view or opinion of a group of people. A survey is a tool for learning about a group's thoughts or opinions at a specific time and place. It is not a test with right or wrong answers. The results of a survey will help the research team better define the problem and help guide your work.

Remember, the purpose of a survey is to understand a person or group's thoughts at that specific time and place. That means for the research to be helpful, it is important that people are honest when taking the survey. When people are honest on a survey, it will help the research team make better informed decisions about their work. When surveying people in your community, it is important to remind them of these details before you begin.

Customize the survey questions as needed.

- Look over the questions provided.
- Your can use the survey as is, or you can remove or add any questions as needed.
- Make sure you include at least one or two questions from parts 2 through 7.
- Create and add your own questions as needed.
- Remember, the questions provided here are to help you get started, so customize as needed.

Identify a survey method that works best for the team. Some options include:

- Oral interview: You ask the questions and document people's responses.
- Paper survey: Have each person complete a written version on their own and submit this to the team. Answers can be written directly on the survey or on another piece of paper.
- Create a digital version of the survey using Survey Monkey, Google Forms/Documents, or another digital method.
- As always, pick the option that is easiest for you to do.
- If you have a survey method not listed here that you prefer, do that!









Community Food Survey

Name:

Part 1. Background Information

| Age | | | | |
|------|-------|-------|-------|-----|
| 0–10 | 11–20 | 21–40 | 41–64 | 65+ |
| | | | | |

| Gender | | | | |
|--------|--------|---------------------------|-------------------------|-------------------|
| Male | Female | Nonbinary/third gender | Prefer to self-describe | Prefer not to say |

| What is the name of the community you live in? | |
|--|--|
| | |
| | |

| Where is your home? | | | |
|--------------------------------|------------------------|-------|------|
| City | Village | Rural | Town |
| Peri-urban (city outskirts) | Other (please specify) | | |

| Availability of communications media in the house (check all that apply) | | | | | |
|--|--------------|-------------------------------|--------------|--|--|
| Television | Newspaper | Radio | Computer | | |
| Tablet | Internet | Telephone | Mobile phone | | |
| SMS | Social media | Mobile phone with Internet | Other | | |





Part 2. Community

| Is this the first time someone has surveyed you about food, nutrition, and health issues? | | | |
|---|----|--------|--|
| Yes | No | Unsure | |

| How would you rate your overall health? | | | | | |
|---|--------------|---------|---------|---------|-----------|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6. Unsure |
| | | | | | |

| How would you rate the overall health of the people in your community? | | | | | |
|--|--------------|---------|---------|---------|-----------|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6. Unsure |
| | | | | | |

| How concerned are you about food in your community? | | | | | |
|---|-------------|--------------|-----------|--------------|-----------|
| 1. Not | 2. Slightly | 3. Concerned | 4. Very | 5. Extremely | 6. Unsure |
| concerned | concerned | | concerned | concerned | |

| Where do you get <i>most</i> of your information about food, diet, and nutrition? (check all that apply) | | | | |
|--|---------------------|---------------------|-------------------|--|
| Family | Friends | Television | Doctor | |
| Nurse | Internet | Magazines | Research articles | |
| Books | Teacher/school | Food advertisements | Social media | |
| I don't know | Other (please list) | | | |











Part 3. Nutritional Building Blocks

| How good is your knowledge about what makes up a healthy, well-balanced meal? | | | | | |
|---|--------------|---------|---------|---------|----------|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6.Unsure |
| | | | | | |

| How often do you think about the nutritional value of food when deciding what to eat? | | | |
|---|--------------|---------------|-----------|
| 1. Often | 2. Sometimes | 3. Not at all | 4. Unsure |

| How familiar are you with your national or regional food guidelines for what to eat? | | | | | |
|--|--------------|---------|---------|---------|-----------|
| 1. Excellent | 2. Very well | 3. Good | 4. Fair | 5. Poor | 6. Unsure |
| | | | | | |

| How well do you understand the following types of nutritional information? | | | | | |
|--|----------------------|------------------|-------------------|--------------|----------|
| A. Nutrition | nal information leaf | lets/brochures | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure |
| B. Food lab | el information | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure |
| C. TV/radio | /Internet programs | on food and nutr | ition | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure |
| D. Verbal re | ecommendations re | garding food and | nutrition from pr | ofessionals | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure |
| E. Food nutrition advice from family members or friends | | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure |

| Based on how you | Based on how you eat regularly, what is your eating style? (check all that apply) | | | | | |
|-------------------|---|-------------------|-------------------|------------------|--|--|
| Fast eater | Erratic eater | Emotional eater | Late night eater | Time-constrained | | |
| | | (stressed, bored, | | eater | | |
| | | sad, etc.) | | | | |
| Dislike "healthy" | Travel frequently | Do not plan | Rely on | Family member(s) | | |
| food | | meals/menus | convenience | have different | | |
| | | | items | tastes | | |
| Love to eat | Eat too much | Eat because I | Negative | Struggle with | | |
| | | have to | relationship with | eating issues | | |
| | | | food | | | |
| Confused about | Frequently eat | Poor snack | Do not have easy | Frequently eat | | |
| food/nutrition | fast food | choices | access to regular | alone | | |
| | | | meals | | | |





Part 4. Access and Storage

| Think about a usual day. How easy or hard is it for you to access fresh, healthy food? | | | | | |
|--|---------|------------------|---------|--------------|-----------|
| 1. Very hard | 2. Hard | 3. Somewhat easy | 4. Easy | 5. Very easy | 6. Unsure |
| | | | | | |

| Where do you buy food in your community? (check all that apply) | | | | |
|--|----------------------|----------------------|------------------|--|
| 1. Outdoor market | 2. Farmers' market | 3. Directly from | 4. Supermarket | |
| | | farmers | | |
| 5. Convenience store | 6. Formal restaurant | 7. Casual restaurant | 6. Other (please | |
| | | | specify) | |
| From the places you indicated above, where do you go most frequently go to buy food? | | | | |
| | | | | |
| | | | | |

| How close to where you live is the location where you most often buy food? | | | | |
|--|-------------|--------|-------------|--------|
| 1. Very close | 2. Somewhat | 3. Far | 4. Very far | Unsure |
| | close | | | |

| How do you travel to the places where you buy food in your community? | | | | |
|---|-------------------------|------------------------|---------|------------|
| 1. Personal | 2. Motorcycle/motorbike | 3. Public | 4. Taxi | 5. Bicycle |
| vehicle | | transportation | | |
| 6. Walk | 7. Unsure | Other (please specify) | | |

| Where do you store food for your household? (check all that apply) | | | | |
|--|-----------------|------------------------|--------------|--|
| 1. Outdoor structure | 2. Refrigerator | 3. Freezer | 4. Community | |
| | | | structure | |
| 5. Pantry/cabinet | 6. Unsure | Other (please specify) | | |









Part 5. Cooking and Preservation

| How often do you cook your own meals at home alone or with your family? | | | | |
|---|------------------------|------------------------|------------------------|--|
| 1.0 to 2 times a week | 2. 3 to 5 times a week | 3. 6 to 8 times a week | 4. More than 8 times a | |
| | | | week | |

| How comfortable are you with the tools (knives, pans) and techniques (cooking over fire) to cook food? | | | | | | | |
|--|---|-------------|-------------|---------|--------------|--|--|
| 1. Extremely | 2. Very | 3. Slightly | 4. Slightly | 5. Very | 6. Extremely | | |
| comfortable | comfortable comfortable comfortable uncomfortable uncomfortable | | | | | | |

| How comfortable are you following recipes? | | | | | | |
|--|---------|----------------|-------------|---------|-----------|--|
| 1. Extremely | 2. Very | 3. Comfortable | 4. Slightly | 5. Very | 6. Unsure | |
| comfortable uncomfortable uncomfortable | | | | | | |

| How comfortable are you with accessing information about cooking ingredients you have not used or eaten before? | | | | | |
|---|---------|----------------|-------------|---------|-----------|
| 1. Extremely | 2. Very | 3. Comfortable | 4. Slightly | 5. Very | 6. Unsure |
| comfortable comfortable uncomfortable uncomfortable | | | | | |

| What food preservation techniques do you know about or have you done? (check all that apply) | | | | | |
|--|-------------|------------------------|-------------|--|--|
| 1. Jellying | 2. Drying | 3. Bottling | 4. Jugging | | |
| 5. Fermenting | 6. Pickling | Other (please specify) | 7. Not sure | | |





Part 6. Food Security

| Are you aware of people in your community who have diet-related health issues? | | | | | |
|--|---------|----------|--------------|---------------------------|--|
| Yes | No | Unsure | | | |
| If yes, which ones? | | | | | |
| Malnutrition | Obesity | Diabetes | Hypertension | Cardiovascular disease | |
| Anorexia | Bulimia | | | | |

| Are you aware of areas or people in your community that do not have easy and safe access to food markets? | | | | |
|---|--------------------|------------------|--|--|
| Yes | No | Unsure | | |
| | If yes, what are s | ome reasons why? | | |
| | | | | |
| | | | | |
| | | | | |

| Are you aware of individuals or families who find it difficult to afford food in your community? | | | | | |
|--|-------------------|---------------------|-----------|--|--|
| 1. Very aware | 2. Somewhat aware | 3. Not aware at all | 4. Unsure | | |

| Historically speaking, are you aware of any changes in food-related problems in your community today when compared to the past? | | | | | |
|---|---------------------------|-----------------------------|-----------|--|--|
| 1. Very aware | 2. Somewhat aware | 3. Not aware at all | 4. Unsure | | |
| lf sc | , are you aware of the po | ssible reasons for this cha | nge? | | |

| Are you aware of any changes in the diversity, or number of different types, of food available or eaten in the community? | | | | | |
|---|--|--|--|--|--|
| 1. Very aware2. Somewhat aware3. Not aware at all4. Unsure | | | | | |
| If so, are you aware of the possible reasons for this change? | | | | | |





Part 7. Action Plan

| Are you aware of food services or programs in your community? | | | | | |
|---|-------------------------|--------|--|--|--|
| Yes | No | Unsure | | | |
| | | | | | |
| | If yes, which services? | | | | |
| | - | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Where do you receive information on food and nutrition programs in the community? (check all that apply) | | | | | |
|--|----------------|-------------------|--------------|---------------------------|--|
| Personal experience/observation | Family/friends | School/university | Television | Radio | |
| Print/newspaper | Social media | Internet | Mobile phone | Doctors/health workers | |
| Government | Other | Unsure | | | |

| Which source(s) do you most trust for accurate information about food and nutrition? (check all that apply) | | | | | |
|---|----------------|-------------------|--------------|---------------------------|--|
| Personal experience/observation | Family/friends | School/university | Television | Radio | |
| Print/newspaper | Social media | Internet | Mobile phone | Doctors/health workers | |
| Government | Other | Unsure | | | |

| Do you currently take any action to help you, your family, or your community related to local food issues? | | | | | | | |
|--|----------------------|--|--|--|--|--|--|
| Yes | Yes No Unsure | | | | | | |
| | If yes, what action? | | | | | | |

Go back to the Research Guide









FOOD! Task 2-2. Surveying the Community

Do you find people have misunderstandings about food or nutrition?

ANDREA the ANTHROPOLOGIST



National Museum of Natural History, Smithsonian Institution

Yes! My best example is diets . . . all of them. They simply don't work. Changing dietary patterns is hard, patient work, and you have to commit to long-term habits. Short-term changes may get short-term results, but those can be hard on your body and your metabolism. Nutrition isn't about dieting, it's about doing your best every day to give yourself the calories you need to think, and walk, and breathe, and hug your family. And if you're running around to do all those things, hopefully you're getting your exercise too!

ASHLEY the HISTORIAN

National Museum of American History, Smithsonian Institution



Speaking as an everyday consumer—not as a historian—I feel like there is a debate about the causes of obesity and the health risks associated with weight gain. Some people place blame on structures and how structural inequality leads to poor wages and reduced access to affordable, fresh food. Some people blame individuals and task them with changing their eating habits. Debates over blame, though, often distract from the most immediate issues at hand and their potential solutions. At the end of the day, people should have access to affordable, fresh, healthy, and diverse foods that align with their cultural beliefs and social systems.

There are also scholars studying the fat acceptance movement. They are seeking to identify the discrimination that overweight and obese persons face on a daily basis, and how attitudes about the body have changed over time. Additionally, they are studying the sources that shape biases against overweight and obese persons.



CARLOS the GLOBAL HEALTH MANAGER

Johnson & Johnson, São Paulo, Brazil

Not necessarily just in my field of work, but day to day. For example, the concept that some people believe eating Popsicles can make you get the flu, when this cannot happen.





FOOD! Task 2-2. Surveying the Community

Do you find people have misunderstandings about food or nutrition?

MIKE the ZOO NUTRITIONIST



Smithsonian National Zoological Park and Conservation Biology Institute

Absolutely! People transfer their own personal thoughts on diets to their animals. If I take vitamins, then my animals should take vitamins. But what if your animal's diet is already appropriate for them and they consume it well? Vitamins, in that case, are not appropriate, a waste of money, and maybe even detrimental. I only eat organic vegetables, so that means we need to feed the animals only organic. The definition of organic is fluid, and we cannot unequivocally say organic is better than conventionally grown. We strive for sustainable ingredients, not necessarily organic. Sustainable is a much more thoughtful approach that allows us to take advantage of new technology, options to minimize carbon footprints, and consider the federal budget impact.

SABRINA the CURATOR



National Museum of Natural History, Smithsonian Institution

There's a misconception that one kind of diet or food is universally healthy. Healthy food is food that helps you grow and function in the environment to which your body is adapted. Someone whose ancestors adapted to a cold marine environment may be able to metabolize lots of fat from fish better than someone who inherited adaptations to a tropical environment and diet.

JENNIFER the MUSEUM CURATOR



National Air and Space Museum, Smithsonian Institution

I think the biggest misunderstandings about space food are how closely the contents of the packages mirror what anyone could buy on a grocery store shelf. They probably think it's all protein bars (which they do have) and applesauce in tubes, but in reality astronauts can have almost anything we eat on Earth packaged to eat in space. And there's even ways for them to make special requests if they have a favorite food from another country.







Task 2-3. Analyzing Survey Data

Options for Compiling Survey Data

First your team must compile the answers from the community surveys to all of the questions from parts 1 and 2: Background Information and Community. The team will look at the other parts of the survey in later tasks.

Here are some options for compiling the answers to the survey questions. But, as always, if you have a different method you prefer, do that!

Option 1

Hand out a blank survey to each person.

Go through each question and team members can raise their hands to vote for the answer they prefer. Some team members can count up the votes and others can write down the totals for the team.

Option 2

Write the questions on a board, paper, or computer where tallies can be compiled. Tally the responses and share the results.

Option 3

If you did the survey digitally or online, you should be able to see and export the results for each question.

Option 4

Create your own way of compiling survey data.

Graphing Survey Data

How could you graph parts of these survey results?

Which questions could you graph?

If you have the resources, pick some questions to graph that you think would be useful.

How would these graphs be useful when supporting claims with evidence?







Community Food Survey—Compiled Data

Use this blank survey to compile data.

Part 1. Background Information

| Age | | | | |
|------|-------|-------|-------|-----|
| 0–10 | 11–20 | 21–40 | 41–64 | 65+ |
| | | | | |

| Gender | | | | |
|--------|--------|---------------------------|-------------------------|-------------------|
| Male | Female | Nonbinary/third gender | Prefer to self-describe | Prefer not to say |

| What is the name of the community you live in? | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

| Where is your home? | | | | | |
|---------------------|------------------------|-------|------|--|--|
| City | Village | Rural | Town | | |
| | | | | | |
| Peri-urban (city | Other (please specify) | | | | |
| outskirts) | | | | | |

| Availability of communications media in the house (check all that apply) | | | | | |
|--|--------------|-------------------------------|--------------|--|--|
| Television | Newspaper | Radio | Computer | | |
| Tablet | Internet | Telephone | Mobile phone | | |
| SMS | Social media | Mobile phone with Internet | Other | | |





Part 2. Community

| Is this the first time someone has surveyed you about food, nutrition, and health issues? | | | | | |
|---|----|--------|--|--|--|
| Yes | No | Unsure | | | |
| | | | | | |

| How would you rate your overall health? | | | | | | |
|---|--------------|---------|---------|---------|-----------|--|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6. Unsure | |

| How would you rate the overall health of the people in your community? | | | | | | | |
|--|--------------|---------|---------|---------|-----------|--|--|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6. Unsure | | |
| | | | | | | | |

| How concerned are you about food in your community? | | | | | | |
|---|-------------|--------------|-----------|--------------|-----------|--|
| 1. Not | 2. Slightly | 3. Concerned | 4. Very | 5. Extremely | 6. Unsure | |
| concerned | concerned | | concerned | concerned | | |

| Where do you get <i>most</i> of your information about food, diet, and nutrition? (check all that apply) | | | | | | |
|--|---------------------|---------------------|-------------------|--|--|--|
| Family | Friends | Television | Doctor | | | |
| Nurse | Internet | Magazines | Research articles | | | |
| Books | Teacher/school | Food advertisements | Social media | | | |
| I don't know | Other (please list) | | | | | |











Part 3. Nutritional Building Blocks

| How good is your knowledge about what makes up a healthy, well-balanced meal? | | | | | | | |
|---|--------------|---------|---------|---------|----------|--|--|
| 1. Excellent | 2. Very good | 3. Good | 4. Fair | 5. Poor | 6.Unsure | | |
| | | | | | | | |

| How often do you think about the nutritional value of food when deciding what to eat? | | | | | |
|---|--------------|---------------|-----------|--|--|
| 1. Often | 2. Sometimes | 3. Not at all | 4. Unsure | | |

| How familiar are you with your national or regional food guidelines for what to eat? | | | | | |
|--|--------------|---------|---------|---------|-----------|
| 1. Excellent | 2. Very well | 3. Good | 4. Fair | 5. Poor | 6. Unsure |
| | | | | | |

| How well do you understand the following types of nutritional information? | | | | | | | |
|--|---------------------------|------------------|---------|--------------|----------|--|--|
| A. Nutritional information leaflets/brochures | | | | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure | | |
| B. Food lab | B. Food label information | | | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure | | |
| C. TV/radio | /Internet programs | on food and nutr | ition | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure | | |
| D. Verbal recommendations regarding food and nutrition from professionals | | | | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure | | |
| E. Food nutrition advice from family members or friends | | | | | | | |
| 1. Not at all | 2. Hardly | 3. Somewhat | 4. Well | 5. Very well | 6.Unsure | | |

| Based on how you | eat regularly, what is | s your eating style? (| check all that apply) | |
|-------------------|------------------------|------------------------|-----------------------|------------------|
| Fast eater | Erratic eater | Emotional eater | Late night eater | Time-constrained |
| | | (stressed, bored, | | eater |
| | | sad, etc.) | | |
| Dislike "healthy" | Travel frequently | Do not plan | Rely on | Family member(s) |
| food | | meals/menus | convenience | have different |
| | | | items | tastes |
| Love to eat | Eat too much | Eat because I | Negative | Struggle with |
| | | have to | relationship with | eating issues |
| | | | food | |
| Confused about | Frequently eat | Poor snack | Do not have easy | Frequently eat |
| food/nutrition | fast food | choices | access to regular | alone |
| | | | meals | |





Part 4. Access and Storage

| Think about a usual day. How easy or hard is it for you to access fresh, healthy food? | | | | | |
|--|---------|------------------|---------|--------------|-----------|
| 1. Very hard | 2. Hard | 3. Somewhat easy | 4. Easy | 5. Very easy | 6. Unsure |
| | | | | | |

| Where do you buy food in your community? (check all that apply) | | | | | | |
|--|----------------------|----------------------|------------------|--|--|--|
| 1. Outdoor market | 2. Farmers' market | 3. Directly from | 4. Supermarket | | | |
| | | farmers | | | | |
| 5. Convenience store | 6. Formal restaurant | 7. Casual restaurant | 6. Other (please | | | |
| | | | specify) | | | |
| From the places you indicated above, where do you go most frequently go to buy food? | | | | | | |
| | | | | | | |

| How close to where you live is the location where you most often buy food? | | | | | |
|--|-------------|--------|-------------|--------|--|
| 1. Very close | 2. Somewhat | 3. Far | 4. Very far | Unsure | |
| | close | | | | |

| How do you travel to the places where you buy food in your community? | | | | | |
|---|-------------------------|------------------------|---------|------------|--|
| 1. Personal | 2. Motorcycle/motorbike | 3. Public | 4. Taxi | 5. Bicycle | |
| vehicle | | transportation | | | |
| 6. Walk | 7. Unsure | Other (please specify) | | | |

| Where do you store food for your household? (check all that apply) | | | | | | |
|--|-----------------|------------------------|--------------|--|--|--|
| 1. Outdoor structure | 2. Refrigerator | 3. Freezer | 4. Community | | | |
| | | | structure | | | |
| 5. Pantry/cabinet | 6. Unsure | Other (please specify) | | | | |







Part 5. Cooking and Preservation

| How often do you cook your own meals at home alone or with your family? | | | | | | |
|---|------------------------|------------------------|------------------------|--|--|--|
| 1.0 to 2 times a week | 2. 3 to 5 times a week | 3. 6 to 8 times a week | 4. More than 8 times a | | | |
| | | | week | | | |

| How comfortable are you with the tools (knives, pans) and techniques (cooking over fire) to cook food? | | | | | | |
|--|-------------|-------------|---------------|---------------|---------------|--|
| 1. Extremely | 2. Very | 3. Slightly | 4. Slightly | 5. Very | 6. Extremely | |
| comfortable | comfortable | comfortable | uncomfortable | uncomfortable | uncomfortable | |

| How comfortable are you following recipes? | | | | | |
|--|-------------|----------------|---------------|---------------|-----------|
| 1. Extremely | 2. Very | 3. Comfortable | 4. Slightly | 5. Very | 6. Unsure |
| comfortable | comfortable | | uncomfortable | uncomfortable | |

| How comfortable are you with accessing information about cooking ingredients you have not used or eaten before? | | | | | | |
|---|-------------|----------------|---------------|---------------|-----------|--|
| 1. Extremely | 2. Very | 3. Comfortable | 4. Slightly | 5. Very | 6. Unsure | |
| comfortable | comfortable | | uncomfortable | uncomfortable | | |

| What food preservation techniques do you know about or have you done? (check all that apply) | | | | | | |
|--|-------------|------------------------|-------------|--|--|--|
| 1. Jellying | 2. Drying | 3. Bottling | 4. Jugging | | | |
| 5. Fermenting | 6. Pickling | Other (please specify) | 7. Not sure | | | |




Part 6. Food Security

| Are you aware of people in your community who have diet-related health issues? | | | | |
|--|---------|----------|--------------|---------------------------|
| Yes | No | Unsure | | |
| If yes, which ones? | | | | |
| Malnutrition | Obesity | Diabetes | Hypertension | Cardiovascular disease |
| Anorexia | Bulimia | | | |

| Are you aware of areas or people in your community that do not have easy and safe access to food markets? | | | | |
|---|----|--------|--|--|
| Yes | No | Unsure | | |
| If yes, what are some reasons why? | | | | |
| | | | | |
| | | | | |
| | | | | |

| Are you aware of individuals or families who find it difficult to afford food in your community? | | | |
|--|-------------------|---------------------|-----------|
| 1. Very aware | 2. Somewhat aware | 3. Not aware at all | 4. Unsure |

| Historically speaking, are you aware of any changes in food-related problems in your community today when compared to the past? | | | | |
|---|---------------------------|-----------------------------|------|--|
| 1. Very aware 2. Somewhat aware 3. Not aware at all 4. Unsure | | | | |
| lf so | , are you aware of the po | ssible reasons for this cha | nge? | |

| Are you aware of any changes in the diversity, or number of different types, of food available or eaten in the community? | | | | |
|---|--|--|--|--|
| 1. Very aware2. Somewhat aware3. Not aware at all4. Unsure | | | | |
| If so, are you aware of the possible reasons for this change? | | | | |









Part 7. Action Plan

| Are you aware of food services or programs in your community? | | | | |
|---|---------------------------|--------|--|--|
| Yes | No | Unsure | | |
| | If we a which some is a 2 | | | |
| If yes, which services? | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Where do you receive information on food and nutrition programs in the community? (check all that apply) | | | | |
|--|----------------|-------------------|--------------|---------------------------|
| Personal experience/observation | Family/friends | School/university | Television | Radio |
| Print/newspaper | Social media | Internet | Mobile phone | Doctors/health workers |
| Government | Other | Unsure | | |

| Which source(s) do you most trust for accurate information about food and nutrition? (check all that apply) | | | | |
|---|----------------|-------------------|--------------|---------------------------|
| Personal experience/observation | Family/friends | School/university | Television | Radio |
| Print/newspaper | Social media | Internet | Mobile phone | Doctors/health workers |
| Government | Other | Unsure | | |

| Do you currently take any action to help you, your family, or your community related to local food issues? | | | |
|--|--|--|--|
| Yes No Unsure | | | |
| If yes, what action? | | | |

Go back to the Research Guide





Teacher Materials

Staging the Question: Food Is More than Just What We Eat

Featured Sources

- Video: <u>Foods and Cultures</u>—Watch this video and think about connections between foods and cultures.
- **Map:** *Native Nations of the Pacific Northwest*—Examine the map to see the many Native Nations of the Pacific Northwest, the abundance of waterways, and how natural features of landscape impact how we live.
- **Optional Extension Essay:** "Essential Connections Between Food and Culture"—Hear from the expert. Read what educator and writer, Shana Brown (Yakama Nation) has to say about why foods are more than just what we eat.

Student Tasks

• Food Is More Than Just What We Eat

Student Outcomes

Native Nations recognize as their homelands three distinct regions of the Pacific Northwest: Pacific Coast, Puget Sound, and Columbia River/Plateau. Native Peoples of the Pacific Northwest identify as "Salmon People" because salmon play a central role in their identities and cultures.

UNDERSTAND

Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

DO

Make inferences about how threats to a food source might impact Native cultures and communities of the Pacific Northwest.



Pacific Northwest History and Cultures Why Do the Foods We Eat Matter?

Teacher Materials

Standards

[C3 Dimension Standards]

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.





Why Do the Foods We Eat Matter? Teacher Materials

Staging the Question Lesson Procedures

Anticipatory Set

Part A—Making Connections

- Ask students: What are your favorite foods? Why? Are there foods that you associate with particular holidays, memories, celebrations, or events? What is the significance of these foods?
- Show the video <u>Foods and Cultures</u>. After watching the video, students can make connections about the importance of certain foods to their own cultures by using the graphic organizer on Part A of the student worksheet <u>Food Is More Than Just What We Eat</u>.

Guided Practice, Instruction, and Formative Assessment

Part B—Making Inferences

- Direct students to the online interactive map, *Native Nations of the Pacific Northwest*. Call attention to the many Native Nations, the abundance of waterways, and the three regions identified on the map: Pacific Coast, Puget Sound, and Columbia River/Plateau. Ask students to predict how physical features impact the ways people live.
- Many cultures have close connections with foods. Ask students to imagine the impact on cultures if they were no longer able to access important cultural foods.
- Students complete Part B on the <u>Food Is More Than Just What We Eat</u> worksheet after exploring the interactive map, Native Nations of the Pacific Northwest and watching the video <u>Foods and Cultures</u>. With each stated fact, students should cite the source of each fact (map or video) and make three inferences—one for each fact—about how threats to salmon might impact cultures and communities of the Pacific Northwest.

| Fact | Source | Inference | |
|---|--------|---|--|
| Many Native Nations | MAP | | |
| Pacific Northwest as their ancestral homelands. | VIDEO | | Teacher TIP: As needed, guide students in developing inferences. |
| Native communities of the Pacific Northwest have fished for generations. | MAP | | Remind students that inferences are informed evidence-based assumptions. |
| | | | |
| Salmon play an important role in the cultural identities of Native peoples of the Pacific Northwest. | VIDEO | If salmon are threatened it could impact how people are able to express their cultures. | |



Check for Understanding

• How can foods be more than just what we eat? Discuss with students the importance of foods to how we express our cultures and form both individual and collective identity.

Preview

- Next, students will examine region case studies to learn more about why salmon is important to Native Nations of the Pacific Northwest.
- Introduce the inquiry and compelling question: *Why do the foods we eat matter*? Prompt students to brainstorm what the topic of the inquiry might be.





Name

Student Materials

Staging the Question: Food Is More than Just What We Eat

Part A—Making Connections

Directions: Foods are a lot more than just what we eat. After watching the video *Foods and Cultures,* draft a short paragraph making connections between the foods you eat and your own culture. See example below.

| Cultural Food | Cultural Practice |
|---------------|--|
| Example: | Example: |
| Salmon | Native Nations of the Pacific Northwest each have unique and diverse cultures, but they all share a connection to salmon. During events such as the Canoe Journey and Potlaches, Native communities pass down histories and traditions that their people have shared for thousands of years. Traditions such as fishing and sharing food at cultural events and gatherings help Native people strengthen connections with their past. Salmon plays an important role in these traditions and in the histories and cultures of Native People whose homelands extend throughout the Pacific Northwest. |
| | |



Pacific Northwest History and Cultures

Why Do the Foods We Eat Matter? Student Materials

Name

Part B—Making Inferences

Directions: Many cultures have close connections with foods. Imagine the impact on cultures if communities are no longer able to access important foods. After watching the video *Foods and Cultures* and analyzing the map, *Native Nations of the Pacific Northwest,* complete the activity in the chart below. First, determine the source of each fact in the left-hand column. Next, circle the source, **MAP** or **VIDEO**, in the center column. Finally, <u>make inferences about how threats to salmon might impact cultures and communities of the Pacific Northwest.</u>

| Fact | Source | Inference |
|---|--------------|-----------|
| Many Native Nations recognize regions of the Pacific Northwest as their ancestral homelands. | MAP VIDEO | |
| Native communities of the Pacific Northwest have fished for generations. | MAP VIDEO | |
| Salmon play an important role in the cultural identities of Native peoples of the Pacific Northwest. | MAP VIDEO | |



NATIVE

Why Do the Foods We Eat Matter?



Pacific Northwest Native Nations, ©Smithsonian Institution, National Museum of the American Indian

Locations and names of Native Nations of the Pacific Northwest today.



Pacific Northwest History and Cultures

Why Do the Foods We Eat Matter?



Pacific Northwest Mountains and Waterways, ©Smithsonian Institution, National Museum of the American Indian

Abundant rain and snowfall provide water for the Pacific Northwest. Major waterways sustain life for plants, animals, fish, and people.



HEAR FROM THE EXPERT:

Shana Brown Educator from the Yakama Nation Essential Connections Between Food and Culture



We have not always gotten our foods from grocery stores or restaurants. Nor have we always been accustomed to eating out-of-season or imported exotic foods. Before shipping, plastic wrap, and packaged meats, we ate what our local environments provided. And we built our worlds accordingly.

The food practices of the Native Nations of the Pacific Northwest do not just reflect their identities; they *define* their identities. Who we are as a people is reflected in our relationship with the environment, the foods that environment provides, and the individual and collective responsibilities undertaken to care for natural resources. Natural resources are not simply viewed by Native people as commodities to be bought and sold; instead, they are viewed as relatives to be cherished and cared for. Culturally important foods, such as salmon and other fish, reflect the unique histories and experiences of Native peoples, especially the histories and experiences that are connected to landscapes and water.

Because our lives and identities are so intertwined with salmon, many Native peoples in the Pacific Northwest call themselves the Salmon People. From the late eighteenth-century on, European and American arrivals in the Pacific Northwest made it increasingly difficult for our ancestors to maintain their food practices, especially once non-Native diets became so prevalent. The influx of non-Native settlers in the Pacific Northwest, thus, threatened our very identity as Salmon People. Over time, the activities of non-Indian settlers brought about commercial fishing, pollution, habitat loss, hydroelectric dams, and other factors that had a very negative impact on the salmon population and the environment as a whole. Instead of respectfully using and managing existing resources, the newcomers altered the landscape and depleted resources. They also denied Indians access to millennia-old hunting, fishing, and gathering sites.

Despite these challenges, tribal nations have been able to maintain their traditional food practices to varying degrees of success. Today, we see a renewed resurgence of and respect for traditional Native food practices. This resurgence not only complements the survival of tribal peoples, their collective identities, and their sovereignty, but it also supports the changing viewpoints of non-Indian people, who now more frequently accept the essential and sustainable value in the very food practices they once sought to eliminate altogether.

A number of contemporary practices and events reflect and strengthen the revival of traditional indigenous food practices. One such event, the annual Canoe Journey along the Pacific coastline of Alaska, British Columbia, and Washington, illustrates the renaissance our nations are experiencing. Once a year, canoes filled with indigenous peoples from all over the world converge on the Pacific Northwest. Native Nations here host these events, and share their stories, songs, foods, and food practices with everyone who has gathered for the occasion. Indigenous participants and canoe families exchange cultural protocols to demonstrate the mutual respect for "homelands" among the gathered people, and particularly for the homelands of the people being visited. Inaugurated by Native leaders in 1989, the annual Canoe Journey event was developed to help tribal youth strengthen their connections with their past and present cultures and environments and, by doing so, strengthen personal identities for the future.

Through the activities and resources of this lesson, you will witness the incredible resiliency and innovation of the Native Nations of the Pacific Northwest in their efforts to protect and cultivate healthy relationships with their relatives—salmon, water, and homelands. And, you will see how foods can define not only who we are, but also who we wish to be.



Source Set A: Pacific Coast Region Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Pacific Coast.

NATIVE Pacific Northwest History and Cultures

Supporting Question One:

Why Is Salmon Important to Native People

and Nations of the Pacific Northwest?

- Source Set B: Puget Sound Region Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Puget Sound.
- **Source Set C:** Columbia River/Plateau Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Columbia River/Plateau.

Student Tasks

 <u>Resource Annotator Example</u>—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for each source to make notes about the themes: identity, culture, and community.



Why Do the Foods We Eat Matter?

Teacher Materials

Why Is Salmon Important?

Student Outcomes

KNOW:

Identities, cultures, and communities of Native Peoples of the Pacific Northwest are closely tied to salmon. Traditional practices of fishing and preparing salmon impact collective and individual identities and the health and vitality of Native Nations and their cultures.

UNDERSTAND

Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

DO

Construct evidence-based claims about the importance of salmon to Native Peoples and Nations of the Pacific Northwest by using an interactive resource annotator to analyze sources.





Pacific Northwest History and Cultures Why Do the Foods We Eat Matter?

Teacher Materials

Standards

[C3 Dimension Standards]

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CCSS.ELA-LITERACY.WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.





Why Do the Foods We Eat Matter? Teacher Materials

Supporting Question One Lesson Procedures

Anticipatory Set

- Have students brainstorm potential definitions for the following concepts: identities, cultures, and communities. Invite students to share their ideas and discuss. Present the following explanations for each concept:
 - o Identity: The qualities and beliefs of an individual
 - Culture: Shared beliefs, traditions, and practices of a group
 - **Community:** A feeling of wanting to be with other people or of caring about the other people in a group
- Explain that students will examine these themes as they apply to the importance of salmon to Native Nations of the Pacific Northwest.

Review

• Help students recall key ideas explored in the previous lesson: Many Native Nations call the Pacific Northwest home, and for these nations, salmon is an important food source and expression of identity and culture.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: Students can print or download and save their annotations. Before students begin their case study analysis, consider modeling how to interpret the three different types of sources that students will encounter: images, quotations, and objects. Preview the interactive <u>Resource</u> <u>Annotator Example</u> with students. The interactive requires students to select a source and then students can drag and drop themed pins (identity, culture, and community) onto the source where they wish to add annotations.

Part A—Case Study Analysis

Teacher TIP: If you are having students analyze more than one case study, you will need to print multiple copies of Part A of the <u>Why Is Salmon Important?</u> worksheet, one for each case study.

- Students can work individually, with partners, or in groups to analyze the case studies. We recommend that students work in groups of three, with each student analyzing one region case study. First, students work independently, using the interactive <u>Resource Annotator</u> <u>Example</u> to identify themes: identity, culture, and community. Students examine and annotate each source, typing annotations that explain why the source relates to one or more themes.
- After annotating the sources students complete the graphic organizer on Part A of the <u>Why Is Salmon Important?</u> worksheet. First, students select two sources that best exemplify why salmon is important to Native Nations of the Pacific Northwest and then they circle the type of source they selected (object, image, or quotation). Finally, students construct an argument-based claim and paraphrase or quote the evidence they cited in a way that supports their claim.

Teacher TIP: Remind students to think about the discussion questions that accompany each source. The discussion questions seek to elicit key ideas related to identity, culture, and community.





Pacific Northwest History and Cultures Why Do the Foods We Eat Matter? Teacher Materials

Part B—Crafting Evidence-Based Claims

 Working as a class, with partners, or in groups, students share out their answers from Part A of the <u>Why Is Salmon Important?</u> worksheet. They work together to refine their claims from Part A in the left-hand column and quote or paraphrase evidence in the right-hand column.

Teacher TIP: There are many reasons why salmon is important to Native Nations of the Pacific Northwest. However, it is important for students to use evidence from the sources to inform their understanding and make connections to the ideas of identity, culture, and community.

| | Why is salmon important? | The evidence that supports this claim says |
|---|--|--|
| | Salmon is important to Pacific Coast Nations because | |
| Teacher TIP: This graphic organizer represents evidence and claims from all three case studies. Students will use these claims to synthesize a claim pertaining to supporting question one in Part C. | Salmon is important to Puget Sound Nations because Salmon is important to Columbia River/Plateau Nations because | |

Check for Understanding

Part C—Constructing Claims

After sharing and refining, each student will synthesize the three claims from Part B of the <u>Why Is Salmon Important?</u> worksheet in order to construct their own evidence-based claim. This claim will be placed in the first box in Part C of the <u>Why Is Salmon Important?</u> worksheet. Claims should address the supporting question: Why is salmon important to Native People and Nations of the Pacific Northwest? In the second box students cite the names of the sources that best support their claim, ideally one from each case study.

Preview

- As a closing discussion, invite students to share their conclusions and cite evidence from the sources they examined. As time allows, ask students to make a prediction about what might happen to people, cultures, and communities of the Pacific Northwest if salmon ceased to exist.
- In supporting question two students will consider how the depletion of salmon impacts the identities, cultures, and communities of Native Nations of the Pacific Northwest.





Why Do the Foods We Eat Matter?

Name

NATIVE 6

Student Materials

Supporting Question One: Why Is Salmon Important to Native People and Nations of the Pacific Northwest?

Part A—Case Study Analysis

Directions: After examining each source in your case study, select two sources that <u>best</u> explain why salmon is important to Native People and Nations. Complete the writing prompts below using evidence from your selected sources. Be ready to share your responses.



| I studied the | | region of | the Pacific Northwest. | | |
|--|--------|-----------|------------------------|--|--|
| Source 1 (circle one) | object | image | quotation | | |
| After examining this source, I would argue that salmon is important to | | | | | |
| region of the Pacific Northwest because | | | | | |
| | | | | | |
| | | | | | |
| The evidence that supports this claim says | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Source 2 (circle one) | object | image | quotation | | |
| After examining this source, I would argue that salmon is important to | | | | | |
| region of the Pacific Northwest because | | | | | |
| | | | | | |
| | | | | | |
| The evidence that supports this claim says | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |





Pacific Northwest History and Cultures

Why Do the Foods We Eat Matter?

Student Materials

Name

Part B—Crafting Evidence-Based Claims

Directions: First, share out claims drafted Part A. Then, together with your peers, refine your claims. Use the left-hand column in the organizer below to explain why salmon is important for <u>each region</u> and the right-hand column to <u>quote</u> or <u>paraphrase</u> evidence from the sources in the case studies that supports each claim.

| Why is salmon important? | The evidence that supports this claim says |
|--|--|
| Salmon is important to Pacific Coast Nations because | |
| Salmon is important to Puget Sound Nations because | |
| Salmon is important to Columbia River/Plateau Nations because | |

Part C—Constructing Claims

Directions: Construct a claim that addresses supporting question one: *Why is salmon important to Native Peoples and Nations of the Pacific Northwest?* Be sure cite the sources that <u>best</u> support your claim.







Why is Salmon Important to Native People and Nations of the Pacific Northwest – Case Studies Introduction

Native Nations of the Pacific Northwest define themselves as Salmon People. They consider salmon to be an extremely important gift of food from the Creator, and each year they honor the salmon's sacrifice in special ceremonies. There are many geographic regions that distinguish Native Nations or language groups from one another in the Pacific Northwest; three major geographic regions are presented here: the Pacific Coast, Puget Sound, and the Columbia River/Plateau. Despite physical distance and cultural diversity, salmon is a unifying factor for Native People and Nations across the Pacific Northwest.

Pacific Coast Region

Native People of the Pacific Coast region enjoy an abundance of sea life to help sustain their economies and diets. Through halibut and shellfish are the mainstay of many coastal nations, the most important species in their collective identities, cultures, and relationships with other nations continues to be salmon.

Puget Sound Region

The Puget Sound Region reaches from Canada to Washington State and includes the waterways and lands surrounding the Straits of Georgia and Juan de Fuca. It is sometimes referred to as the Salish Sea, in honor of the Native Peoples who have lived in the region for thousands of years. It is an intricate estuarine system carved by glaciers as recently as 10,000 years ago. This complex ecosystem is home to a vast array of marine life; shellfish; sea mammals; and fish – primarily salmon. Salmon is not only a foundation of Native Peoples' diets, it is also linked to their cultures, communities, and identities.

Columbia River/Plateau Region

The Columbia River separates the states of Washington and Oregon and flows into the Pacific Ocean. Its watershed, however, reaches into Canada, Idaho, and Oregon. Until the early twentieth century, salmon migrated to all the upper reaches and tributaries of the watershed, providing nutrition and trade staples for Native peoples of the region.





"Salmon has always been essential to our life. We all had jobs to do and most of them centered around salmon.... [Salmon] provided everything they needed to live.... All their religion and food was salmon. It was the basis for everything."

Michael Marchand (Confederated Tribes of Colville Reservation), NMAI Interview, July 2016

Michael Marchand is an enrolled member of the Confederated Tribes of the Colville Reservation. He and his family have fished along the Columbia River for generations.







Indians fishing at Celilo Falls, ca. 1900. NMAI P23273

Celilo means "echo of water on rocks" in the Sahaptin language. At the falls, fish were so abundant that people said you could walk across the river on their backs. Many Native Nations, travelling from as far away as the Dakotas, Alaska, and Northern California, gathered at Celilo Falls to trade goods and fish.







Photograph by Jonathan Modie, 2007, courtesy of the Columbia River Intertribal Fish Commission (CRITFC)

Leonard Dave, of the Yakama Nation fishes on the Klickitat, a tributary of the Columbia River. The Klickitat, a tributary of the Columbia River, is one of the few places in Washington State where Yakama tribal members still fish for salmon with dip nets on platforms.



Why Do the Foods We Eat Matter?



Tutuni (Confederated Tribes of Siletz) fish trap, 1900–1910. Siletz Reservation, Oregon. NMAI 047528

Set nets like this one were used to catch salmon. When salmon swim through the hoop, they are trapped in the net.





"We've been out on boats all our lives; my dad was a fisherman when he was young; . . . we grew up here on the water, we grew up on boats. It seemed like we were fishing everywhere we went. We'd always throw a hook in the water somewhere, whether it's in a lake or along the river, or wherever we went."

Brian Parker (Makah), NMAI Interview, July 2016

Brian Parker's family has fished in the Pacific Ocean for generations. Salmon and other types of fishing define his identity as a Makah citizen and maintain the continuity of thousands of years of cultural traditions.





Makah Feast Day, Salmon Bake, ca. 1955. Photograph credited to Makah Tribe, http://exotichikes.com/wp-content/uploads/2013/12/makahfeastday_salmon-bake-c1955.jpg

Makah Days in the mid-1950s. Native Nations of the Pacific Northwest use cedar skewers to pierce, roast, and smoke salmon filets over open pit fires.





Why Do the Foods We Eat Matter?



Quileute iron salmon hook, ca.1890. NMAI 057591

Native peoples engineered a variety of tools and techniques to harvest salmon. The hook-and-line method reflects the sustainable practice of taking enough fish for a family or community while leaving healthy, sustainable amounts of fish to spawn and migrate.





Why Do the Foods We Eat Matter?



Quileute drift net for catching salmon, collected in 1916. Washington. NMAI 057870

A typical problem with certain kinds of modern nets is that they can be far too large and catch many non-commercial fish. This small Quileute set net, however, was made to target specific types and sizes of fish.







Salmon grilling over a fire pit, Neah Bay, Makah Indian Reservation, Washington, August 27, 2005. Photograph by Konrad Wothe, courtesy of Alamy Stock Photo

Salmon roasting at Makah Days, a period of celebration during which Makah citizens gather to honor thousands of years of customs and traditions as well as the anniversary of becoming United States citizens in 1924 under the American Indian Citizenship Act.





"My dad instilled in me how important the fish was. We spent many hours out on the water, and that is how I related to myself, as a strong person through fishing . . . I know that I'm the person that I am today because of fishing."

Lisa Wilson Cook (Lummi), NMAI Interview, 2016

Lisa Wilson Cook is a water resources technician for the Lummi Nation and has a Bachelor of Science in Native Environmental Science. She reflects on reasons for which fishing is important to her identity.





Why Do the Foods We Eat Matter?



Duwamish shovel-nose canoe, ca. 1880–1910. Cedar, iron nails, and copper. Canoe of square-end type, used on lakes and rivers. King County, Lake Sammamish. NMAI 097294

Shovel-nose canoes are flat bottomed and dug out or carved from a single tree. They are engineered for speed and agility in shallow waters. There is a growing trend among Native Nations of the Pacific Northwest to reestablish the making and use of shovel-nose canoes.







Salmon Fry, Chief Leschi Schools, July 2016. Photographs by Doug McMains, 2016

Roasting salmon over fire not only is delicious, but also reflects healthy, time-honored preparations of Native foods. Prior to the treaty times of the Pacific Northwest in the 1850s, Native foods did not include white flour or lard, two less healthy staples provided by the United States after treaties were ratified.





Shovel-nose canoe, 1921. Duwamish Indians. NMAI N07289

Shovel-nose canoes have been used for river fishing since time immemorial. The flat bottom allows for upriver navigation using poles. Fishers are able to sit at both the prow and stern.





Why Do the Foods We Eat Matter?



Women cooking salmon, Muckleshoot Reservation, ca. 1950. Photograph courtesy of the Museum of History and Industry, Seattle

These women were preparing skewered salmon over a fire pit around 1950. This type of traditional preparation is free of the additional fats that pan-frying requires. Salmon was the staple of traditional diets of Pacific Northwest Native people; researchers estimate that even as late as the 1940s, annual consumption was over 320 pounds per person.





Task 2-5. Collecting Food Culture Oral Histories

Interview Questions

- 1. Do you, your family, or friends have any specific cultural connections to food? If so, can you share a story about one of those connections?
- 2. Do you, your family, or friends have any important rituals around food? If so, can you share a story about these rituals and the history related to them?
- 3. Is food a part of special holidays and celebrations in your life? If so, can you share a story about that particular food and the reason why it is important?
- 4. Are there specific cooking techniques or tools for preparing food that have a special meaning in your community? If so, why, and what is the history associated with them?
- 5. Are there any parts of your identity that are shaped by a connection you have to food?
- 6. Have any parts of the food culture in your community changed during your life? If so, how and why?
- 7. Are you concerned about the food culture in your community changing in the future? If so, how and why?

Pre-Interview

Practice interviewing, taking notes, and using audio/video equipment (if available).

Tips to keep in mind

- The interview should feel like a conversation. It is okay to skip between questions or ask them differently to help the person understand the question better.
- Sometimes the best question is, "Can you tell me more?"
- If your interviewee has paused, give them time to gather their thoughts instead of rushing ahead with the next question. They might be about to say something interesting.
- If you are using equipment to record the interviews, conduct test interviews to make sure the equipment is working properly. When the audio or video is played back, is it clear and easy to hear/see?
- If you are writing down the answers to the questions, practice taking notes while someone is talking. Consider conducting interviews in groups so that more than one person can help write down answers. Then after the interview, teammates can compare their notes for accuracy and consistency.

Interview

Tips to keep in mind

- If possible, find a quiet, comfortable space that is free from external noise. This is especially important if you are recording the interviews.
- If you're using audio/video recording equipment, test all of the equipment before the interview.
- Make sure you have a pencil and paper to take notes.
- Introduce yourself to the interviewee and explain the research you are conducting and the purpose of the interview. Explain to the interviewee that your team is interested in learning more about the connections between food and local community culture, identities, and histories.



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• At the end of the interview, thank the interviewee for participating.

Post-Interview Analysis

- 1. Compile all notes and recordings from the team interviews
- 2. Read the notes or listen to/watch the recordings of the interviews.
 - Describe what you notice.
 - What are some interesting things you first notice in their responses?
 - Identify any things they discuss that you are unfamiliar with.
 - Identify any things they discuss that you are familiar with.
 - Identify any responses that are useful when thinking about the question: What are the connections between culture, identities, histories, and food in a community?
 - Discuss how the responses from these oral history interviews could be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

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Task 2-6. Identifying Community Partners

- 1. As a team, work together to start making a list of different community partners the team should use in your research.
- 2. Brainstorm a list of individuals in the community who could possibly help provide information for questions on the question map from Task 1-10.
- 3. Have team members ask their family, friends, and people in the community to help come up with some names of people, organizations, or agencies that might make good partners.
- 4. Do some research online, in local phone books, and by calling different organizations to find out what people, places, organizations, and agencies exist in your community that can help you learn more about food and nutrition. Examples include:
 - School or community center staff might have information about food at the school or in the community
 - Parents or family members of the team might include professions who work with food, nutrition, or health
 - People who work at food markets or stores that sell food
 - People who grow or raise food, such as farmers
 - People who work at or own restaurants, such as a chef or wait staff
 - People who have community gardens to grow food for the community
 - Hospitals or health centers that treat people with food-related issues
 - Community centers that educate the community about food
 - Libraries that have information about food and nutrition
 - Parks
 - Universities and colleges
 - School organizations
 - Department of Health and Agriculture
 - Department of Human Services
- 5. Compile a team list. Use the data table below as needed.
- 6. Write a brief description of how the person, organization, or agency could be helpful to the team.
- 7. Determine how the team could contact the person, organization, or agency to get information from them.
- 8. With your team leader, develop a contact plan for reaching out to people in your community.




Task 2-6 Identifying Community Partners

| Community partner | Name | How it could be helpful to team | Contact information (address, phone, e- mail) |
|-------------------|------|------------------------------------|---|
| Person | | | |
| Physical place | | | |
| Organization | | | |
| Organization | | | |
| Organization | | | |
| Government agency | | | |
| Government agency | | | |









| Government agency | | |
|-------------------|--|--|
| | | |
| | | |

Notes:



Go back to the Research Guide









FOOD! Task 2-6. Identifying Community Partners

Why is it important to identify and work with a team of partners in your work?

ANDREA the ANTHROPOLOGIST



National Museum of Natural History, Smithsonian Institution

My team for this project is one of the best I've ever worked with. We listen to each other, each member has her strengths—and yes, they are all women! Six members in all, from three institutions across the country. Collaboration is an essential part of modern science, because by combining experts from different areas we can ask bigger questions with multiple lines of evidence. That work takes time, money, and good communication between team members. When it works, like the team I'm on for EMPHASIS, it's a great feeling.

ASHLEY the HISTORIAN

National Museum of American History, Smithsonian Institution



Most of our work is team-based. When we go out into the field to interview people and collect objects for the museum, we do so as a team. After collecting the materials, we work with museum specialists to catalog, preserve, and store the objects before they go on display in an exhibition. Another example of teamwork revolves around our public programming, like Smithsonian Food History Weekend. We partner with chefs, professors, community leaders, and activists to talk on panels, conduct cooking demonstrations, and share meals together with the public. Planning this event takes an entire year, and the Food History Team partners with curators and historians who have subject area expertise in the chosen annual theme. We bring these experts together weekly to brainstorm ideas about which questions we would like to ask and what people we would like to invite to the museum to speak. It's very rewarding work.



CARLOS the GLOBAL HEALTH MANAGER

Johnson & Johnson, São Paulo, Brazil

We are always working in multidisciplinary teams to offer the best possible nutrition option for patients. We create fun weight loss competitions in a sustainable way and offer the largest choice of healthy foods possible.





FOOD! Task 2-6. Identifying Community Partners

Why is it important to identify and work with a team of partners in your work?

MIKE the ZOO NUTRITIONIST



Smithsonian National Zoological Park and Conservation Biology Institute

There are roughly 20 zoo nutritionists in North America. We all pretty much know each other. Very infrequently, we function together as an entire group. More frequently, our combined efforts are facilitated through a common professional organization, the Nutrition Advisory Group. If we have a big issue to address, like care and handling of feeder animals, we will gather a group of nutritionists and other partners together to develop commonly accepted guidelines to help all zoos with that issue. In the same way, each nutritionist in the United States functions as a nutrition advisor to a Species Survival Plan (SSP) or Taxon Advisory Group (TAG) program. These groups manage an entire species, such as cheetahs. The nutrition advisor to the cheetah SSP will not only provide nutrition guidance and direction to their own zoo, but also to all of the zoos managing cheetahs. In this way, the influence of the 20 zoo nutritionists can be more positive than just within their own zoo.

SABRINA the CURATOR

National Museum of Natural History, Smithsonian Institution



There are many different skills involved in studying humans from past to present. Some people can identify evidence of malnutrition and disease in bones and teeth, whereas others can reconstruct a diet from isotopic signatures. Some people can extract and sequence ancient DNA to find certain genetic traits related to metabolism, whereas others can identify trace evidence of harmful chemicals and metals. Some people are experts in animal health or environmental health, which are critical for seeing the big picture. This is why it is helpful to identify and work with diverse partners, to get a much fuller picture when doing your research.

JENNIFER the MUSEUM CURATOR



National Air and Space Museum, Smithsonian Institution

Curators often collaborate with each other on research projects, but we most often work together on exhibitions. Right now, the Air and Space Museum is creating over 20 new exhibitions for the public, which will open starting in 2022. This is a MASSIVE team effort, and we sometimes need to help from specialists in many areas to make sure things are getting done on time.



Task 2-7. Debriefing the Community Data

Research Site Map Analysis

- 1. Look at the research site map you created in Task 2-1.
- 2. Look through all the data and evidence you have collected so far in Part 2.
- 3. Is there any data the team collected throughout Part 2 that could be added to this map? Locations of possible community partners? Locations of people surveyed? Locations of oral history interviews? Add this data to the map and legend!
- 4. Analyze the map. Should the boundaries of the map change to accommodate any new information collected in Part 2? Adjust as needed.
- 5. Analyze the map. Does the map provide any new information that could be useful for future research?

Community Partners

- **1.** As a team, look over the list of community partners you created in Task 2-6.
- **2.** As a team, identify any community partners you could contact at this time. Which partners could help you get more information about different parts of your question map?
 - a. Make a plan as a team to contact and communicate with these partners.
 - b. Create a list of questions you would like to ask the partners.
 - c. E-mail, phone, or write to each partner with your questions.
 - d. If your team decides it is appropriate, invite the partner to meet with the team. Use your list of questions to guide your conversation and data collection.

Perspectives

- 1. Use the continuum setup from Task 1-8 (FOOD A or FOOD B both will work here) to discuss each perspective statement below.
- 2. Do this activity as individuals or in small groups. If you're working in small groups, each group sends one representative to the continuum.
- 3. Remember, pose each statement, take a minute, and let each team member or group think about their position on that statement.
- Remember, the continuum goes from one side or corner of the room to the other from "strongly agree" to "strongly disagree." Then there is "not sure" in the middle.
- Explain that relative location is also important; that is, standing closer to the strongly agree or strongly disagree side of the room means you feel very strongly about this statement. If you only agree or disagree slightly, then being closer to the midpoint is a physical way of stating how you think and feel about the issue.

Social: All cultural groups in a community should have an equal voice and representation when making decisions about community food issues.



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Ethical: All people in a community should have equal access to information about food and nutrition.

Environmental: It is okay for food producers in a community to pollute the environment as long as they keep their food prices low for community members.

Economic: Food producers who have environmental, social, or ethical impacts on a community should be taxed at a higher rate.

Move to a whole team discussion. Remember, team members must back up their opinions with information and other team members must listen carefully to one another.

- Can individual team members explain to the team the reasons for their position on the continuum?
- How many team members changed their positions after hearing people talk during the whole team discussion?
- What led you to change your mind?
- Ask team members on both sides of the issue to identify what they believe to be the strongest arguments and reasons they heard from the *opposing* side.

Identity

- 1. Look at your personal and team identity maps from Task 1-1 and Task 1-5. What aspects of your or your team's Identity might influence your opinions on the perspective continuum?
- 2. How might your decisions be influenced by these parts of your identity?
- 3. Have any parts of your identity map changed?

Question Map Analysis

- 1. Look at your team question map from Task 1-10. Which questions on your map were addressed in Part 2: Community?
- 2. What evidence did you collect during Part 2 that could be useful to answer any questions on the question map?
- 3. How could this evidence or information be useful to help develop an action plan to address the problem question: *How do we ensure good nutrition for all?*
- 4. Take time to rearrange, update, modify, remove, or add any questions to your question map at this time.

Problem Question

Is there anything you learned in Part 2 that would be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

