



Farm to School NEBRASKA

Harvest of the Month

SUPPORTING MATERIALS



Download and print items from the Harvest of the Month toolkit at:
www.education.ne.gov/ns/farm-to-school/harvest-of-the-month

SUPPORTING MATERIALS GUIDE

These supporting materials aid in cohesive integration of the Harvest of the Month program into the classroom, connections between the classroom and the cafeteria program, and engagement with the larger community. When these materials are used, it allows for broad engagement for people of all ages and makes the benefits of farm to school widely available. Use these resources to promote the seasonal products available.



HARVEST OF THE MONTH INDIGENOUS FOODS

Many foods we eat today have existed in North America for years and have been essential for Native American Tribes across the country. Indigenous Harvest of the Month highlights some of these items. Each tribe was unique and what they ate varied according to the area, tribe, and traditions and can be appreciated on its own merits.

The Native American facts in this toolkit cannot be taken to describe every tribe. The reader should understand that this toolkit includes general descriptions that varied with different tribes. Traditional Native American food is different in the midwestern United States than in the Northeast or Central America simply because different plants and animals grew and lived in those areas. The major ways they got food in Native American history were by hunting and gathering, agriculture, and trading. The Native American diet was different depending on which method was used to obtain their food.

The Indigenous Harvest of the Month program was developed in partnership with the Center for Rural Affairs.



CENTER *for*
RURAL AFFAIRS

Land Acknowledgement

Nebraska resides on the past, present, and future homelands of the Pawnee, Ponca, Oto-Missouria, Umo'hoⁿ, Dakota, Lakota, Arapaho, Cheyenne, and Kaw Peoples, as well as the relocated Ho Chunk (Winnebago), Iowa, and Sac and Fox Peoples.

This land acknowledgement will allow learners the opportunity to understand impacts of colonization on tribes who occupied what is now Nebraska. Please take a moment to consider the legacies of more than 150 years of displacement, violence, settlement, and survival that bring us together here today. Harvest of the Month allows us to respect and seek out inclusion of differences, realizing we can learn from each other, and build long-lasting relationships.

Reference native-land.ca to learn about native nations, languages, or treaties of specific lands.

Program Key


Throughout this guide, you will notice the  symbol. This symbol indicates that an item is featured as an indigenous food.

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POSTERS

The Nebraska Harvest of the Month toolkit provides posters for each featured seasonal and local Nebraska Harvest of the Month item. These posters are designed to be printed at 18" x 24" and displayed in hallways or in school cafeterias.



STICKERS

Nebraska Harvest of the Month stickers are circular, 2" diameter, adhesive stickers designed to be printed using the Avery template #22807. Avery sticker paper can be purchased online at Avery.com or Amazon.com and printed at school using any standard color printer.

These stickers can be handed out to students after sampling taste test recipes or after trying a menu item featuring the Nebraska Harvest of the Month product.



COLORING SHEETS

Each item in the Nebraska Harvest of the Month toolkit has a coloring sheet available for download. These coloring sheets are on standard letter, 8.5" x 11", and can be printed in black and white.

For an extra challenge, students can research varieties of the item to come up with creative coloring ideas. For example, dry beans and their pods come in many other colors in addition to green, like purple or white. Some varieties are even speckled!



TRIVIA

The Nebraska Harvest of the Month toolkit provides monthly trivia cards for each highlighted local product. These trivia questions will build student knowledge about the Nebraska Harvest of the Month items, educate on the value of eating these foods, and spark interest in learning more about foods that are grown locally. Suggested areas to display the fun facts include:

- **Lunch line sneeze guard**
- **Hallway into the cafeteria**
- **Gym**
- **In health or family consumer science classrooms**

Fun facts can also be shared over morning announcements, included with information sent home to parents, or used to support other wellness efforts being implemented within your school building. Using the fun facts information helps to support the nutrition education and promotion requirements of the school wellness policy regulations.

Trivia cards are designed at two trivia cards per page on standard letter, 8.5 x11. For longevity, it is recommended to laminate these cards.



INDIGENOUS LANGUAGE FLASH CARDS

“Language is an integral part of cultural and traditional knowledge, making it an essential part of Native Farm to School programs. Language is grounded on ancestral relationships with land, plants, animals, and water. Many Native languages express water, land and plants as animate, which honors the reverence that Native people have to their environment.” – Native Farm to School Guide, A Project of First Nations Development Institute

Honoring Indigenous languages will encourage creative expressions for youth, supporting verbal and written development of skills.

Native Farm to School focus areas include:

1. Community
2. Traditional Foodways
3. Traditional Knowledge
4. Traditional Foods
5. Language
6. Land Stewardship

Learn more at First Nations Development Institute, <https://www.firstnations.org>.

There are several languages utilized by tribes in Nebraska. The Indigenous language flash cards highlight the most common translations. They are designed to be printed on standard 8.5” x 11” and cut down the center to make two separate flash cards. Students can quiz each other on various languages or teachers can use this as a tool to teach children Indigenous languages.



THREE SISTERS STORY


The Three Sisters model was not just a means for modeling a specific intercropping practice but was, and is, a significant cultural and spiritual construct.

Northern Plains Tribes called corn, bean, and squash “the three sisters” because they nurture each other like family when planted together. These [native] agriculturalists placed corn in small hills planting beans around them and interspersing squash throughout the field. Beans naturally absorb nitrogen from the air and convert it to nitrates, fertilizing the soil for the corn and squash. In return, they are supported by winding around the corn stalks. The squash leaves provide ground cover between the corn and beans, preventing weeds from taking over the field. These three plants thrive together better than when they are planted alone.

This ancient style of companion planting has played a key role in the survival of all people in North America. Grown together, these plants are able to thrive and provide high-yield, high-quality crops with a minimal environmental impact. Corn, beans, and squash have a unique symbiotic relationship in a Native American garden.


Credit USDA: www.nal.usda.gov/collections/stories/three-sisters

There is value in integrating the three sisters story into any number of subjects within a learning environment, including science, art, social studies, math, culinary education, etc. Explore community partners who may have a Native perspective and could share about the three sisters story from their own personal tribal lineage.



THE THREE SISTERS STORY

The three sisters are Corn, Beans, and Squash. They are seen as the three beautiful sisters because they grow in the same mound in the garden. The Corn provides a ladder for the Bean Vine. They together give shade to the Squash. Native people first plant the corn in a mound, then plant the beans on top of the corn planting and add more soil to create a larger mound. Finally they plant the squash seed as the final layer and mound the soil. The Native American story of the Three Sisters vary from tribe to tribe.



THE STORY OF THE THREE SISTERS

A long time ago there were three sisters who lived together in a field. These sisters were quite different from one another in their size and way of dressing. The little sister was so young that she could only crawl at first, and she was dressed in green. The second sister wore a bright yellow dress, and she had a way of running off by herself when the sun shone and the soft wind blew in her face. The third was the eldest sister, standing always very straight and tall above the other sisters and trying to protect them. She wore a pale green shawl, and she had long, yellow hair that tossed about her head in the breeze.

There was one way the sisters were all alike, though. They loved each other dearly, and they always stayed together. This made them very strong.

One day a stranger came to the field of the Three Sisters - a boy. He talked to the birds and other animals - this caught the attention of the three sisters. Late that summer, the youngest and smallest sister disappeared. Her sisters were sad.

Again the boy came to the field to gather reeds at the water's edge. The two sisters who were left watched his moccasin trail, and that night the second sister - the one in the yellow dress - disappeared as well.

Now the Elder Sister was the only one left.

She continued to stand tall in her field. When the boy saw that she missed her sisters, he brought them all back together and they became stronger together, again.

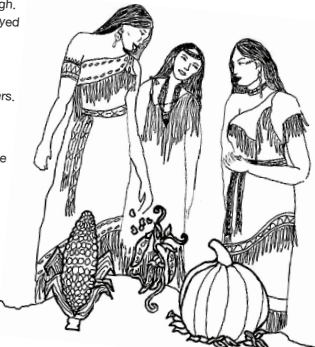


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