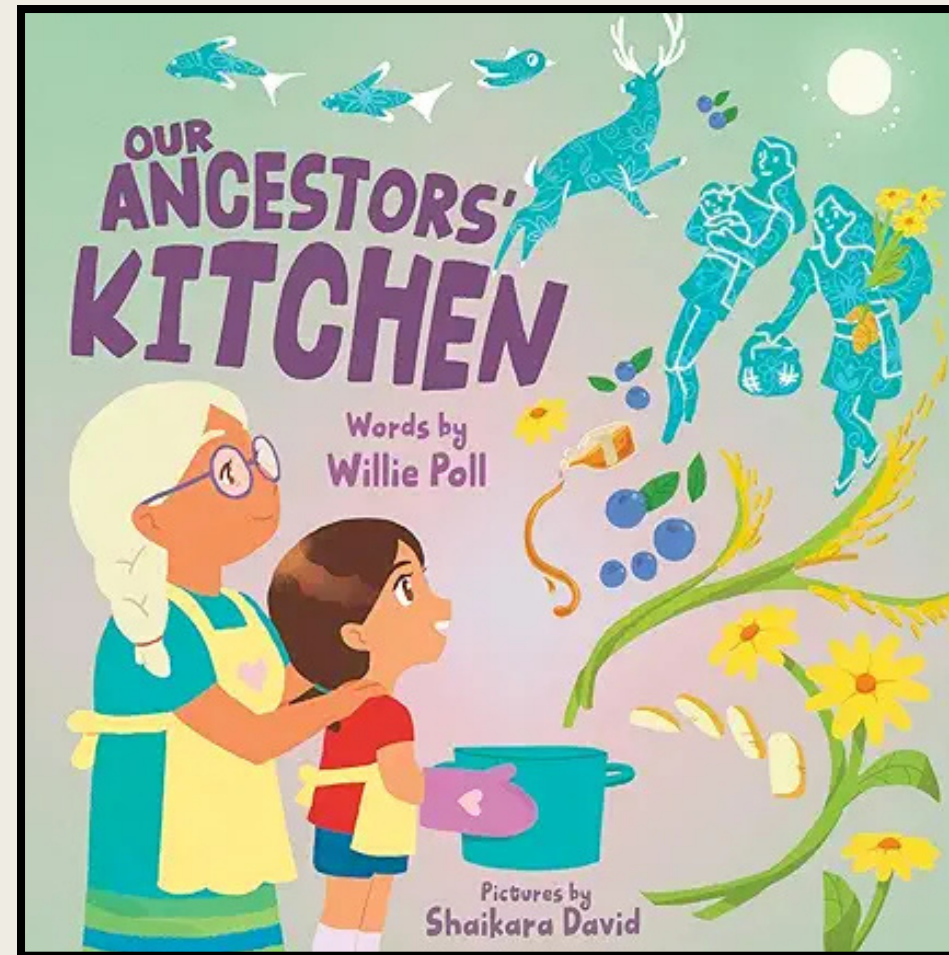


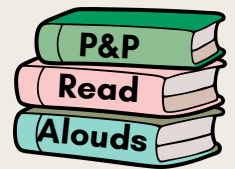
For Classroom Use Only

# Educator Guide: Our Ancestors' Kitchen



# Educator Guide

Lessons and extension activities are inspired by the picture book ***Our Ancestors' Kitchen and other similar texts(text to text)***. We are so honoured to work with Sarah Perry PhD candidate, local environmental & indigenous historian, she has inspired us to continue learning. This book invites us to think about the “importance of foods and family and grieving those we love” Pitāēpanuhkiw Lucy Grignon (Educator Guide). We invite you to **connect with your community elder or an Indigenous Educator** to support in the classromm and with learning. Our templates which are linked can be printed and used in the classroom.



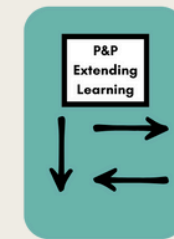
Read Alouds



Lesson Plans



P&P Templates



Extension Activities



Colour/draw

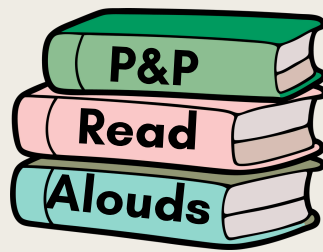


write



Educator Resources  
and more

★ Credit for lessons which were adapted or inspired by the educator guide created by Pitāēpanuhkiw Lucy Grignon



# Read Aloud Lesson



## Before Reading: Vocabulary Building

Introduce each word using examples and visuals.  
Template for vocabulary cards provided for printing.

Decide on the vocabulary words to preteach:

sunchokes

ancestors

minoomin ( wild rice Anishinaabemowin the Ojibwe language)

murkiness

abundance

hazy

sizzling

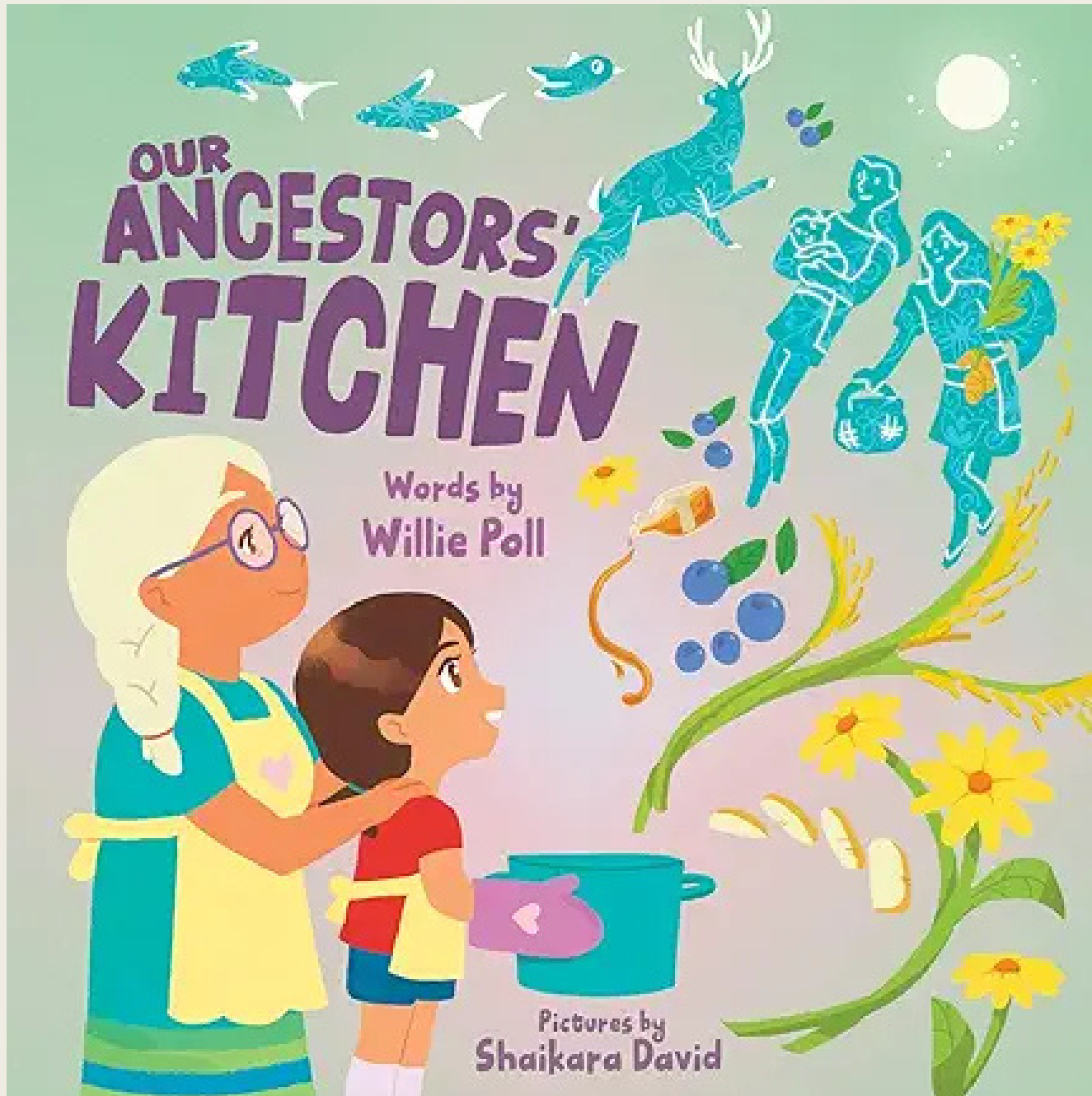
crinkling

critter

stock

mooz (moose)

asemaa (Ojibwe word for tobacco, a sacred plant used in many Indigenous cultures)



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# Repeated Read Aloud Plan

## Before Reading

Discuss the cover of the book and share what the story is about. Point out who the main character of the story is and where the story takes place. Use the words character, setting, etc. Introduce the vocabulary words using visuals and examples in real life contexts if possible.

Think out loud, what you are wondering about the story. Share your appreciation for the theme of the story. The idea that food connects us and how we need to take care of our earth. Show pictures of the foods and invite children to share what they know. Or ask questions such as: "What are your favourite foods?"

Refer back to any other texts that connect with the same theme.

At each reading go deeper into the vocabulary and the story.

## During Reading

In the first reading educator will carry most of the conversation. As this is a repeated read aloud, the participation of the children should increase over the next few readings. During the reading find pages (2pg spread) to pause and share what you are thinking, what connections can be made, and to discuss or emphasize vocabulary words. Point to a picture of the food, discuss your knowledge and make connections to experiences the children may know such as "Pumpkins and squash, remember when we went to the farm in October? We picked pumpkins" . In subsequent readings you can go deeper with questions and invite children to share more, educator steps back at each reading.

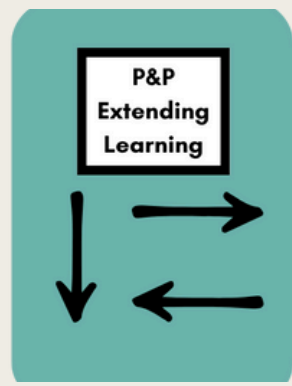
## After Reading

Retell the story, sharing the important elements. Ask students to share their thoughts around "What is the message of the story?" Or "What are we wondering about now that we have read the story?" Or I wonder what sunchokes taste like? (as you read the story over the next few days capture wonders from both educators and children).

Connect with other texts such as *Walking Together* or *Mnoomin maan'gowing / The Gift of Mnoomin (P&P Picks & lessons)*. After a few readings consider extension activities that are included in this Educator Guide.

Repeat the story over the week, building understanding, connections, and more. Over the 2<sup>nd</sup> and beyond readings the children should be doing most of the talking.



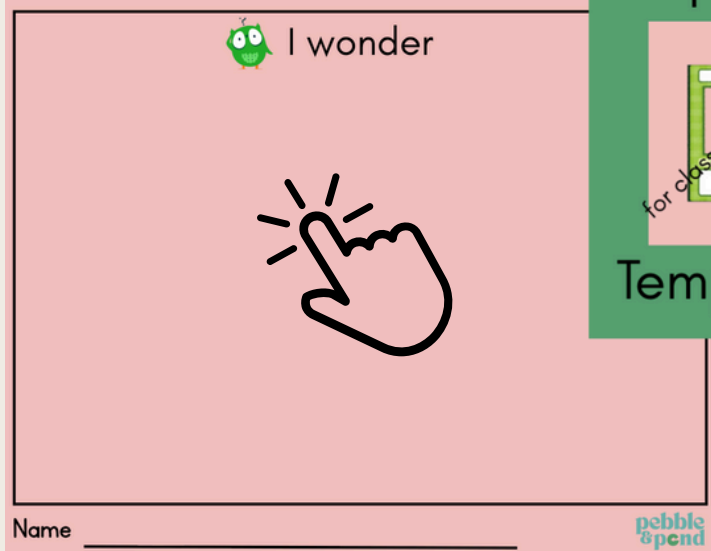
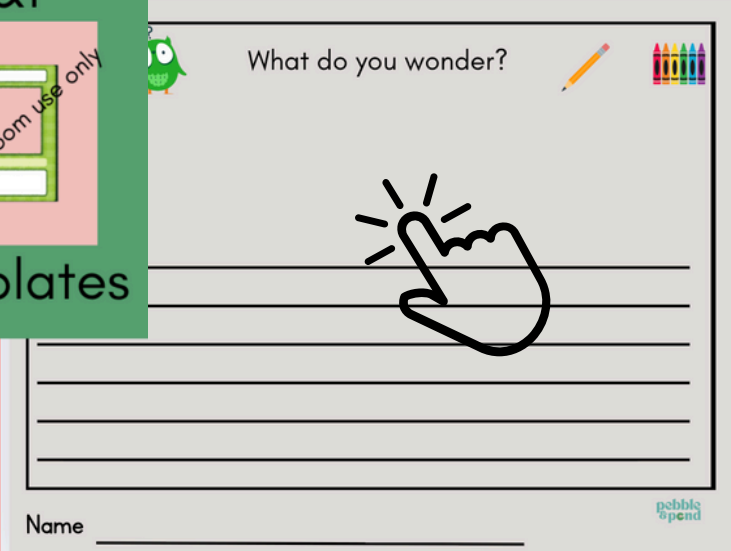


# What are sunchokes?

An opportunity to learn about **sunchokes**, a food referenced in the story.

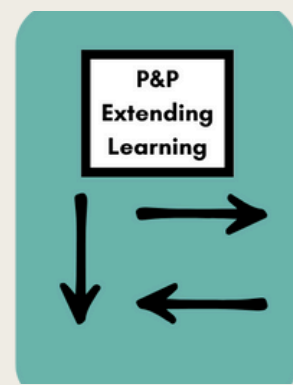
Document wonders, ideas, and theories. Educators are invited to spark inquiry or a project by asking questions such as the ones listed here. If possible bring in a sunchoke. Also share another name for the sunchoke.

Have you ever seen sunchokes?  
What do you think they taste like?  
How do you plant them?  
How are they harvested?  
Do they grow on trees or in the ground?

Beginning writers	P&P Templates	emerging writers/writers
		

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# Learning About Sunchokes



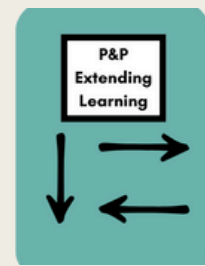
A video of the harvest of sunchokes from the [KPU Agriculture](#)  
KPU is the Kwantlen Polytechnic University in BC.



A website [Artichokes Facts for Students](#) with more  
information for students.



**Educators want to learn more? Read this article: [Sunchokes growing wild at Lower Reesor Pond in Toronto](#)**



# Cooking

[Link to P&P recipe cards](#)



## Spirit of Food: Roasted Sunchokes

- 1 lb sunchokes (Jerusalem artichokes) rinsed and scrubbed well, and cut into 1/2-inch thick slices
- 1/2 cup of extra virgin olive oil plus more for drizzling
- salt to taste
- 1/2 teaspoon of rosemary dried or finely chopped

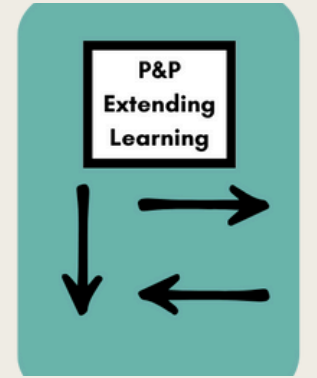
**\*\*** Sunchokes are a high source of inulin, which can cause stomach discomfort for some people, especially if eaten in large quantities. If you're unsure, it is recommend removing most of the peel prior to roasting and only eating a small portion. Be sure to let parents know that you will be cooking these. Check for allergies!

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# Cooking



## Spirit of Food: Roasted Sunchokes

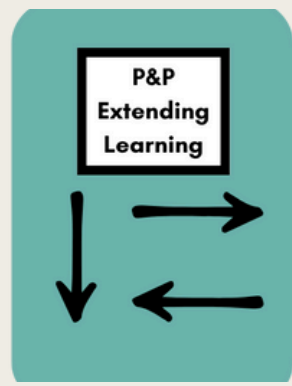
- Preheat the oven to 425° Fahrenheit (220°C) with a rack in the center position.
- Cut the sunchokes into cubes, add salt, olive oil, and rosemary.
- Place in a roasting dish (made for the oven).
- Roast for 30-40 minutes, flipping the pieces halfway through.



[Link to P&P recipe cards](#)



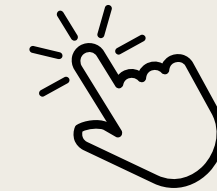




# Learning About The Author



Who is Willie Poll?

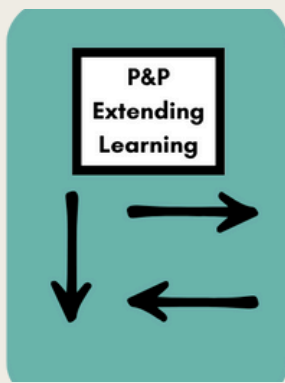


Take time to explore the author's website and to learn more about Willie Poll.

What questions would the children ask?

★ Credit for lessons which were adapted or inspired by the educator guide created by Pitāēpanuhkiw Lucy Grignon

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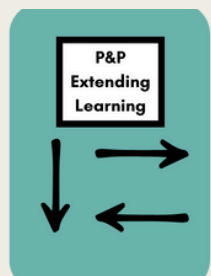
# Learning About The Illustrator

Shaikara David 

Take time to explore the illustrator's website and to learn more about Shaikara David.  
What questions would the children ask?







# Autumn Harvest: Minoomin (Wild Rice)



## Min the Minoomin Plant

An interactive storybook adventure

Written and Illustrated by Haley Thomas



Learning about harvesting of wild rice.

Storymap: Learning from the Land

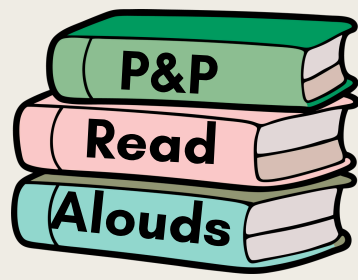
Lesson Plan Grades K-2



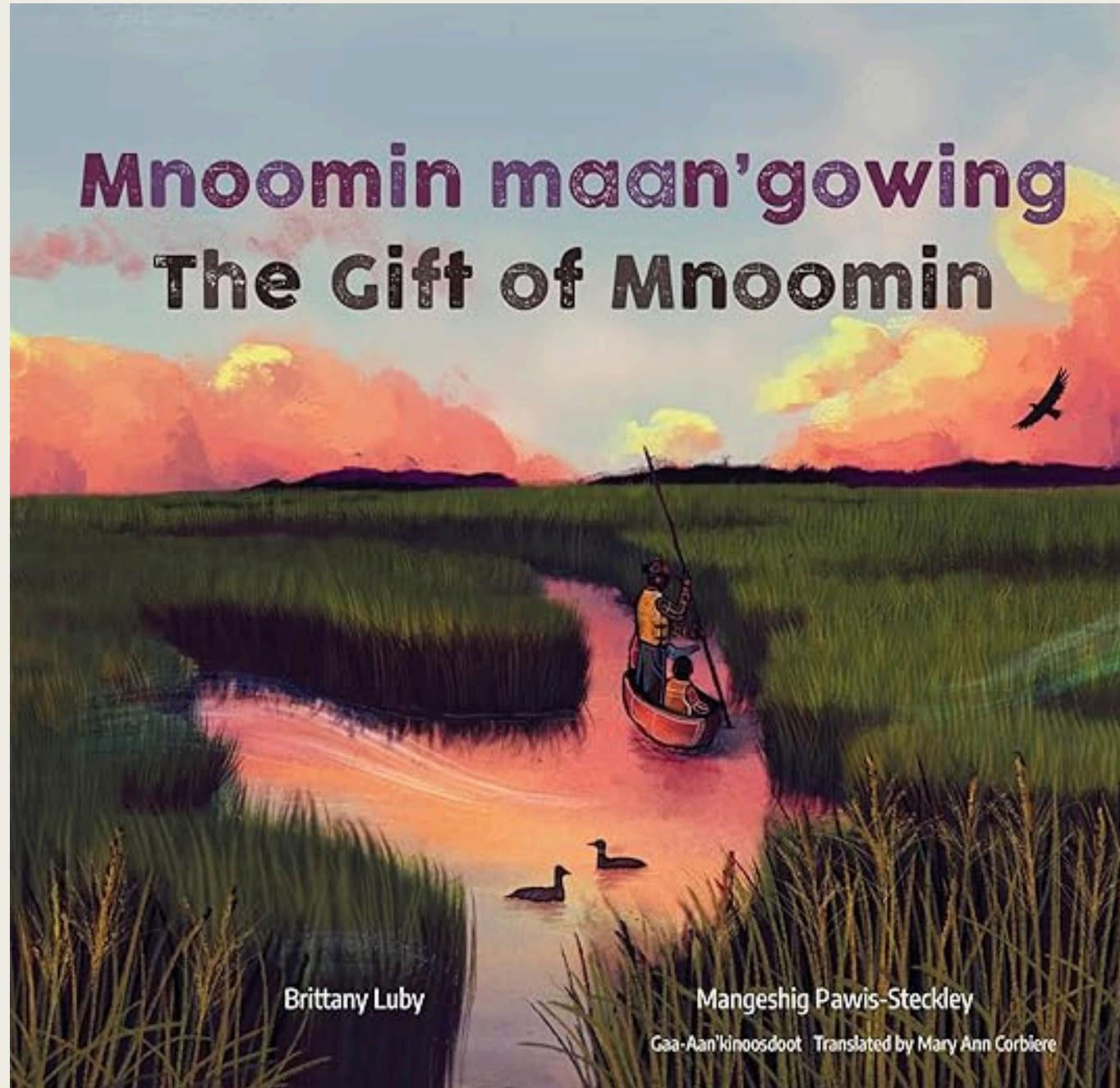
Resource Document: Trent University Education



**Educators want to learn more? Read Wild Rice Harvest**



# Connecting Topics and Texts



## Before Reading

Making connections between this text and My Ancestors' Kitchen. Sharing what the story is about? Introduce vocabulary that are important to the story and to support understanding of the story.

## After Reading and to extend learning:

From what perspective is the author speaking in the book Mnoomin maan'gowing / The Gift of Mnoomin?

What animals do we see in the story?

In which season does the story take place?

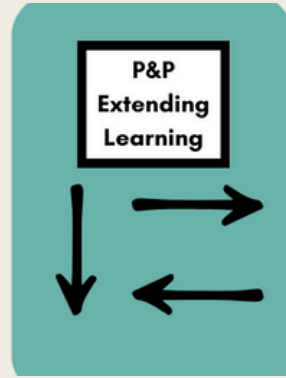
## The Mnoomin Harvest

The Anishinaabe people still harvest mnoomin each year. There is a process to "knocking" the crop, and special tools are used.

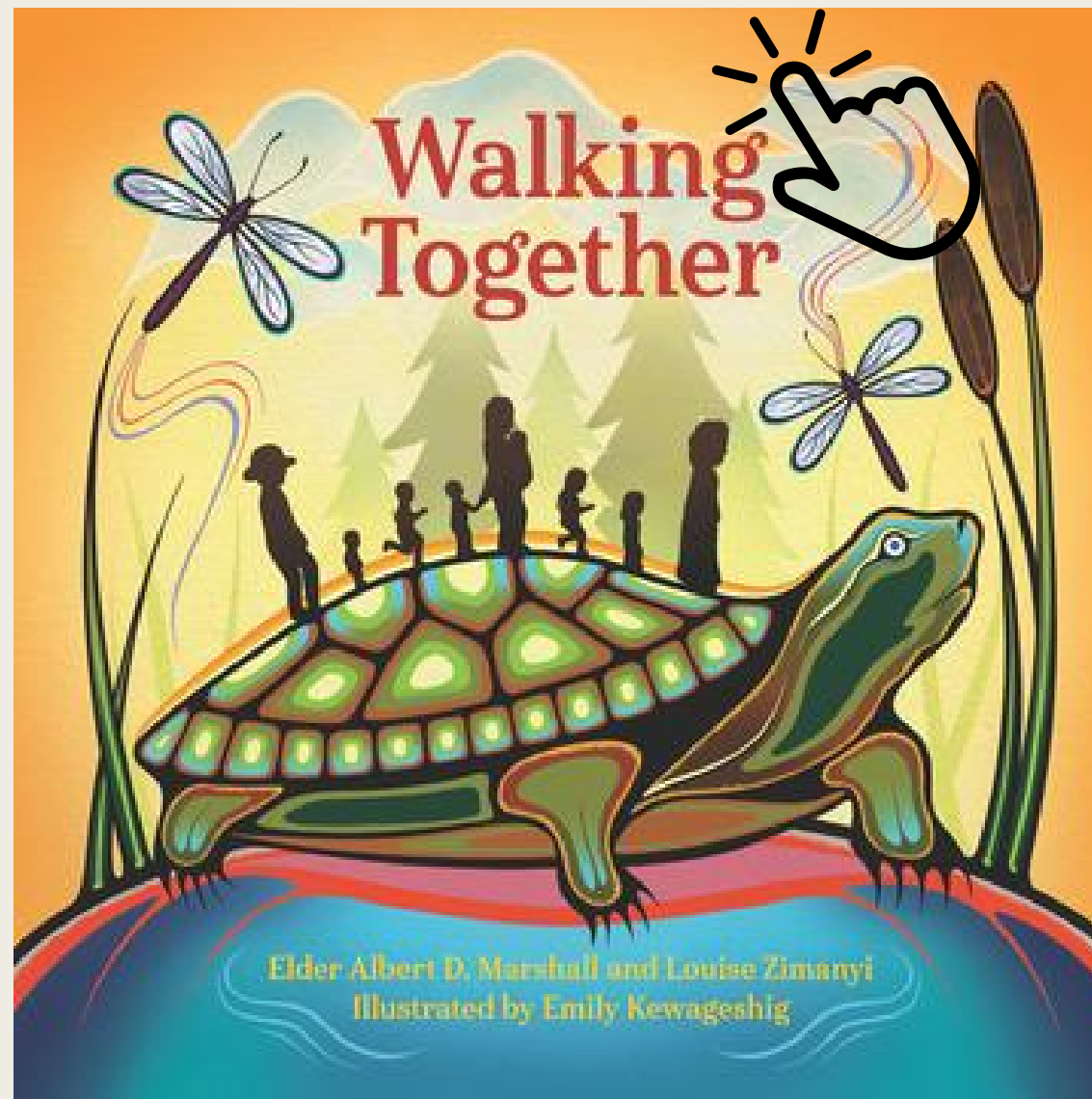
Ask students to make a list of crops that can be harvested.

Mnoomin picking takes place in late summer to late autumn each year. Ask students to outline the process of mnoomin picking by looking at the illustrations from the story and recreating the steps in numbered drawings. Groundwood

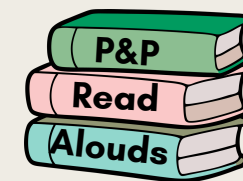




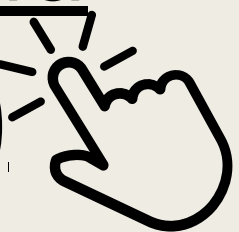
# Continuing the Conversation

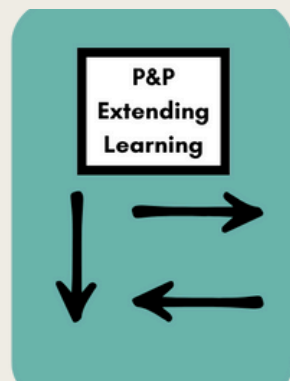


Taking a walk together, exploring our outdoor spaces and community. Continuing conversations about residential schools and connections to the land.

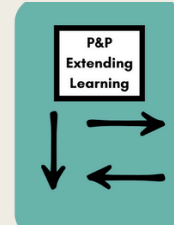


P&P Read Aloud Lesson Plan and Discussion Guide (Spirit Bear)





# RESOURCES FOR DECOLONIZING YOUR NATURE PEDAGOGY WITH YOUNG CHILDREN



## Land Based Learning



### ECE Nature and Outdoor Play



“When children are outdoors and with nature they have unique opportunities for connection with themselves and the world around them, that are often very difficult to achieve or replicate in indoor early learning and care environments.

Indigenous worldviews are deeply connected to place: land, sky, water, and all inhabitants. This connection is not something that can be taught or experienced inside a standard four walled classroom and requires being with the natural world in connection. In order to nurture this connection, that all children have, children need time and space to be present with the natural world outdoors and play.

” Nature and Outdoor Play

For Classroom Use Only



# Educators Looking to Learn More?

Then check out the following...

Article: Food, identity, sovereignty and health: Kendal Garlow connects the dots

Article: "It wasn't built for us": The possibility of Indigenous food sovereignty in settler colonial food bureaucracies"



# Resources

Our Ancestors' Kitchen

Mnoomin maan'gowing / The Gift of Mnoomin

Walking Together

Educator Guide by Pitāēpanuhkiw Lucy Grignon

Trent University Education Department

Resources for the Land

Artichoke Facts For Kids

<https://www.whose.land/en/where-am-i>

ECE Nature and Outdoor Play





**This guide was created for classroom  
use only.**



*Thank you for visiting our site!*