



SPROUTS' MONTHLY BOOK



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 SC Ag in the Classroom
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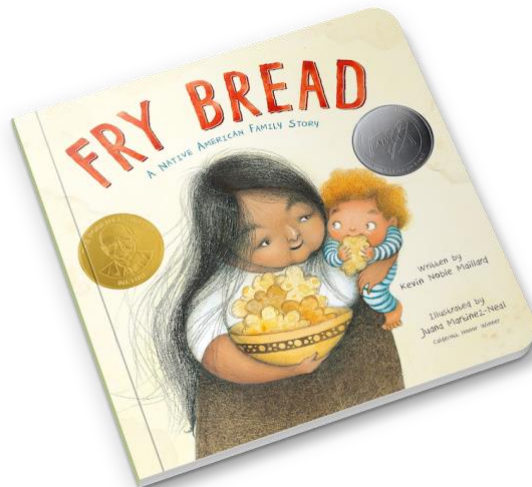
Fry Bread

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Illustrated By Juana Martinez-Neal

Grade Levels: K-8

Lesson by: Jonsey Proctor, AITC Ambassador





SCAN ME

Book Summary:

FRY BREAD: A NATIVE AMERICAN FAMILY STORY shows an elder preparing fry bread and a diverse group of kids gathered around her and other grown-ups helping prepare and then enjoying this cultural dish.

Background Agricultural Connections:

- There are estimated to be up to 29 Native American tribes that once lived in South Carolina.
- Some South Carolinians grow sugar cane that is harvested in the fall. This sugar cane is then ground through a mill to extract the juice. The juice is then cooked over a wood burning stove to make sugar cane syrup. Families would then make fry bread to put the syrup on for eating. These cane grindings typically happen around Thanksgiving.

Did You Know?

- Fry bread was created by the Navajo in 1864, using flour, sugar, salt, and lard given to them by the US Government when they were forced off of their land.
- Fry bread originated in the Southwest United States.
- Fry bread can be enjoyed topped with cinnamon, sugar, honey, or syrup.

Book Discussion:

- Before Reading: What are the foods that your family makes on holidays that you look forward to sharing?
- During Reading: Notice each page spread begins with "Fry bread is..." followed by a noun. What does this word choice do for the story?

-After Reading: What is something that is the same about all family traditions? What is one of your family traditions that is special to you? How does food bring people together?

Agriculture Vocabulary:

- flour-a powder made by grinding grain especially wheat
- cornmeal-meal made from dried ground corn
- milk-a dairy product typically coming from cows
- sugar-a sweet crystalline substance coming from sugar cane

Activities:

ELA/Writing

-Use the same story pattern from the book and have students write their own story about a tradition that is special to them. Let students brainstorm family traditions that they have during the holidays (or during another time of the year). Students will write their story following the story pattern from the book "Fry bread is ____." They will insert their tradition into the story pattern. Students can then take their story and make their own book; writing the story and illustrating the pages. For older students, they could write their story in essay form.

-For younger students, use this [link](#) to print the cooking mat. Students then use play doh to make "fry bread". They can then write a sentence about their fry bread that they make.

Here are some other resources.

- My Family Food Booklet Activity, [Click Here](#)
- Reading Activities and Book Companion, [Click Here](#)
- Interactive Read Aloud Resource, [Click Here](#)

ART

-Have students create a list of things that will bring their family together. Let students select one thing from this list to create a piece of art about. Students could draw, paint, sketch, model with clay, make a collage, etc. Students can then share their artwork with the class.

SOCIAL STUDIES

-Have students select a South Carolina Native American tribe. Then have students research that tribe to find a tradition that is important to them. Students can use the

graphic organizer labeled SC Native American Tribes. Have students create a poster to share their Native American tradition with the class. The SC Tribal Map link in the additional resources section as information students can use for research.

MATH

-Have students use the recipe numbers from the back of the book to solve word problems. Examples: I want to double the recipe, how much flour do I need? What ingredient do we use the largest amount of? What is larger, a tablespoon or a teaspoon?

AGRICULTURE

“Three Sisters” Activity

Background

Native Americans from different parts of North America use a wide range of agricultural techniques. Perhaps the best known is the inter-planting of corn, beans and squash – a trio often referred to as the “three sisters.” Cultivating these companions in your school garden, a small planting near your school, a large container or even indoors, can inspire studies of Native American customs and nutrition, and investigations of plant growth and relationships. In a “three sisters” planting, the three plants benefit one another. Corn provides support for beans. Beans, like other legumes, have bacteria living on their roots that help them absorb nitrogen from the air and convert it to a form that plants can use. Corn, which requires a lot of nitrogen to grow, benefits most. The large squash leaves shade the soil, prevent weed growth, and deter pests. The three sisters also complement each other nutritionally. Corn supplies carbohydrates and a variety of amino acids. Beans have protein, including two amino acids that corn lacks. Squash contributes vitamin A. It’s hardly surprising that these crops were considered by many Native Americans to be “special gifts from the creator.” They play an important role in the agriculture and nutrition of many Native people of the Americas. Because of the sisters’ central role as sustainers of life, a host of stories, customs, celebrations and ceremonies are associated with them.

In this activity students will begin to understand a portion of the agricultural history of our nation by learning how Native Americans preserve natural resources and soil nutrients to harvest crops.

1. Explain to your class that they will be investigating the traditional story of the Three Sisters which focuses on the agriculture and food production techniques used by Native Americans. The three sisters refer to three crops that were commonly planted together – corn, beans and squash.

2. Handout the Three Sisters Investigation activity sheet and facilitate a class discussion that allows students to share what they know about corn, beans, and squash. (Examples could include: Corn – tall plant, kernels grown on ears, yellow in color, etc.) Instruct students to list the items in the chart. Share the information found in the Background section or have students research the three crops using the internet or other resources to add to their chart.
3. Divide your class into groups of 3 or 4. Give each group one of the attached Three Sisters handouts. Instruct the students to read through their handout as a group and record characteristics of each sister in their chart on the Three Sisters Investigation activity sheet. After the groups have read and discussed in a group, have each group share the characteristics of each sister (plant) with the whole class. They should also decide which crop each sister represents.
4. As a class, discuss how the traditional stories relate to how the three sisters can help each other when planted together. For example: Several of the stories describe the sisters “becoming stronger together” or “three sisters helping and loving each other.” Examples of how the actual crops benefit each other include the corn providing a trellis or pole for the bean to climb; the bean providing nitrogen to the soil to help the corn grow; and the squash preventing weeds from growing and deterring pests.

Food Desert Activity

Note: This lesson covers the topic of food deserts, which are areas that have limited access to affordable and nutritious food, or easy access to a grocery store or supermarket. Many factors impact this, including setting, transportation, income, etc. This lesson may highlight challenges that are central to the communities it is taught in. Although an important subject, care should be taken in the discussion surrounding the lesson. The United States Department of Agriculture (USDA) has done substantial research around the topic, and teachers or adults presenting the lesson may want to have more background on the subject. If the teacher or adults are interested, Virginia State University, in conjunction with USDA, produced a 45-minute documentary: <http://youtu.be/jicYbi-8ZNU>.

1. Ask: What is a desert? Use this to lead into telling what a food desert is.
2. Discuss what a food desert is. Food Desert- areas that have limited access to affordable and nutritious food, or easy access to a grocery store or supermarket.
3. After reading the book, ask students, “Where else do you get food?” a. Ex: grocery store, fast food restaurants, food trucks, etc.
4. Explain that everyone doesn’t have the same chance to get affordable and nutritious, or healthy food. As explained in Fry Bread, the origin of the food comes from the government-caused deprivation that happened when people were isolated from meats, fruits, and vegetables of their native land through the forcible removal of Native people. As federal rations of powdered, canned, and other dry foods were issued by the

government, fry bread was born. To make connections for students, discuss these ideas with students. If your house is far away from the grocery store and you don't have a car, you may not be able to walk or ride the bus to go to the store. If your parents had to pay a bill and don't have a lot of money left over for food, you may not be able to get healthy food. If you don't have a yard at your house, you may not be able to grow fruits and vegetables in a garden like the characters in the book. Allow discussion with students as time and interest allows.

5. Ask these questions, In what ways did forced relocation cause a food desert for Native peoples? What do students think about this history? In what ways does the book help readers to learn about the role of food in the survival and resilience of Native peoples?

6. Use the USDA Food Desert Atlas to share with students the most recent food desert map from 2019, <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/>

7. Allow students to talk with a partner or small group about where they notice the most food deserts. Then ask them why they think those areas have the most food deserts. Students can use the graphic organizer Food Deserts to gather their ideas.

8. Let partner groups come up with a plan or proposal on how to help lessen the number of food deserts.

9. Let groups share their ideas to help lessen food deserts.

Additional Resources:

-SC Native American Tribal Map and resources

<https://www.sciway.net/hist/indians/geo.html>

-Navajo Lady frying Fry Bread

https://www.youtube.com/watch?v=7re_zwU6O64

-Cane Syrup Making

<https://tinyurl.com/mrxckh5j>

Sources:

North Carolina Ag in the Classroom

<https://theclassroombookshelf.com/2020/02/03/fry-bread-a-native-american-family-story-a-love-letter-to-indigenous-nations-and-communities/>

South Carolina Native American Tribes

Name of Tribe: _____

What region of the state can the tribe be found in?

Background Information on the Tribe:

What is a tradition that is important to this tribe?

Three Sisters #1

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. The Cherokee till the mound three times. The Native American stories of the Three Sisters vary from tribe to tribe. This story below is taken from an oral account by Lois Thomas of Cornwall Island, compiled by students at Centennial College and found in "Indian Legends of Eastern Canada." 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 Mohawk 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 Mohawk 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 Mohawk boy saw that she missed her sisters, he brought them all back together and they became stronger together, again.

From <http://www.birdclan.org/threesisters.htm>

Three Sisters #2

The following story, entitled "The Three Sisters," was recorded by Lois Thomas of Cornwall Island, Canada. It is one of a collection of stories compiled by students at Centennial College, Toronto, Canada. Out of respect to native culture, we ask that you share the story in a spirit of respect. Once upon a time very long ago, there were three sisters who lived together in a field. These sisters were quite different from one another in their size and also in their way of dressing. One of the three was a little sister, so young that she could only crawl at first, and she was dressed in green. The second of the three wore a frock of bright yellow, 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 guard them. She wore a pale green shawl, and she had long, yellow hair that tossed about her head in the breezes. There was only one way in which the three sisters were alike. They loved one another very dearly, and they were never separated. They were sure that they would not be able to live apart. After a while a stranger came to the field of the three sisters, a little Indian boy. He was as straight as an arrow and as fearless as the eagle that circled the sky above his head. He knew the way of talking to the birds and the small brothers of the earth, the shrew, the chipmunk, and the young foxes. And the three sisters, the one who was just able to crawl, the one in the yellow frock, and the one with the flowing hair, were very much interested in the little Indian boy. They watched him fit his arrow in his bow, saw him carve a bowl with his stone knife, and wondered where he went at night. Late in the summer of the first coming of the Indian boy to their field, one of the three sisters disappeared. This was the youngest sister in green, the sister who could only creep. She was scarcely able to stand alone in the field unless she had a stick to which she clung. Her sisters mourned for her until the fall, but she did not return. Once more the Indian boy came to the field of the three sisters. He came to gather reeds at the edge of a stream nearby to make arrow shafts. The two sisters who were left watched him and gazed with wonder at the prints of his moccasins in the earth that marked his trail. That

night the second of the sisters left, the one who was dressed in yellow and who always wanted to run away. She left no mark of her going, but it may have been that she set her feet in the moccasin tracks of the little Indian boy. Now there was but one of the sisters left. Tall and straight she stood in the field not once bowing her head with sorrow, but it seemed to her that she could not live there alone. The days grew shorter and the nights were colder. Her green shawl faded and grew thin and old. Her hair, once long and golden, was tangled by the wind. Day and night she sighed for her sisters to return to her, but they did not hear her. Her voice when she tried to call to them was low and plaintive like the wind. But one day when it was the season of the harvest, the little Indian boy heard the crying of the third sister who had been left to mourn there in the field. He felt sorry for her, and he took her in his arms and carried her to the lodge of his father and mother. Oh what a surprise awaited here there! Her two lost sisters were there in the lodge of the little Indian boy, safe and very glad to see her. They had been curious about the Indian boy, and they had gone home with him to see how and where he lived. They had liked his warm cave so well that they had decided now that winter was coming on to stay with him. And they were doing all they could to be useful. The little sister in green, now quite grown up, was helping to keep the dinner pot full. The sister in yellow sat on the shelf drying herself, for she planned to fill the dinner pot later. The third sister joined them, ready to grind meal for the Indian boy. And the three were never separated again.

From <http://blogs.cornell.edu/garden/get-activities/signature-projects/the-three-sisters-exploringan-iroquois-garden/a-legend/>

Three Sisters #3

The “Three Sisters” as told by Shelia Wilson from Tar Heel Junior Historian 45:1 (fall 2005). When Native people speak of the “Three Sisters,” they are referring to corn, beans, and squash. Known as the “sustainers of life,” these are the basic foods of sustenance. They are seen as three beautiful sisters, because they grow in the same mound in a garden. The corn provides a ladder for the bean vine. The squash vines shade the mound and hold moisture in the soil for the corn and beans. The well-being of each crop planted is said to be protected by another. Many a story has been woven around the Three Sisters—sisters who should be planted together, eaten together, and celebrated together. Traditional stories vary from tribe to tribe. The story of the “Three Sisters” originated when a woman of medicine who could no longer bear the fighting among her three daughters asked the Creator to help her find a way to get them to stop. That night she had a dream, and in it each sister was a different seed. In her dream, she planted them in one mound in just the way they would have lived at home and told them that in order to grow and thrive; they would need to be different but dependent upon each other. They needed to see that each was special and each had great things to offer on her own and with the others. The next morning while cooking breakfast, she cooked each daughter an egg, but each was different: one hard-boiled, one scrambled, and one over-easy. She told her daughters of her dream and said to them, “You are like these eggs. Each is still an egg but with different textures and flavors. Each of you has a special place in the world and in my heart.” The daughters started to cry and hugged each other, because now they would celebrate their differences and love one another more because of them. From that day on, Native people have planted the three crops together—
Three Sisters helping and loving each other. ■

From <http://www.ncdcr.gov/Portals/7/Collateral/Database/F05.legend.three.sisters.pdf>
Legends and Myths:

Three Sisters Investigation

List facts and characteristics that describe each of the Three Sisters Crops.

Corn	Beans	Squash

List characteristics of each of the Three Sisters from the story you read.

Sister #1	Sister #2	Sister #3

Which crop does each sister in your story represent?

Sister #1 = _____ (List corn, beans or squash) Explain why you think this way.

Sister #2 = _____ (List corn, beans or squash) Why?

Sister #3 = _____ (List corn, beans or squash) Why?

In what ways does the story describe how the three sisters support each other?

Food Deserts

What area(s) of the United States looks to have the most food deserts?

Why do you think these areas have more food deserts?

Our plan to help lessen the number of food deserts.