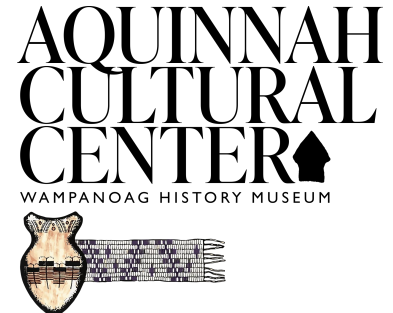


Indigenous Contributions & Perspectives in Farm to School



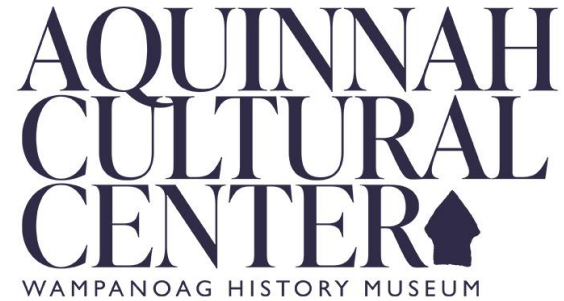
Emily Armstrong
Education Director, Island Grown Initiative

Brad Lopes
Education and Public Program Manager, Aquinnah Cultural Center
Education Manager, Wampanoag Tribe of Gay Head (Aquinnah)



What Do We Hope to Share? Workshop Objectives

1. Discuss best practices for engaging in local food sustainability and food sovereignty work in schools.
2. Explore the importance of understanding the context of food sustainability and sovereignty practices in your region.
3. Share why it is important for farm to school programs to work with Tribal entities to promote Tribal food sovereignty, specifically through the lens of curricular instruction, and recommendations for how to start this.
4. Provide examples of how this relationship can form and grow by highlighting the collaboration between IGI and the Aquinnah Cultural Center.



**ISLAND
GROWN
INITIATIVE**

What's On The Menu? Workshop Outline

1. Organizational Background: Island Grown Initiative and the Aquinnah Cultural Center
2. Telling Our Story: Our History of Collaboration
3. Looking Back: Our Prior Curriculum Work
4. A Sneak Peak: Glimpsing the 17th Century Wôpanâak Cooking Chopped Style Curriculum
5. Reflection: Takeaways From Our Collaboration and Best Practices for Indigenous Topics and Relationships in Farm to School.
6. Questions and Answers

WANIYÉTU • WINTER

PLANT • WATHÓ

MUSHROOM CHOWDER 12 🌱
Corn Fried Mushrooms • Sage Oil

THREE SISTERS SALAD 20 ⚔️
Seasonal Squash • Tepary Bean • Hominy • Poblanos
Add Skirt Steak +5

YUCA FRIES 15
Majo De Ajo • Choice of 2 Sauces

MARICHO 15 ⚔️
Caramelized Sweet Corn • Onion • Tomato • Warrior Seasoning

HAND HARVESTED WILD RICE 15 ⚔️
Dried Berries • Puffed Wild Rice

MAPLE BEANS 16 🌱
Candied Walnuts

MAPLE ROASTED SQUASH 24
Seasonal Squash • Slaw • Majo De Ajo • Tortillas

SWEET POTATOES 18 ⚔️
White Sweet Potato • Maple Chili Crisp • Scallion

GREEN BEANS* 22
Duck Remoulade • Crispy Onions

GAME • THADÓ

CRICKETS & POPCORN* 12 🌱
Roasted Crickets • Candied Seeds
Maple Sumac Popcorn

BEAN DIP & SMOKED WHITEFISH* 30
Tostadas • Pickled Onion • Wajapi

OYSTERS* 38 🌱
Blackberry Mignonette

GAME TARTARE* 40
Garlic Sage Oil • Cured Egg Yolk • Huakleberry Aioli
Bison Dust • Fermented Plum

TURKEY GREENS 15
Smoked Turkey • Onion
Crispy Garlic

QUAIL THIGHS 32
Buttermilk • Blue Corn
Choice of Sauce

BISON BONE MARROW 48
Sweet Potato Bread • Herb Salad
Majo De Ajo

TO SHARE • OKÍCHICU

BISON RIBEYE* 105
Demi-Glace • Pickled Fresnos • Crispy Onions

STUFFED POBLANOS 45 ⚔️
Wild Rice • Tepary Bean • Hominy Picadillo
Green Pepián Mole • Tortillas

DUCK* 55
Ancho-Brined • Blackberry Sumac Sauce
Duck Pupusa

BISON SKIRT STEAK* 55
Asada Marinade • Avocado Tomatillo Salsa
Tortillas

RED SNAPPER 78
Sumac-Brined • Pico De Gallo • Chimichurri
Tortillas



Owamni Winter Menu, Minneapolis, MN

Grounding Question

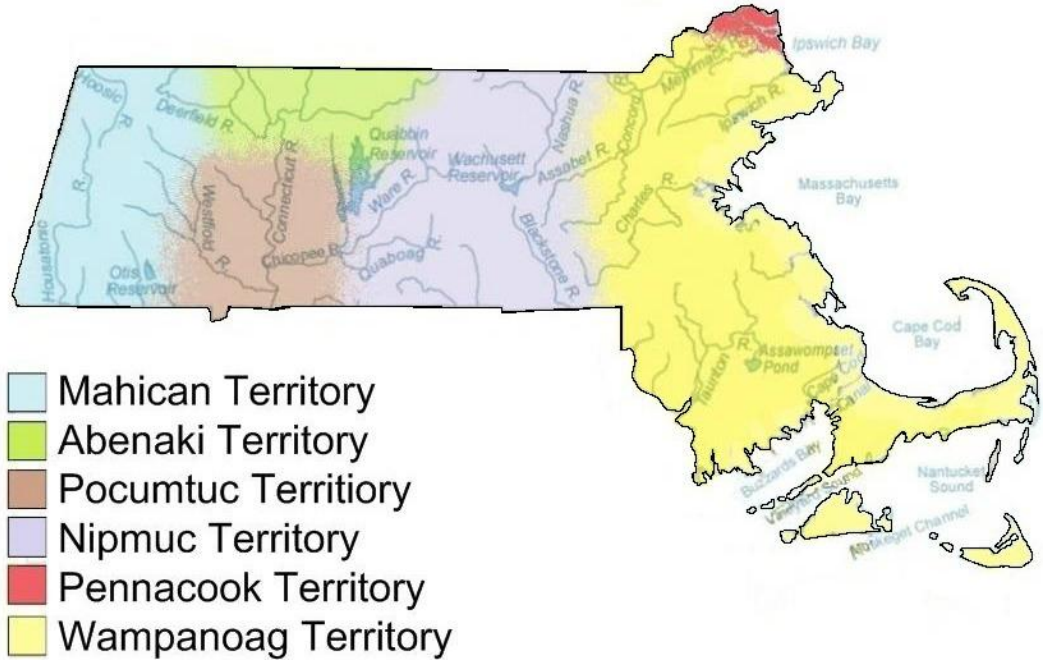
Who's Tribal Homelands Do You
Live and/or Work On?

Historic Tribal Nations

Massachusetts has historically been populated by Wampanoag, Nipmuc, Pennacook, Mahican, and Wabanaki peoples.

Today, there are 5 Tribes who have formal recognition of one form or another.

- Wampanoag Tribe of Gay Head (Aquinnah) (1987)
- Mashpee Wampanoag Tribe (2007)
- Stockbridge Munsee Mahican (1856)
- Herring Pond Wampanoag Tribe (2024)
- Hassanamisco Nipmuc (1976)



What's the Soil Like? Organizations and Locational Context

[Island Grown Initiatives](#)' mission is to build a regenerative and equitable food system with the Martha's Vineyard community. We grow, prepare and serve nourishing food for our community, and educate about this process.

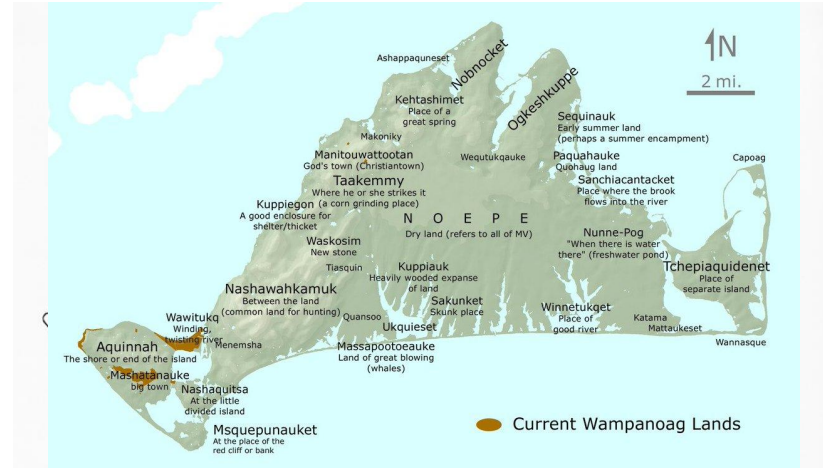
[The Aquinnah Cultural Center](#) serves Aquinnah Wampanoag Tribal members while also engaging the broader community in Wampanoag history, culture, and lifeways. Founded in 1997 as a way to preserve and pass cultural and traditional knowledge, the ACC has since grown in services and through partnerships, creating markets, events, and workshops to honor and serve the cultural needs of the Wampanoag tribe.



What's the Soil Like? Organizations and Locational Context

Demographic Information About Nôepe/Martha's Vineyard

- There are over 1,600 enrolled citizens in the Wampanoag Tribe of Gay Head (Aquinnah), but only 300 are able to live on the island.
- Since 1870, the Aquinnah Wampanoag people have been severely restricted in access to land, limiting food sovereignty, with a loss of around 65% of the land.
- 1 in 5 Islanders are registered at the Food Pantry. According to Feeding America the average cost of a meal here is \$5.16 as opposed to \$3.58 nationally.
- Our year-round population grew 24% in the last 5 years, but housing stock only grew 2% and the average home price is \$1.6 million.
- ¼ of our island students are English Language Learners.



What Has Been Grown? Beginning

Prior Collaborations

- Community education events around Tri Food Sovereignty including a talk with Robin Wall Kimmerer, showing of the film Gather, and a talk with farmer Keely Curliss (Nipmuc).
- Food Forest project in Aquinnah

Current and Future Collaborations

- Broad review of our Farm to School curriculum.
- Professional Development training for Island Grown Initiative staff.
- Dedicated 6,000 square foot plot for at IGI Farm.



How Do We Feed Our Minds? Programming and Connections

Background and Public Programming

The ACC and Brad have offered a variety of public programs that IGI staff have attended. These events started conversations between our organizations that led to our current collaborations.

These public workshops included:

- Best Practices for Working with Indigenous Content, Citizens and Communities
- War for the Dawnland Symposium: Re-Examining King Philip's War

Brad has also done a *Nôepe: Introduction to Wampanoag History and Homelands* training for the MV Environmental Educators' Alliance teen interns and adult program staff.

IGI - ACC Specific Professional Development

IGI has contracted the ACC to offer specific Professional Development training for the IGI staff. These included:

- A Wampanoag Wellness Workshop, as it relates to IGI's food based work.
- Transcending a Land Acknowledgement Workshop, a longer training about how to move beyond a land acknowledgement into action rooted in relational commitment.



Where Do We Start on the Plate? IGI Curriculum Review

Origins of Collaboration

IGI approached the ACC in spring 2025 about Professional Development offerings & a curricular review.

We created a Memorandum of Understanding to outline this work that budgeted 10 hours of curriculum review time with the ACC.

IGI Takeaways From Collaboration

1. This broad review identified more specific areas that we could collaborate on in the future.
2. IGI had outdated content in our curriculum. This was embarrassing and hurtful.
3. There are a myriad of topics in farm to school that draw on Indigenous knowledge and traditions, but lack local context and Indigenous representation. The Three Sisters is a classic example of this.



What Are We Growing Now? Previewing Joint Curriculum

Ongoing Collaboration

This winter, ACC & IGI worked to create a new MOU to collaborate on a joint 1600s cooking curriculum. This was an existing IGI curriculum but it lacked Indigenous representation and modern day context.

This year we also hope to work on lessons and units for other topics including:

- Maple sugaring
- Indian Relocation Act & Urban Farming
- Shellfishing
- Corn processing & cooking
- Three Sisters/Wampanoag growing techniques.

17th Century Wôpanâak Cooking Chopped Style Lesson Plan

Sequan (Spring)	Neepun (Summer)	Keepun (Fall)	Pup8n (Winter)
Stuffed Bass/Bluefish with Ramps, Fiddleheads, Meadow Garlic, Dandelion Greens	Green Corn Soup Green Corn Bread Roasted Green Corn	Roasted Beans, Squash, and Cranberries Parched Corn Soup Boiled Sunchokes	Boiled Sunchokes Venison, Hominy, Beans, Squash Soup
Planked, Smoked Shad Fish	Parched Corn Soup Staghorn Sumac Tea	Duck/Fish/Eel/Clams, Hominy, Beans, Squash Soup	Roasted Hickory or Chestnuts Smoked Venison
Maple Sugar/Syrup Nausamp	Blueberry Mint Tea	Clam Bake (Squash, Shellfish, Crabs, Lobster, Corn)	Corncakes with Maple Sugar/Syrup
Spicebush Tea	Strawberry/Raspberry Leaf Tea	Sweet or Savory Nausamp	Cranberry Cakes or Dried Cranberries
Sassafras Tea	Quahog Chowder (No Milk!)		

How Have We Grown? Reflections on Collaboration

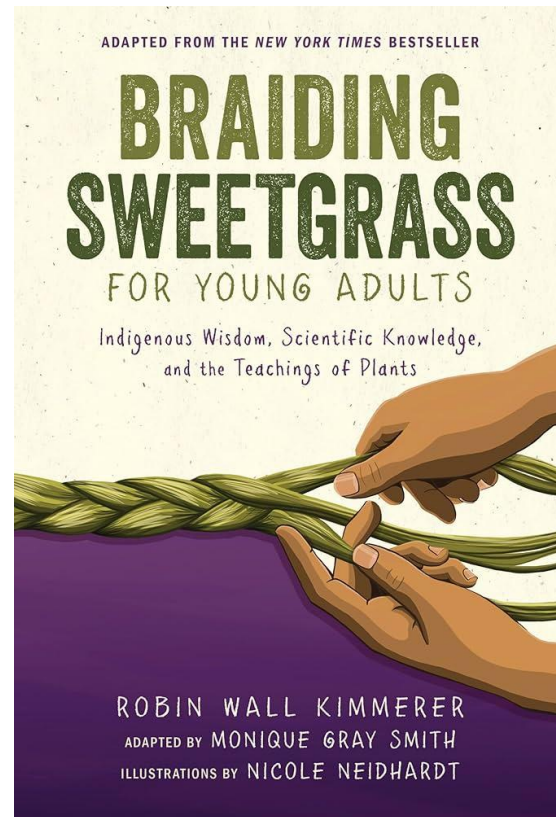
Reflecting on Relationships

IGI takeaways from this work as a white-led, non-Native organization:

1. Center Indigenous voices and experiences as much as possible.
2. Indigenous people are still here and innovating in the food and farm space.
3. Educational curriculums and standards focus on Indigenous people in the past tense and this perpetuates colonialism.
4. We have to transcend land acknowledgements to include restorative relationships with our local Tribal communities.

Resources that Have Helped IGI

1. Rowen White, get on her newsletter list!
2. Robin Wall Kimmerer's [Braiding Sweetgrass for Young Adults](#).
3. Cookbooks by Sean Sherman, The Sioux Chef.
4. Bioneers' Indigeneity Curriculum, available free on their website.

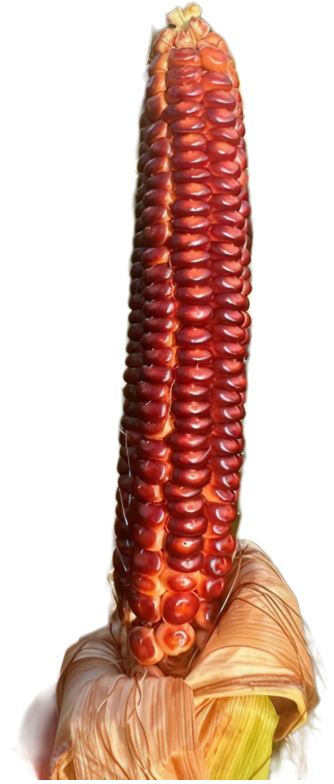


How Do I Make Space at the Table? Indigenous Collaboration

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Best Practices: What To Consider and Offer When Working with Tribal Organizations, Communities, and Nations

1. Time, trust-building, and capacity.
2. Have respect towards Tribal Sovereignty; you are entering into a relationship/agreement with a sovereign Nation, citizen, or organization of that community.
3. Learn about and acknowledge the historical context of food sustainability and sovereignty here, recognizing that many practices today have been appropriated from Indigenous communities.
4. Follow protocols outlined by Tribal Nations and citizens.
5. Working with Tribal community timelines and capacities in curriculum work.
6. Align with existing food goals within the Tribal community.
7. Understand that some foods are referred to as medicines, relatives and/or sacred, and these relations are to be respected and honored.
8. Build in reciprocity practices.
9. Pay Tribal organizations, agencies, and individuals for their time.
10. Avoid paternalistic language or structures; “you should plant this because I read your ancestors did this!”
11. Structural commitments towards authentic relationship building.
12. Listen, listen, and listen.



Wuhqâee: Questions and Answers



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