Teacher Answer Key

Case Study

1. She shows them ash-water treatment that turns maize into hominy, which makes stored corn edible and more nourishing through the winter. She also teaches the spacing of mounds and when to set beans, which is what makes a field produce enough to store in the first place rather than only enough to eat.

2. The colonists took the crop and the technique but not the rules that went with them, and the imbalance showed up on the ground. A fence appeared where a footpath had been and a field widened into former berry grounds, so the community that shared the knowledge lost access to the land the knowledge depended on.

Multiple Choice

1. D

2. A

3. B

Matching

1-E, 2-C, 3-D, 4-B, 5-A

Fill-in-the-Blank

1) nitrogen, 2) hominy (accept: nixtamal/masa), 3) values/agreements (accept: customs, rules, governance)

Short Answer (Sample Responses)

Q1: Examples: Johnnycakes (cornmeal cooked on iron/griddle); succotash (beans + corn stew in iron pot); persisted because ingredients were reliable and methods efficient in local conditions.

Q2: Adopting maize and smoking while fencing former berry grounds or widening fields shifts access from communal to private control, undermining Indigenous seasonal rounds and causing long-term food insecurity.

Q3: Choose smoking/drying or ash-roasting squash: historically accurate, teaches preservation or slow cooking, and links directly to seasonal abundance-to-storage strategies.