

Teacher: Callie Preston	
Title: Cultural Food for Thought	Subject: Social Studies, Art, L.A.
Topics: Cultural and regional foods	Grade: 6th
Lesson Duration:	School: Canon City Schools
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	In this Multiple Intelligences lesson, students will study native foods (plants and animals) of specific historical areas from around the world (this can be modified to any part of the world or era you may be studying). Using their research, they will develop a design for a restaurant with a logo and menu based on the cultural and natural foods from their particular area of study. A reflective essay about their topic will be written at the end as a summary. This lesson lends itself to a lot of extension activities and can easily be incorporated into other disciplines.
National Standards for History Era: Link	
Standard(s): <i>State, Local or National</i>	<u>Geography Standard 2:</u> Students know the physical and human characteristics of places and use this knowledge to define and study regions. <u>Geography Standard 5:</u> Students can describe the role of resources in daily life. <u>History Standard 3:</u> Students understand that societies are diverse and have changed over time.
Themes/Concept:	In this lesson, students will study native foods (plants and animals) to specific historical areas from around the world. Using their research, they will develop a design for a restaurant with a menu based on the cultural and natural foods from their area of study. A reflective essay about their topic will be written at the end as a summary.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ul style="list-style-type: none"> • Does Canon City have a “culture” that can be expressed through foods? • Can culture be expressed through food? Why or how? • What would a menu look like in a different time period, era, or culture?
Elements <i>(What you want the students to understand)</i>	Students will: <ol style="list-style-type: none"> 1. Consider their cultural values of cuisine. 2. Research foods from different places and historical eras around the world. 3. Create a plan for a topic restaurant and menu based on this research. 4. Write a reflective essay about their culture's relationship with food and sources of food.

<p>Launch Activity (Hook)</p>	<p>As a warm up activity, students respond to the following questions in essay format:</p> <ul style="list-style-type: none"> • What is the most “foreign” food you have ever eaten? • What made it so “out of the ordinary?” • Did you like it? Why or why not? • What type of foods do you normally eat? <p>If you had to choose a meal that represented Canon City’s “culture,” what would it be?</p>		
<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Culinary, regional, native, cultural, cuisine, era, indigenous, logo, foreign</p>		<p><u>Skills</u></p> <p>Identifying foreign foods native to specific areas, planning, creative thinking, and reflective writing.</p>
<p>Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i></p>			
<p>Review the food pyramid. Divide students into small mixed-ability groups and assign each a different historical region. This could be based on anything you might be studying:</p> <ul style="list-style-type: none"> • Continent-based, like Asia, North America, Africa, etc., or • Era-based, like Mesopotamia, Ancient Rome, Civil War, early settlement/colonial America, or • Cultural-based, like Chinese, Japanese, Irish, etc. <p>Explain to students that they will be creating their own restaurant based on their assigned area. They will need to create a menu that will serve the cultural foods (plants and animals) available in their area. Allow time for each group to research dishes, foods, plants, and animals indigenous to their assigned various regions based on the time period they are working in. Based on their research, group members will design their restaurants (following the rubric) with:</p> <ul style="list-style-type: none"> • A restaurant name • Logo • Menu (Menus can be made by using construction and/or typing paper. They should include all items in the grading rubric.) 			
<p>Conclusion: Students write a reflective essay about their assigned region and menu responding to the guiding questions below such as (feel free to add some of your own):</p> <ul style="list-style-type: none"> • How does the food eaten in an area define a country’s culture? • How did the food eaten in your assigned area define its culture? • If someone from the culture for which you created your restaurant and menu were to time travel to today, what do you think he might feel about our “culture” in Canon City? 			

- Do you think people think about where their food comes from? Why or why not? How important is it to do this?
- We are living in a time when cultural barriers are not as definite. For example, it is easier to get lobster anywhere in the world today than before. Do you think countries are losing their “cultures” because of the ease of transportation, or do you think that they will always remain intact?
- If you could choose another place, country, or time period to visit, where would you go and why? What appeals to you about its culture?

Extension:

- Students could create one of their dishes and bring it in to share with the class as a multicultural experience.
- Students could take “orders” for their meals and figure out a cost analysis for the meal. They could also figure taxes and tips by today’s standards.

Assessment Evidence: *What evidence will show that students met the learning goal?*

See Rubric

Portfolio Assessment

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Rubric

Student Self-Assessment

Reflective Essay

Differentiation Associated with this unit

Gifted and Talented: Certain cultures have laws and rules about foods that can or can’t be eaten due to cultural, religious, or legal issues, while other countries ignore those same “rules” or laws. For example, the Jewish community only eats Kosher foods due to religious reasons, while other cultures do not honor this. Some countries eat the meat of endangered species, while other countries do not. Choose a law or custom and research it. Write a report and present it to the class.

Special Ed: Allow students to choose one or two (depending on the student’s skill level) of the reflective essay questions to respond to, or just evaluate them on their menus. For students who struggle with drawing or fine motor skills, you could provide magazines for them to cut pictures of food from. If a student is unable to write, they could do a collage of foods and how they fit into what they are studying.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

- [Teacher \(Tracey\) Oz's Kingdom of History: Food, Past & Present Links](#)
A Texas teacher has compiled over 250 links covering the following categories: Prehistoric; Agriculture Revolution; Food Origins; Ancient; Medieval; Renaissance; 17th, 18th, 19th, 20th centuries; Ethnic and Regional; Drink; Salt, Spices and Herbs; Fast Food, Candy etc; Cooking Utensils; Famine; Food & Health. Some links are gone as it was last updated November 2003.

The Food Museum: <http://www.foodmuseum.com/>

-pens/pencils

-paper

-resources on food history including history and geography texts, cookbooks, food magazines, and computers with Internet access (see Resource List for ideas)

-construction paper

-colored pencils, crayons, or markers (enough for students to share)

-craft supplies