

**Project’s Essential Driving Question:***What is the relationship between culture and food?***ENTRY EVENT****Overview:**

In this project entry event, students will explore various cultures from Asia, South America, Europe, Africa, North America, and Australia. Although many of these cultures have diffused across the world, the class will be discussing them in terms of their continent and country of origin. The class will be divided into 6 small groups with about 3-4 students in each group. Each group will receive a “culture snapshot” from a different continent. The “snapshot” consists of a box of items that represent elements from one culture. Items may include traditional clothing, musical instruments, and pictures of the environment. The teacher will also provide food samples or images of the food from each culture. After exploring their assigned cultural snapshot, the students will sample each food and attempt to guess which one corresponds with their culture. Guiding questions will be provided to assist students in their guessing. Then, the class will come back together and each group will share their predictions. The teacher will reveal the correct matches and introduce the project’s essential question.

**Instructional Materials:**

- Paper plates (6 plates per person to cover the 6 cultures included in the “culture snapshot”)
- Plastic ware
- Napkins
- Timer (optional)
- Index cards for food labels (6 index cards that include the name of the dish, the ingredients and instructions (recipe), and possibly any background concerning the particular dish and why it is a traditional meal within the culture)
- 6 plastic boxes (1 per 3-4 students) for cultural artifacts
- Worksheets (attached at the end of the lesson plan)
- Cultural Snapshots (examples below)

<b>North America</b>	<b>South America</b>	<b>Europe</b>	<b>Africa</b>	<b>Asia</b>	<b>Australia</b>
Canada - Maple syrup candies - Maple leaf - Hockey puck - Winter hat - Snowstorm	Brazil - Bolinho de Chuva (cinnamon doughnut holes) - Carnival mask - Real (coin currency) - Excerpt of Portuguese	France - Crêpes Baguette - Beret - French flag - Eiffel towel model	Egypt - Koushari (lentils, macaroni, rice) - Hieroglyphics - Pyramid model - Egyptian math model	China - Dumplings - Chopsticks - Brushwork - Great Wall of China model	Australia - Tim Tam cake Kangaroo/koala pictures - Sydney Opera house model - Pictures of the outback

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**Time Duration:** 55 minutes

**Instructional Sequence:**

Event Segments	Approximate Time Per Segment	Detailed Steps/Procedure
Set Up	5 – 7 minutes	<p>The teacher will prepare six cultural boxes prior to the activity, each labeled according to their corresponding country/culture. The classroom will be organized as six groups with 3-4 desks in each group. One cultural snapshot box will be placed in the center of each group and labeled accordingly.</p> <p>The teacher will dish the prepared food into 3-4 servings per plate. She will organize the foods so every group and each student within each group has a sample of every dish. The samples will be placed on a separate table.</p> <p>A list of guiding questions should be written on the board or projected on the screen. Examples are below:</p> <ul style="list-style-type: none"> <li>• Is the food hot or cold?</li> <li>• Is the food spicy?</li> <li>• How does the food feel?</li> <li>• Have you tasted something similar?</li> <li>• Which continent do you think the food may be from? Why? (list all the continents for the students to see)</li> </ul>
Launch	5 minutes	<p>The teacher will supervise students as they enter the room and sit in their pre-assigned groups. He/she will explain that inside each box is a cultural snapshot of a different country.</p> <p><i>“As a team you will explore the cultural snapshot placed on your table. By learning about your country and tasting each of the food samples, your team will predict which food matches your assigned culture. It is important that you really think about each of the items in your box and what they say about your country. Make sure you take some notes so you can remember what you were thinking. Be respectful and listen to your group members’ ideas.”</i></p>

		<p><i>“After you have a good understanding of your assigned culture, you and your group will begin tasting the different foods. Try to think which foods may best match your culture. The questions on the board may help you make predictions. Again, make sure you are listening to your group members’ ideas and working together. Take some notes on your worksheet so you remember what each food tastes like. I will set a timer so you will have 3 minutes to taste each food, take notes, and compare it to your culture. After you have tasted all the foods, your group will discuss your findings and make a final prediction.”</i></p>
Small-Group Work: Exploring Cultures	5 minutes	<p>The teacher will instruct students to open their cultural snapshot box and explore the objects inside. He/she will circulate the classroom to ensure that each group is passing around the objects and sharing their thoughts with one other. She may also ask questions to get the students thinking. For example:</p> <ul style="list-style-type: none"> <li>• Do you think it is cold/warm there?</li> <li>• What kind of food might people eat there?</li> </ul> <p>The students will open their assigned box and explore their objects inside. They will write their country/culture’s name on the top of their worksheet and take notes about some of the objects.</p>
Small-Group Work: Tasting Food	20 – 25 minutes	<p>The teacher will place one round of food samples on each table. She will remind students that they have 3 minutes to taste each food and take notes. After every three minutes, the teacher will place a different round of food samples on each table. He/she will circulate around the classroom and remind students of the guiding questions (posted on the chalkboard).</p> <p><i>“Remember to taste each food carefully, think about your country, and talk to your group. Keep in mind that you will need to make a prediction</i></p>

		<p><i>about which food best matches your culture/country.”</i></p> <p>The students will taste each food sample and compare it to what they know about their assigned culture. They will take notes on each food and discuss with their classmates about their predictions.</p> <p>After all of their groups have tasted the samples, they will discuss and make a final prediction about which food matches their assigned culture.</p>
Whole Group Discussion & Closure	5 minutes	<p>The teacher will ask each group for their prediction and write them on the chalkboard. After all the groups have shared and explained their ideas, the teacher will reveal the correct matches.</p> <p>He/she will offer questions to reflect on the activity.</p> <p><i>“Were you surprised by any of these matches?”</i></p> <p><i>“Why do you think some of these matched?”</i></p> <p><i>“Remind us. What is culture?”</i></p> <p><i>“Are there any foods that really represent your culture?”</i></p> <p><i>“What other questions do you or your group have about culture and food?”</i></p> <p><i>“You have just taken the first step in our new exploration of this essential question: <b>What is the relationship between culture and food?</b>”</i></p> <p><i>“At home tonight, I want you to think about some of the foods you eat at home. Are any recipes especially important to your family? Feel free to ask someone you live with if they can think of any. Why might these recipes be important? Tomorrow we will begin exploring more countries around the world and their cultures.”</i></p>

## EXIT EVENT

### Overview:

Now that students have explored and learned about various cultures and foods within each culture, each student will choose a dish from one culture to make for a Cultural Night that will be held for the students' friends and families at the school. The students will have the option to choose one culture to share about, the food dish, and the way in which they want to present the information they gathered about the culture and the food dish at the Cultural Night with the same assigned partner. The students will make the dish (enough to serve about 15 people) and will create a presentation describing what they learned about the specific culture and food from said culture through their medium of choice (i.e. poster board, trifold, video, speech, picture/comic book, etc.). By presenting what they learned and the food they made to an audience, the students will gain valuable experience in areas such as presentation and speech. The Cultural Night, which will be open to the students' family and friends from the community that they chose to invite, will provide the teacher with the opportunity to assess what the students have learned and gained throughout this project in a meaningful, authentic, and relevant way. If the teacher chooses to do so, he/she can ask his/her students to post their projects online to share with a larger audience.

### Instructional Materials:

Provide students with the option for the type of presentation and provide them with materials necessary for their choices such as:

- Poster board and trifolds
- Markers
- Glue sticks
- Computers and printer
- Projector

### Technology:

No technology is necessary unless any students choose to create a PowerPoint or show a video at the Cultural Night, then a laptop and projector would be required and set up prior to the event.

### Time Duration:

Approximately:

- Preparation for Cultural Night: 1 hour
- Cultural Night: 2 hours

**Instructional Sequence:**

<b>Event Segments</b>	<b>Approximate Time Per Segment</b>	<b>Detailed Steps/Procedure</b>
Preparation for cultural night	1 hour	<p>Students will have determined how they want to present their information. It can be through a speech, PowerPoint, poster, pictures, video or any other form in which they can get the information across. They will be expected to make and bring in the recipe that they have been working with. They must present the nutrition facts of the recipe, a map of their country, their modified recipe, and the food itself.</p> <p>The event will be held in the school's library or cafeteria (if allowed/possible, if not in the classroom). Students towards the last hour of class will go to the library or cafeteria with the teacher and will begin setting up the room so that there are enough tables for each pair of partners. The tables need to be set up in a circle or square around the room so it is easy for the guests to walk around to each table and get a chance to see and taste each dish. If any of the partners chose to create a poster board or trifold or another tangible artifact, they can set up their table at this time as well. The teacher and students will also set up a table for the food drive. The students will decorate signs and posters that draw attention to this table.</p>
Presentation/ cultural night	2 hours	<p>Students will invite parents/ family/ community friends/other faculty and staff to a cultural night in which they will present the information that they found out and what they learned through the recipe that they choose. The teacher will open the cultural night by giving an overview of what the children worked on for the past 3 weeks and what they learned. The teacher will then say</p> <p><i>“Welcome to Cultural Night. Explore the room and experience different cultures and their foods from around the world. Make sure to stop at each table. You will be given 6 minutes per table and</i></p>

		<p><i>will here a timer go off when it is time to move to the next table. Enjoy!"</i></p> <p>And then the students will introduce their topics. They will be required to present on the ingredients and information that they found on them.</p> <p>Also, on the culture and how food relates to the everyday culture of that country. Teacher will provide an example: <i>"America and fast food are interrelated because America has a very on-the-go, cheap, and quantity based culture that is directly related to how fast food functions...cheap, fast, and large quantities."</i></p> <p>Students will be expected to draw similar conclusions on their presentations. They must present on how the environment influenced the recipe, how culture influenced the recipe, the nutrition facts of the recipe, and how they converted the portion size.</p>
Closing/Wrap-Up	1 hour	<p>The following day, students will get the chance to reflect and share their experience of Cultural Night as a warm-up for the start of class. Students will be asked to get into their paired groups and discuss how they felt the night went and what they would specifically like to share out with the class. While they are having these discussions, the students will be asked to journal about the event and what they are discussing as the conversation is going on. This will take the form of a more student-led conversation about how the Cultural Night went for the class. The teacher may provide feedback to the pairs after each share if he/she would like to do so. They would also reflect on the success of the food bank and how they impacted the community.</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Tasty Notes

As you explore and enjoy each cultural food dish, consider the following questions: *What ingredients do you infer are in the dish based on the taste? Is the dish hot or cold? Is the dish spicy? What is the texture of the dish like? Have you ever tasted something similar to the food dish/does the taste of the dish remind you of another dish? Which continent do you think the food may be from and why?* As you complete the worksheet, you will state the culture that the dish comes from, the name of the food dish, and notes about the food dish in bulleted format with the space provided for each dish.

1. Culture: \_\_\_\_\_

Food dish: \_\_\_\_\_

Notes about the food dish:

2. Culture: \_\_\_\_\_

Food dish: \_\_\_\_\_

Notes about the food dish:



## Tasty Notes (p. 2)

3. Culture: \_\_\_\_\_  
Food dish: \_\_\_\_\_  
Notes about the food dish:

4. Culture: \_\_\_\_\_  
Food dish: \_\_\_\_\_  
Notes about the food dish:

5. Culture: \_\_\_\_\_  
Food dish: \_\_\_\_\_

## Tasty Notes (p. 3)

Notes about the food dish:

6. Culture: \_\_\_\_\_  
Food dish: \_\_\_\_\_  
Notes about the food dish:

Links to food dishes for entry event:

- North America: Canada: Maple Syrup Candies  
<http://www.food.com/recipe/maple-syrup-candy-31640>
- South America: Brazil: Bolinho de Chuva  
<http://southamericanfood.about.com/od/snacksstreetfood/r/bolinhosdechuva.htm>
- Europe: France: Crêpes  
<http://www.foodnetwork.com/recipes/alton-brown/crepes-recipe.html>
- Africa: Egypt: Koushari  
<http://ummlayla.blogspot.com/2008/03/all-this-talk-of-koushari-lately.html>
- Asia: China: Dumplings  
<http://allrecipes.com/recipe/chinese-pork-dumplings/>
- Australia: Australia: Tim Tam Cake  
<http://tenplay.com.au/channel-ten/the-living-room/recipes/miguel-s-tim-tam-cake>