

# Global Mini-Project Project Overview

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**Project Title:** Cultural Recipe Book

**Grade level:** 4<sup>TH</sup> GRADE

**Project Length:** 3 WEEKS

**Links to Online Resource:**

[HTTP://US.IEARN.ORG/PROJECTS/CURRICULUM-INTEGRATION-TOOLKIT/INTEGRATION-PLANS/PLAN/CULTURAL-RECIPE-BOOK](http://us.iearn.org/projects/curriculum-integration-toolkit/integration-plans/plan/cultural-recipe-book)

## Project's Essential Driving Question

*What is the relationship between culture and food?*

## Project Overview

This Global Mini Project is designed to fit into a larger unit plan that focuses on culture. In this context, students have already defined culture and discussed its various components. They have explored their family's culture and compared it to the culture of their peers. This project will encourage students to focus on a specific aspect of culture: food. To begin this unit and attract students' interest, the teacher will provide samples of various foods from around the world. She will also supply corresponding "culture snapshots." This may include traditional clothing, musical instruments, pictures of the environment, and weather forecasts. Working in small groups, students will attempt to match food samples to their respective culture. The teacher will then pose the project's essential question: What is the relationship between culture and food?

In order to answer this question, students will work in pairs to choose a "focus country," research this country's primary culture, and connect this country's culture and food. They can partner with a student who is from the same country as them or with someone who has a different cultural background. They will identify a list of follow-up questions needed to create a strong "culture snapshot" like the teacher's initial example. The teacher will show students how to conduct appropriate research. This may include navigating the internet, taking notes from reference books, and conducting interviews. After they further investigate their country's culture, student pairs will present their findings to the class in the medium of their choice (i.e. PowerPoint, poster, diorama, etc.). They can also prepare and bring in their recipe if it is possible.

Students will then narrow their research to learn more about the culture's food. This may consist of food staples, common recipes, and celebratory meals. Within a whole-class discussion, the teacher will guide students to examine the connections between their country's culture and food choices. She will also ask students to determine if everyone in their county has equal access to food. Why might certain individuals have greater access to others? How can we make it more equitable? The class will brainstorm several reasons for the connection between culture and food (i.e. environment, farming, family needs, cost, etc.). After, students will process, condense, and evaluate their findings in a final

product to be presented at “Cultural Night.” The students will write invitations to this event to their parents, neighbors, local restaurants, and other various community members. In the invitation, the students will ask attendees to bring a contribution to a local food bank that the students choose. This effort to increase food equity will engage students in their community and encourage them to take action. In addition to this event, students will create a video of their presentation and post it online at iEarn’s Global Food Show. This is a good way for students to practice their presentation and use 21<sup>st</sup> century technological skills.

## Project Product

To culminate their research from the past several weeks, students will create a final presentation to be displayed on “Culture Night.” Elements of this final presentation include the following:

- **Country Background:** The students will summarize the research they conducted on their country of choice. They will explain the country’s location, climate, and size.
- **Cultural Background:** The students will explicate elements of their country’s culture, or one of their main cultures. They will include information regarding traditional clothing, music, holidays, and any other relevant details.
- **Food Snapshot:** The students will describe some of their country’s traditional foods. They will explain how these foods originated and some of the main recipes.
- **Cultural Connection:** The students will connect their country’s culture and traditional food. They will answer this project’s driving question: what is the relationship between culture and food? They will justify their answer with specific examples from their research.
- **Recipe (optional):** The students will conclude their project by including a sample of their chosen recipe.

This event will showcase students’ progress and their concluding connections between food and culture. They can choose to create a PowerPoint, tri-fold poster, skit, or any other form of visual media. The students will also be encouraged to create one of the cultural recipes they researched and share it with the audience at the event. They will reach out to a larger audience by posting a video of their presentation on iEarn’s Global Food Show website. Together, the class will compile their favorite recipes and compose a cohesive class recipe book.

## Global Awareness

This project addresses the four characteristics of global awareness.

**1. Investigating the world:** In this project, students have the ability to learn about a variety of countries around the world by communicating with their peers. They become “experts” on their country of choice by asking endless questions and conducting in-depth research. While the students have the opportunity to choose their country of origin, they are also encouraged to choose a country they know nothing about. This process allows students to explore the world around them and create a tangible product that represents their discoveries.

**2. Recognizing perspectives:** By conducting considerable research on their chosen country and

observing their peers, students will become familiar with cultures other than their own. They will be encouraged to consider how the environment they live in is different from others around the world. Comparing the foods they eat with those eaten in other countries will help the students learn about other perspectives around the world.

**3. Communicating ideas:** Throughout the project, students will communicate with a variety of people in multiple ways. They will need to collaborate with their peers when choosing their country, conducting research, and planning their presentation. The students will need to decide how best to present their information to the diverse audience at Culture Night. They will also practice communicating using technology when creating their video for iEarn's Global Food Show website.

**4. Taking action:** After learning about their country's food availability and equity, the students will be asked to compare how this situation to the United States. They will realize that food distribution is not equitable in this country. By designing and hosting a food drive at Culture Night, students will practice taking action in their local community to address this global problem.