

Grade Level:
Upper Elementary

Local Flavors

Lesson Objective & Summary

Objective: In the first lesson, students will identify specific features for procedural writing (in this case, a recipe) and will evaluate sample recipes using criteria.

In the second lesson, students will investigate food from different parts of the world and will make connections between the ingredients used and the local culture and products. Students will write out and present a recipe of their selection, and then explain how it reflects a particular country's culinary heritage. Students will evaluate one another's recipes, and those meeting the required criteria will be included in a class cookbook.

Summary: In the first lesson, students will examine a local recipe and identify characteristic features of that recipe. Students will examine a collection of recipes and practice evaluating samples using specific criteria.

In the second lesson, students will watch episodes from ProjectExplorer.org's [Global Kitchen album](#) and will learn how ingredients used in recipes from a particular culture reflect the local products, cultures, and natural resources available there.

Students will then select a country and research a recipe and its history that reflects that country's culinary heritage. Students will briefly present their selected recipe to the class, explaining how their recipe reflects the local flavor and culture of their country. Students will evaluate one another's written recipes based on specific criteria (title, brief explanation of recipe's history, headings, list and quantity of ingredients, materials and utensils needed, etc.). Written recipes that pass students' evaluations will be compiled into a class cookbook.

Standards & Benchmarks

From the Common Core Standards for Language Arts, Grades 3-5

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (*Common Core Standards for Language Arts, Grades 3-5, Research to Build and Present Knowledge*)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work. (*Common Core Standards for Language Arts, Grades 3-5, Research to Build and Present Knowledge*)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (*Common Core Standards for Language Arts, Grades 3-5, Writing: Text Types and Purposes*)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g.: headings), illustrations, and multimedia when useful to aiding comprehension;
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (*Common Core Standards for Language Arts, Grades 3-5, Speaking & Listening Skills: Presentation of Knowledge and Ideas*)

Background Information for Educators

It is no secret that one of the best ways to learn about a place is to learn about its food. Culinary traditions tend to be rich with history, reflecting the much about the local culture from which the food comes. Recipes that are characteristic of a certain place will usually contain ingredients that are locally grown and cultivated. Flavors and methods for cooking will also reflect local traditions. In places where multiple countries have influenced the existing culture, it is not uncommon for recipes to fuse influences from these different places.

For instance, Singaporean cuisine reflects influences from its diverse Indian, Indonesian, Malaysian, Chinese, and even European populations. Vietnam's cuisine reflects French influences due to France's nearly century long occupation. Creole and Cajun food found in New Orleans, Louisiana, are both reflective of culinary traditions that emerged from the descendants of Native Americans, Germans, Spanish, and African slaves (Creole) born in the colony, and Acadian-French refugees who were driven out of Nova Scotia, respectively.

While most recipes were traditionally passed down by word of mouth or through direct teaching from one generation to the next, today's technology allows individuals access to recipes from all over the world with just a few clicks of a computer trackpad. Although recipes may represent a wide variety of cultures and backgrounds, the common components used when writing a recipe (e.g.: title, brief explanation of recipe's history, headings, list and quantity of ingredients, materials and utensils needed, a detailed description of each step of the procedure, servings/portion size, time needed to make, illustrations, and other helpful information) allow anyone access to these recipes.

Guiding Questions	Key Vocabulary
<p>What does food reveal about a culture?</p> <p>What is the connection between ingredients used in a country's recipes and the natural products and resources of that country?</p> <p>How does food connect with history?</p> <p>What criteria are important for specific types of writing?</p>	<p>Culture</p> <p>Culinary Tradition</p> <p>Natural Resources</p> <p>Local Product</p> <p>Ingredients</p> <p>Elevation</p> <p>Procedure</p>

Lesson Plan 1

* Some ideas adapted from Alycia Zimmerman's article, Yummy Family Traditions! (<http://www.scholastic.com/teachers/top-teaching/2013/12/yummy-family-traditions-class-cookbook-and-feast>)

Teacher Preparation: Select a collection of 6-8 sample recipes for several different local or familiar dishes and print them on individual sheets of paper. For at least half of the recipes, eliminate several pieces of information from the "Recipe Evaluation Criteria," such as "servings/portion size" or "a brief explanation," or mix up the procedure so that information is out of sequence. Students will use these recipes to practice evaluating recipes and their required information, and will then apply these evaluation skills when they research their own recipe.

1. Display a local recipe with which students would be familiar (for instance, in the northeastern US, clam chowder or Boston baked beans might be familiar to most students). Ask students to look carefully at the recipe. Have students identify the specific features of the recipe (e.g.: title, brief explanation of recipe's history, headings, list and quantity of ingredients, materials and utensils needed, a detailed description of each step of the procedure, servings/portion size, time needed to make, illustrations, and other helpful information). Ask students to consider why all of this information is important to include when writing a recipe.
2. Distribute sample recipes to student groups of 2-3 students. On a chalk board write the "Recipe Evaluation Criteria" (list below) and have student groups use post-it notes to examine each recipe sample and evaluate it. After each group has had the opportunity to evaluate the recipe, have students pass that recipe to another group, folding the post-it note and paper-clipping it to the back of the recipe so that each group gives their own unique evaluation.

Recipe Evaluation Criteria:

Score ____ of out 10

- ___ Title
- ___ Brief Explanation of History & Culture
- ___ Ingredients (listed, including quantity)
- ___ Materials & Utensils
- ___ Step-by-Step Procedure
- ___ Portion Size/Number of Servings
- ___ Preparation/Cooking Times
- ___ Illustrations
- ___ Other Information
- ___ Ease of Understanding

Post-It Note Sample

Recipe Title:

Score: ____ out of 10

Feedback:

Evaluator Name:

3. Once all recipes have been evaluated, have students share their observations about which recipes were the best examples of procedural writing and why. Ask students to determine which recipes would need to be revised, and how, in order to meet the criteria better.

Lesson Plan 2

1. Show students the local recipe once again. What connections can they make about the ingredients and what they know about the products that are available locally?
2. Show students the episode [Let's Cook!](#) from ProjectExplorer.org in Mauritius. Ask students to share their observations of what ingredients were from Mauritius. What does that tell them about Palm Salad and Smoked Marlin? Why might this recipe be reflective of traditional Mauritian cuisine instead of, say, a hamburger?
3. Tell students that they will be selecting a recipe from a country of their choice to submit for consideration for a class cookbook. The recipe they select should reflect the local culture and ingredients of that location. Students will need to write out and present their recipe to their classmates, briefly explaining how their recipe reflects their selected country's culinary traditions. Students will be evaluating one another's recipes to determine which recipes will be included in the class cookbook, so they need to be sure to include all of the components from the Recipe Evaluation Criteria list. Only recipes with a score of 8 or better will be included.
4. For inspiration have students view episodes from ProjectExplorer.org's [Global Kitchen Album](#). Another great resource with historical explanations for recipes from different countries can be found here: <http://www.foodbycountry.com/>
5. Once students have had adequate time to research and prepare their recipe, have students present and evaluate one another's recipes. Collect recipes that receive a passing score of 8 or better and create a class Global Kitchen Cookbook. If possible, make copies for students to keep.

Possible Extension #1

Have students bring samples of their recipe to share with the class in a "Classroom Food Fair." Be sure to remind students to include important allergy information.

Possible Extension #2

Invite local ethnic restaurants to bring samples of a signature dish to share with students. Have local chefs share what they have learned about that culture's food with the class.

Assessment / Evidence of Understanding

- Students will research, write, and present a recipe that is reflective of another country's food traditions and will explain how the ingredients demonstrate what is available locally.

Challenge Questions (Extension Questions)

- How have modern culinary practices changed when compared with cooking traditions from even 100 years ago?
- If you were to create a culinary tradition that reflects your family, what would you create? What ingredients would you use? Why?

Assessment Rubric	Below Expectations	Meets Expectations	Exceeds Expectations
<p align="center">Recipe: Research, Writing & Presentation</p>	<p>Student selects recipe and researches limited information about the history and culture of the country from which that recipe comes.</p> <p>Student rewrites recipe, but may be lacking some of the required components for writing a recipe</p> <p>Student's presentation includes a vague or generalized explanation of why recipe was selected. Student may have some difficulty explaining how the local ingredients of the recipe tell about that country's culture.</p>	<p>Student carefully researches recipe and the history and culture of the country from which that recipe comes.</p> <p>Student rewrites recipe, ensuring that all required components for writing a recipe are included Student's presentation includes a clear explanation of why recipe was selected and what the local ingredients of the recipe tell about that country's culture.</p>	<p>Student carefully researches a recipe from a selected country, and understands how different cultural influences can shape a country's culinary traditions. Student rewrites recipe, ensuring that all required components for writing a recipe are included.</p> <p>The recipe may include other creative components that exceed grade-level expectations. Student's presentation includes a clear explanation of why recipe was selected and what the local ingredients tell about that country's culture, but may also include specific information about historical influences.</p>

Additional Resources

Country-Food Matchup Game

<http://www.sporcle.com/games/william2/countryfood-match-up>

Food by Country

<http://www.foodbycountry.com/>

Kid Friendly International Recipes from Babble

<http://www.babble.com/best-recipes/global-food-international-kid-friendly-recipes/>

10 Delicious Kid-Friendly Meals from Lonely Planet

<http://www.lonelyplanet.com/india/travel-tips-and-articles/77759?affil=twit>