Food and Multiculturalism:
Exploring Cultural Differences Through the Lens of Food
K-12 Curriculum Guide

Center for Food And Culture
(Partial funding from American Folklore Society)
Developed by Susan Eleuterio and Lucy M. Long (Lucymlong@gmail.com)  June 5, 2017
Introduction

Why use food for teaching? Food culture is universal and provides an opportunity to explore difference and similarities, resolve conflicts and misunderstandings, connect students to past places and other people, and build on this knowledge to create a more equitable and sustainable world. Foodways (all the ways we plant, grow, harvest, prepare, store and eat food) includes beliefs and traditions about food, concepts such as the proper foods and rules for eating at certain times of day, the best foods for special occasions, and the ways we decorate or present our foods.¹

Food culture refers to the practices, attitudes, and beliefs as well as the networks and institutions surrounding the production, distribution, and consumption of food. It encompasses the concepts of foodways, cuisine, and food system and includes the fundamental understandings a group has about food, historical and current conditions shaping that group’s relationship to food, and the ways in which the group uses food to express identity, community, values, status, power, artistry and creativity. It also includes a groups’ definitions of what items can be food, what is tasty, healthy, and socially appropriate for specific subgroups or individuals and when, how, why, and with whom those items can or should be consumed. (Lucy Long, Lexicon of Food)²

https://www.lexiconoffood.com/food-action/food-culture

To the Teacher:
Science, Technology, Engineering, and Mathematics (STEM) subjects have been identified by both educators and employers as necessary in order to increase national and individual competitiveness in the global marketplace. The skills and knowledge taught through these subjects are integral to functioning successfully within today’s modern society. The Center for Food and Culture feels that education in the Humanities is also necessary and should be integrated with STEM subjects. The Humanities are those disciplines that study the ways in which humankind has sought and defined the meaning and purpose of life. STEM addresses how, the Humanities address why.

Food is an ideal subject for studying both STEM and the Humanities. These lessons use a folkloristic and ethnographic perspective on food as a cultural domain of meaning-making as well as providing an opportunity for teachers and students to examine a component of everyday life, meals, to demonstrate mastery of English Language along with other concepts and ideas from History, Social Studies, Science and Technical Subjects.
Unit I. Food as a Cultural, Social and Personal Construction

Level: High School (Grades 9-12)

Topic: Foodways of a meal

Necessary Materials: Handout/Power Point, Pens, Paper or computer/pad for taking notes and writing essay

Outcomes: Written text based on personal ethnographic research using restaurant reviews as a model, peer reviewed rating of writing and content, class discussions on impact of historical developments and exploration of food as a personal, social and cultural construction, and publication of student writing on Food and Culture Website.

Standards connections

Common Core State Standards for English Language Arts & Literacy in History/Social Studies/Science and Technical Subjects

Grades 9-12
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Ohio Social Studies Learning Standards
Course Syllabus: Contemporary World Issues
The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives.

Topic: Globalization
The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.

CONTENT STATEMENTS:
17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).
18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).
19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).

Activities:
1) Show power point and/or give students hand out on researching, describing and presenting the foodways of a meal.
2) Discuss the personal, social, and cultural construction (#10) issues with students using the food tree and focusing on a local foodways tradition familiar to all students (perhaps a local fast food such as a hot dog style, chili or pizza style or a dish which is celebrated locally). Consider using a local Yelp review to get students started.
3) Give students a week to conduct research and write the review, or combine with other English/social studies/language classes as part of a research/writing assignment.
4) Assign each student a partner who will rate their review.
5) Hold a discussion with students about the personal, social, and cultural construction issues which were illuminated by their reviews. How did their meals compare in terms of similar foodways practices? How did they differ? What impact has the local economy, cultural and political history, immigration and migration, and other aspects of the local environment had on food practices, both in their families, for the class as a whole, and in your local area? Are there food deserts in your area? Are there institutions such as local and ethnic grocery stores, growers, farmers markets, or other places which provide new and different foods and/or which provide foods traditional to student’s cultures?
6) Submit essays to the Center for Food and Culture for publication (students will need to sign release form located in Appendix).
Researching, Describing, and Presenting the Foodways of a Meal  
(Can be used as Student Handout or see Power point)

Typical American Breakfast

Foodways includes not only what people eat, but when, where, why, how and with whom. The term is also sometimes thought of (and overlaps with) terms such as food habits, food culture, foodlore, and food traditions. Writing about foodways has become a profession, not only among researchers such as folklorists, anthropologists, and cultural historians, but also outside the academic world through food blogs, restaurant reviews, and journalistic pieces about culture and tourism.

This exercise asks you to research and then write about a personal everyday meal (it can be a holiday or special celebratory event but should be something which takes place regularly in your own experience.)

Consider this to be a form of a restaurant review where you will need to include an introduction, (who, what, where, when, why), specific descriptions, and a conclusion about what you learned through this research and documentation. Photographs are useful, but do not substitute them for written details-imagine you have an editor who limits you to one or two photos for the entire piece.
Directions the Analyzing the Foodways of a Meal:

1) **Select a meal.** (Note: this must be from your own personal experience) Take notes on each set of questions, then write a 5-10 page paper with an introduction, supporting paragraphs, and a conclusion. You can combine some of the categories. A partner will review your essay.

2) **Meal System:** What is this meal called? What time of day, day of the week, (or what time of year) do you usually eat this meal?

3) **Performance and Symbolism** *Meanings, Associations, Beliefs (Personal, social, and cultural constructions)*
   List each dish served at this meal. Do they hold any special meaning for you? If yes, describe why. Are any of them associated with a specific person (for instance a grandparent who always made or brought this dish or food or still does, or someone who makes it the best) Are there any beliefs connecting this food to health, general well being, strength or other personal qualities? Describe any specific colors, designs, varieties, patterns of and in the food. Are there certain foods which must be eaten together? Foods which are never eaten at the same time or which should be eaten first? What smells tell you this meal is being cooked or presented?

4) **Product** Describe each of the foods in the meal. Explain if they ever change (depending on availability, time of year, cost, etc.)

5) **Procurement** *Source, producer, expense* How do you get your food for this meal? (farmer’s market, grown at home, bought at store/pantry, bought online, other) Where does your family typically shop?

6) **Preparation** *Techniques, styles, tools and equipment*
   Who prepared (prepped, cooked, baked, etc) the food? Did they use cookbooks or written recipes (internet?) Describe any special techniques (such as frying, grilling, baking, etc) If you cooked the meal yourself, did you learn from parents (grandparents or other relatives), from school, on-line/video, or by teaching yourself?

7) **Presentation** *Physical appearance, tablesetting, location*

8) **Consumption** *Techniques/styles, tools, equipment/manners*
   Describe any family have rules about using certain equipment to eat (forks and knives, setting the table a certain way, using other special tools such as a chopstick or a steak knife) Where is this meal usually eaten? (Kitchen, in front of TV or computer, dining room, outdoors, etc.)

9) **Clean Up** *Techniques/styles tools and equipment*
   Who usually clears the table (or other surface), washes the dishes and cleans up the kitchen? If paper products are used, are there special ones for this meal? What is done with leftovers?

10) **Food as a Social, Cultural and Personal Construction using the Roots and branches from the Food Tree of Connections**
   *Cultural and Personal:* Using the food tree, examine the influences of ethnicity, race, personality, gender, class, religion, ethics, and region on this meal. *Personal and Social:* How have your and your family’s beliefs about physical, emotional, and social health influenced the choices made in this meal? What impact has there been from economic, environmental, cultural and societal influences?

11) **Conclusion**- Review of taste, what was best about the meal, did anything not turn out right? Would you share this with friends? Why or why not?
Evaluation: Rate the Meal Review Rubric
Pair with a partner, read and rate their review using this rubric and the standards outlined for writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Ratings
1. Exceeds Expectations: Meets all of the criteria, answers all questions, engages reader with details and clarity.
2. Meets Expectations: Meets all of the criteria, answers most of the questions, covers the content appropriately.
3. Below Expectations: Missing answers, fails to meet all criteria, needs improvement in writing informative/explanatory texts

Resources
Lexicon of Food: http://lexiconofsustainability.com/lexicon-of-food/
The Food and Folklore Reader, ed.Lucy M. Long (Bloomsbury, 2015)
Sample Food Reviews
https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/sample_food_reviews.pdf (Not meal reviews but good examples of detailed writing)
Yelp Reviews Guidelines: https://www.yelp.com/guidelines
Unit II. Multiple Identities and Food (Middle School)
Level: Middle (Grades 6-8)

Topic: Creating a food identity collage poster and presentation

Necessary Materials: Notecards, paper, pens, paper plates, food magazines or web sites such as Pinterest which feature photos of food.

Introduction
We all have a variety of roles in life and ways of describing ourselves—race, ethnicity, gender, age, occupation, personality, personal interests, and so on. One way to think about this variety is as our “multiple identities.” Foodways can be used to enact or showcase an aspect of our identity. Selecting one food over another in a grocery store may reflect a regional identity; cooking or eating with certain implements may represent an ethnicity; abstinence from particular ingredients (for instance, pork or beef), may express ethical values or religious affiliations. Many of our food choices are made without intentionally performing these aspects of our identity, but they are expressions of it just the same. Specific cuisines (Mexican, Midwestern, Italian, Asian, Southern, African American Soul Food, etc) seem to have identifiable flavors and core ingredients, cooking styles, and values, but they also change over time and place, and they reflect sub-groups as well, so there are variations such as Tex-Mex, and Italian American foods such as pizza. Recipes vary even within families—who makes something the best can reflect not only ingredients, but methods of cooking and serving.

Common Core Standards for Writing

CCSS.ELA-LITERACY.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.6.2.A
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.6.3.E
Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Standards connections

Ohio Writing Grade 6
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Establish a thesis statement to present information.
   b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
   c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   f. Establish and maintain a formal style.
   g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8 Speaking and Listening
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Teacher Directions: Hand out or read these directions to students. Have students read their report to the class and explain their paper plate identity collage. Students can then peer review using the rubrics provided for oral and written reports.
Our Multiple Food Identities--Activities:

We all have a variety of roles in life and ways of describing ourselves—race, ethnicity, gender, age, occupation, personality, personal interests, and so on. One way to think about this variety is as our “multiple identities.” Foodways is one way to showcase an aspect of our identity. **Foodways** (all the ways we plant, grow, harvest, prepare, store and eat food) includes beliefs and traditions about food, concepts such as the proper foods and rules for eating at certain times of day, the best foods for special occasions, and the ways we decorate or present our foods.

Selecting one food over another in a grocery store may reflect a regional identity; cooking or eating with certain implements may represent an ethnicity; abstinence from particular ingredients (for instance, pork or beef), may express ethical values or religious affiliations. Many of our food choices are made without us thinking of them as our identity, but they are expressions of it just the same. Specific cuisines (Mexican, Midwestern, Italian, Chinese, Southern, African American Soul Food, etc.) seem to have identifiable flavors and core ingredients, cooking styles, and values, but they also change over time and place, and they reflect sub-groups as well, so there are variations such as Tex-Mex, and Italian American foods such as pizza. There are also differences depending on where a particular family lives now in terms of being able to obtain specific ingredients. Recipes vary even within families—who makes something the best can reflect not only the ingredients, but the methods of cooking and serving the food as well. This assignment asks you to research your own food identity, make a collage about it, write about it and present it to the class.
1. Make a list noting which of these categories of groups you identify with or belong to:

   National
   Ethnic/Cultural (this may be more than one- include the name of different ethnic/cultural groups which reflect your identity)
   Family
   Regional
   Religious
   Gender
   Occupational (of your parents/grandparents/family) (this may be more than one)
   Age
   Hobbies (this may be more than one)

2. Next to each group, write down a food or a dish that you connect with that group and which you eat. (For instance, you might write “hot dog” next to “National” since hot dogs are seen as an American food tradition. If you are a vegetarian, consider what might be a substitute.) List a food/dish for at least 5 of the groups. (You can have 2 from one group such as ethnic/cultural).

3. Ask a parent or other family member to add any foods/dishes you may not have listed. For instance, list any special family dishes/foods you eat for holidays, birthdays, or other occasions. For instance, Pinterest has a recipe for “Crock Pot Funeral Potatoes” which are taken to help out families in the Midwest after a funeral. (Crock pots are an electric pot used for slow cooking food away from a stove) Brainstorm which specific foods or dishes which have always been eaten in your family that connect to one of the groups you listed.

4. Do an Internet search for “images” using the list you’ve created. Pinterest (www.pinterest.com) is a good source for food photos and recipes. You can also research food images and recipes in cookbooks at home, by asking family members for photographs, looking in cooking magazines, and local newspapers.

5. Write 5 paragraphs about your food identity. Begin by introducing the groups you’ve listed, then explain when, with whom, and where you eat each of the foods/recipes. Describe images you found in your research and whether they looked like the food/recipe your family and other identity group actually eats. Were there any surprises as you researched, in terms of realizing where a particular food came from? How does your food identity compare to your classmates; did many of them have all the same foods? Include any foods which are unique to your family or culture. End your essay with a conclusion about your food identity and how food symbolizes your family’s culture, history, and your own personal interests and beliefs.

6. Print out all of the images you’ve found and make a food identity collage on a paper plate (see image above for a sample with just flags, your collage should focus on food but you can include flag and other symbols to help show connections to the groups you’ve listed.) Note: this can also be done as a computer image.

7. Present your food collage to the class and read your paper out loud.
### Oral Report Rubric

#### Name:  

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<td>Content directly related to the topic. Opinions were always supported by fact if possible.</td>
<td>Content directly related to the topic. Almost all opinions were supported by facts.</td>
<td>Demonstrated basic understanding of the topic. Many opinions were not supported by facts.</td>
<td>Few facts related to the topic. Most information was opinion.</td>
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| Oral Presentation-Knowledge: Knowledge of topic | Showed a thorough knowledge of the topic. Had many facts and details. | Showed a working knowledge of the topic. Had three or more facts and details. | Showed basic knowledge of the topic. Had one or two facts and details. | Showed little or no knowledge of the topic. Had no facts or details. |

| Oral Presentation-Stays on Topic: Presentation is about the subject | The whole presentation related to the topic. | Most of the presentation related to the topic. | More than half of the presentation related to the topic. | More than half of the presentation did not relate to the topic. |

| Oral Presentation-Audience: Engage and interact with audience | Audience was engaged for entire presentation. Answered every question and comment. | Audience paid attention during most of presentation. Answered most audience questions. | Audience was interested for at least half of presentation. Tried to answer audience questions. | Audience lost interest at beginning of presentation. Could not answer audience questions. |

| Oral Presentation-Posture/Eye Contact: Good posture and eye contact | Posture was excellent. Made eye contact throughout the presentation. | Posture was good for most of presentation. Made eye contact many times. | Posture was not good throughout presentation. Made some eye contact. | Posture was poor. Made no eye contact. |
## Report Writing

**Name:**

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<td>Writing had quality details which were interesting and supported the main idea.</td>
<td>Writing had many details that supported the main idea.</td>
<td>Writing had few details that supported the main idea.</td>
<td>Writing had no details.</td>
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<td>Writing had a beginning, a middle, and an end. Writing had transitional sentences and flowed smoothly.</td>
<td>Writing had a beginning, a middle, and an end. Writing had transitional sentences.</td>
<td>Beginning, middle, and end were not clear.</td>
<td>Writing did not have a beginning, middle, or end.</td>
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<td>Writing showed personal style. Feeling was used to engage the reader with the topic.</td>
<td>Emotion and feelings were used to communicate the message.</td>
<td>Writing had very little feeling or emotion.</td>
<td>Writing had no feeling or emotion.</td>
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<td>Writing used colorful and precise words to create a picture in the mind of the reader. Writing showed a strong vocabulary.</td>
<td>Writing used many descriptive words. Word choice sometimes took away from the meaning.</td>
<td>Writing had a few adjectives and descriptive words. Writing lacked style and variety.</td>
<td>Writing did not have adjectives or descriptive words.</td>
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<td>Made only one or two spelling, punctuation, or grammar errors.</td>
<td>Made less than five spelling, punctuation, and grammar errors.</td>
<td>Made up to ten spelling, punctuation, and grammar errors.</td>
<td>Made more than ten spelling, punctuation, and grammar errors.</td>
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rubric-maker.com
Resources

Pinterest   //www.pinterest.com

III. Food as Art, Symbol and Ritual (Elementary)

**Level:** Elementary (Grades K-5).

**Please note:** This lesson can be modified for different grade levels and abilities.

**Topics:**
- Art: design in fruit displays, drawing fruit
- Symbol: apples
- Ritual: holidays, birthdays, school traditions

**Necessary Materials:** paper, crayons/colored pencils, pictures of fruit (or a field trip to a market, store, garden or orchard), pieces of different real fruits for students to examine and share.

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### Introduction

Folklorists have long recognized food as an artistic medium that brings aesthetic pleasure (or sometimes disappointment) and carries meanings beyond its functional and nutritional values. Any type of food; whether mass produced, gourmet, or made by the hands of a grandmother; can serve as a resource for artistic creativity and personal and communal expression. Food also serves as a symbol, culturally, socially and personally for each of us, and for our families and communities. By exploring the role of food in rituals such as birthday celebrations, holidays, and school traditions, we can learn how food functions to give meaning and to serve as a powerful tool for social and cultural change. Traditionally items like sugar were expensive and difficult to obtain, so many cultures reserve sweets for special occasions such as holidays or birthdays. Our American custom of putting candles on a birthday cake seems to have come from a German tradition of having special cakes for children. This lesson examines food as symbols using apples for teachers as an example; as art, using fruit display designs to explore different cultures; and using family celebrations and school traditions to explore ritual. A field trip to a local orchard, store, or farmer’s market could help students see connections between food symbols, how food is artistically displayed, and form the basis for a discussion about our food system and whether everyone has access to healthy fruits and vegetables.
Standards Connections

Common Core English Language Arts Standards
Speaking and Listening
Presentation of Knowledge and Ideas:

**CCSS.ELA-Literacy.SL.K.4**
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CCSS.ELA-Literacy.SL.K.5**
Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CCSS.ELA-Literacy.SL.K.6**
Speak audibly and express thoughts, feelings, and ideas clearly.

**CCSS.ELA-Literacy.W.5.2**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Ohio Learning Standards Social Studies Grade Three
OHIO’S Learning Social Studies Standards

**THEME:** COMMUNITIES: PAST AND PRESENT, NEAR AND FAR
The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

**TOPIC:** HISTORICAL THINKING AND SKILLS, HERITAGE, HISTORY
Content Statements:
1. Events in local history can be shown on timelines organized by years, decades and centuries.
2. Primary sources such as artifacts, maps and photographs can be used to show change over time.
Content Statement:
3. Local communities change over time.

**TOPIC:** SPATIAL THINKING AND SKILLS
PLACES AND REGIONS
HUMAN SYSTEMS
GEOGRAPHY STRAND
Content Statement:
4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
Content Statement:
5. Daily life is influenced by the agriculture, industry and natural resources in different communities.
Content Statements:
6. Evidence of human modification of the environment can be observed in the local community.
7. Systems of transportation and communication move people, products and ideas from place to place.
8. Communities may include diverse cultural groups
FOODWAYS TREE
I. Apples as a Symbol & Art
(Handout for students)

1) Show students a picture of an apple. For younger students, read the following. For older students, you might have them take turns reading.

Apples have been a symbol of teachers and schools for many years in America. No one knows for sure how this began, but we do know that in the 1800s and the early 1900s, teachers in the United States were sometimes paid with food instead of money. At this time, many people were farmers and teachers sometimes lived with the families where they taught because neither the families nor the teachers had much money. This was especially true during a time called the Great Depression where many people were poor.

Apples have served as symbols for wisdom and long life in Biblical, Greek, Norse and Irish stories and an American proverb states, “an apple a day keeps the doctor away.” It has become a tradition in America to give teachers apples or objects shaped like apples as a gift. Fruit is often displayed in stores and at farmer’s markets artistically. Artists have used fruit in paintings and in murals on walls. Community gardens are one way where people who don’t live near stores that sell a lot of fruit and vegetables can get healthy foods.

1 Children’s Museum of Indianapolis
https://www.childrensmuseum.org/blog/why-do-teachers-like-apples
Discussion Questions
What do you think “An apple a day keeps the doctor away” means? How does eating fruits and vegetables help keep you healthy? Which are your family’s favorite fruits? What fruits do you see at school?
How have you seen fruit displayed at stores or farmer’s markets? What shapes do you see the fruit displayed in? Why do you think the grocer or farmer tries to make the fruit look pretty?
Have you ever been to a community garden or an orchard? What fruits are grown in your state? Do you think a fruit that came by airplane costs more than a fruit that came from a person walking or driving a truck? Do you think a fruit that comes from a garden or farm near you is better than one that comes by ship, airplane, and train? Why or why not? What happens to a piece of fruit after it sits in the air for a while?

Ask the teacher: have you ever been given an apple or a present shaped like an apple?

Draw a picture of your favorite fruit. Try to find an example of it from the store or a market and see if you can find a label which tells you where it was grown. Use the foodways tree to answer some of these questions: (On the back of your picture, write or draw answers to this questions 😊 How do you think the fruit got to the market from where it was grown? (Hint: airplane, truck, train, car, ship, person walking?) Which branches of the foodways tree connect to your fruit? 😉
**II. Food in Rituals**
(Handout for students)

**Discussion questions:** Which foods do we use for special occasions at school? What foods do you have on birthdays in your family? Why do you think those foods have become special? Do you have a birthday cake on your birthdays? If yes, does your family put candles on birthday cakes? Do you have any traditions before the candles can be blown out? Do you have any other special meals or foods on birthdays?

**Draw or cut out a picture of your favorite birthday food treat or what you would like to have as a food birthday treat.** (It doesn’t have to be birthday cake). On the back of your picture, answer these questions (or for younger children they can answer orally): Why is this your favorite? What makes it special? Is it something you usually don’t get to eat? Is it a tradition (passed down from one person to another) in your family?

**Resources**
Children’s Museum of Indianapolis
https://www.childrensmuseum.org/blog/why-do-teachers-like-apples


Where in the World Is Your Food From?
http://kidworldcitizen.org/2012/08/24/where-in-the-world-is-your-food-from/

Birthday Cakes Origin
Student Project Release Form

Project Name _____________________________________________________________

School Name & Address ____________________________________________________

Teacher Name/Contact email:

_____________________________________________________________________

Student Name __________________________________________________________

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Parent/Legal Guardian and Student Printed names

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ii Lexicon of Food (https://www.lexiconoffood.com/who-needs-lexicon-food.) Provides tools for field based learning for teachers and students
