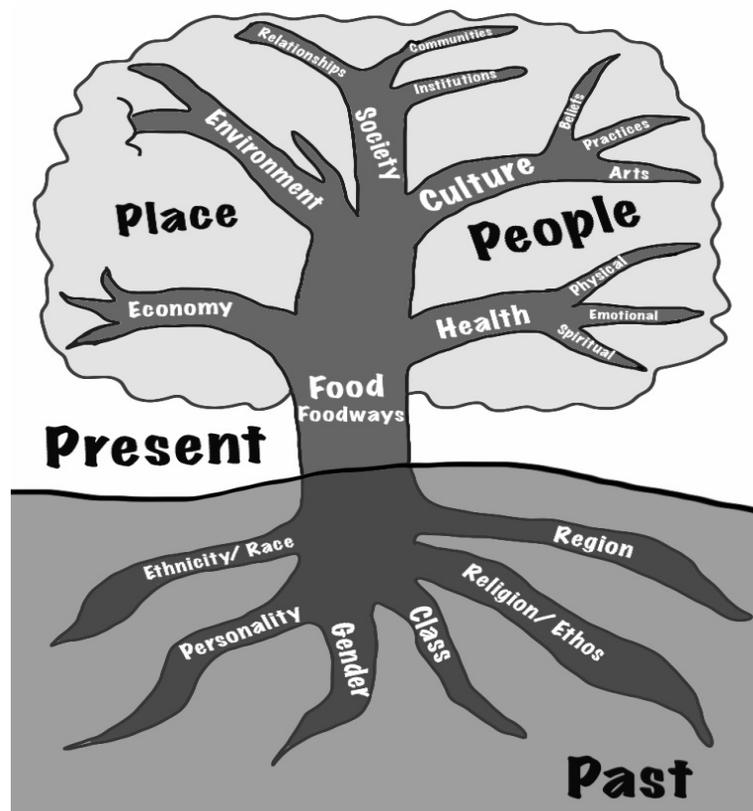


Key Words:
Exploring Cultural Differences Through the Lens of Food
K-12 Curriculum Guide

Center for Food And Culture
Lucy M. Long, Susan Eleuterio, and Jerry Reed
(Based on previous project partially funded by American Folklore Society)

TABLE OF CONTEXTS
Introduction
Unit 1: Culture
Unit 2: Construction
Unit 3: Identity
Unit 4: Meaning
Unit 5: Systems/Structures
Appendix



APPENDIX

Basic Terms
Rituals and Symbols Typology
Further Reading
Resources for Teaching
Standards
Assessment Tools

APPENDIX: FOOD--SOME BASIC TERMS

(other terms defined in curriculum)

Food is “matter considered appropriate for ingestion.” Each culture defines different things ok and good to eat. Even individuals have their own “constructions” of what can be food.

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.

Food system refers to the ways in which food moves from production to consumption. In between can include how food is processed, packaged, marketed, and distributed, as well as disposed. Economic systems are a significant part of food systems as are transportation networks, agricultural industries, and food retailers and restaurants.

Foodways refers to the total network of practices and concepts surrounding food and eating. Change in one area affects others, and memories and meanings get attached to food through the various activities and contexts of foodways. It includes food as product (ingredient, recipe, dish, meal, meal system), the processes attached to food (production, procurement, preservation, preparation, presentation, consumption, cleanup and disposal), and performance (contexts for food, concepts about food, identity and meaning of food).

Cuisine, sometimes used interchangeably with “food culture” or “foodways,” refers to a publicly recognized and official repertoire of ingredients, preparation styles, flavor principles, attitudes towards food, and means of evaluating taste. This repertoire intentionally articulates the identity of that culture and is established through formal culinary training, fine dining restaurants, professional chefs, and food critics.

Lucy M. Long



Keywords

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APPENDIX: RITUALS AND SYMBOLS

SYMBOLS—Definitions and Characteristics

Symbols can be events, displays, or actions; not just images or objects.

1. Meaning is not inherent in symbols; it is constructed.

Symbols can be given new meanings; while old ones are dropped. Also, meanings can be adapted over time. Think of ribbons. When yellow ribbons first appeared in a town (I think in New England) during the first hostage crisis in the 1980s, no one knew what they meant. Newspapers and television carried stories about them, and the idea caught on. Yellow ribbons were understood as a sign of support for individuals who were caught in a dangerous political situation. Since then, other colors have been used to show support for individuals suffering from other types of situations (pink for breast cancer). There is nothing intrinsic in ribbons that automatically means “support.” Similarly, there is nothing intrinsic to the colors that automatically tells us what they represent. Think of how many different colors of ribbons are out there now. We sometimes have to ask what each of them stands for.

2. Multiple readings: Symbols are polysemic.

The same object, action, or event can mean different things to different people. Every individual brings their own history and experiences to their interpretation. For example, a flag is officially a symbol of a nation, but people can use it and read it variously as patriotism, imperialism, evidence of a militaristic mindset, show of unity or support, etc.

3. Intentional meaning does not = interpretation

The producer or creator may intend a symbol to have one meaning, but the users or audience can interpret it differently. Think of how someone might give a gift hoping to demonstrate friendship, but the receiver thinks of it as a bribe or an attempt to create guilt.

4. Symbols have emotional associations and can cause emotional responses.

They have **AFFECTIVE** power. Symbols can have official, cognitive meanings, that is, we may know that a roast turkey is a symbol of Thanksgiving dinner, but the memories that we have surrounding dinners in the past may influence how we think of turkey. Similarly, experiences with turkey (hunting wild ones, picking out live ones at the local turkey farm, spending all day in the kitchen cooking one) will affect how we think of that holiday. When you see that symbol, it evokes memories—and emotions—connected to it, so that the symbol itself can create sadness, happiness, etc.

5. **Symbols can be EFFECTIVE and PERFORMATIVE**, that is, they can create relationships and actions. For example, waving a flag can inspire patriotic actions; bringing in a cake with lighted candles means that it's time to sing a birthday song; and chocolates are given on Valentine's Day in the hope that it will lead to romance.

6. **Meanings of symbols can be transferred from one ritual to another.**

Once a symbol is accepted and widely understood, it can be put in a new setting, taking its meaning with it and adding that association to the new celebration. For example, an American flag at Thanksgiving dinner may emphasize the dinner as a patriotic ritual.

RITUALS—Definitions and Types

Usually we think of rituals in relation to religious or social organizations and of actions done with a certain amount of reverence and seriousness--for example, taking communion at a Protestant church or first communion at a Catholic church; induction into a sorority or fraternity; a graduation ceremony; a funeral. These are all activities that have occurred before and therefore have an expected order of actions and components, and those actions stand for something else. They refer to a larger concept; they are symbolic. For example, walking across the stage to receive a diploma is not simply walking across a stage to get to the other side. It symbolizes the successful completion of one stage of education (and of life) and the transition to the next one.

The definition of ritual then is:

Recurring symbolic activities that are carried out with reference to:

- A. the sacred--religious/ spiritual or
- B. an overarching institution (state, government, alma mater) or
- C. or underlying principle/belief/myth

There are plenty of activities that we do repeatedly, but generally not with attention to their symbolic reference. For example, most of us put on deodorant every morning. It is a habit that we have been taught is expected of us if we want to live and work successfully with other people. Deodorant could be interpreted as a distaste for the natural, as representing a belief that to be civilized, we need to remove ourselves from and tame our bodies in their natural state. Now that's probably not what comes to mind for most of us, however, it is possible to put on deodorant as a ritual consciously referencing that idea.

Typology of Rituals

A. Rites of Season--These rituals celebrate the seasons and are tied to the larger natural cycle of life and passage of time. They usually contain elements representing the season being celebrated or include activities associated with that season. Foodways activities that celebrate autumn include picking apples and pumpkins in the US, making *kimchi* in Korea, baking a *barmbrack* loaf in Ireland, canning and preserving foods in much of the world.

B. Rites of Passage--These rituals celebrate transitions from one stage to another, the passing into a new state of being. These can be related to an individual's biological development (puberty marked by bar/bat mitzvahs) and the natural passage of time in a person's life (birthday, graduation, wedding, retirement, funeral). These also reflect the way that society is organized and the expectations of individuals as they age. Similarly, organizations and groups

can also experience rites of passage as they grow and change and frequently mark changes through formal celebrations. Also, the time between the two stages is referred to as a liminal state. Identity is in transition during this time, and the normal rules and expectations are suspended.

Certain foods may be associated with certain stages, and their presence helps strengthen the symbolism of that ritual, particularly if the food is normally off-limits to those who have not yet reached that stage. Alcohol is frequently used in this way, being offered to individuals as they transition into adulthood or maturity.

C. Rites of Affirmation--These rituals celebrate the existence and achievements of an individual, group, organization, or nation. They offer an occasion of praise and affirmation and can occur simultaneously with rites of passage. Birthday parties in the US, for example, have very little to do with celebrating the passing of another year once we are over 21, but are events making the person who is a year older feel that they are appreciated and have significance. Food is usually a part of that, but can include anything that signifies affirmation—the individual's favorite foods, "party foods", etc.

D. Rites of Unity--These rituals celebrate unity and togetherness. Thanksgiving Day, for example, officially celebrates the unity of the American nation through a formulaic meal that emphasizes a popular myth for the origins of the country. Ironically, the formula is actually open enough to variation and additions or deletions that the diverse regional, religious, class, and ethnic identity of the American society can be included in that celebration. Furthermore, the holiday frequently turns into a ritual of family unity since it is an official holiday and a time for family gatherings. However, the holiday is not universally interpreted as one of unity in the US. Many Native Americans (as well as individuals from other backgrounds) protest that the settlement of Europeans celebrated by Thanksgiving was the beginning of colonization, exploitation, and genocide, so that the day for them is a reminder of that treatment. The decisions on how the holiday is actually celebrated and what it symbolizes reflect issues of cultural and social power

E. Rites of Intensification—Similar to rites of affirmation and unity, rites of intensification focus on identity, strengthening it by highlighting and featuring it. The identity oftentimes become condensed into a few elements that can be easily celebrated and participated in. For example, a patriotic holiday may include the sharing of food as a rite of unity, but the particular foods selected may symbolize the identity of the nation. Consuming it, then, can be a way to feel even more intensely that one has that identity. Similarly, ethnic festivals and holidays frequently include the preparation and consumption of specific foods that represent that ethnic identity and heritage. The ritual use of those foods then intensifies the groups' bond and the connectedness of individuals to that heritage as well as the particular image of the ethnicity that they want to present.

F. Rites of Spectacle and Excess--These rituals celebrate abundance, not only in terms of quantity of items and people, but also abundance of emotion. They can be an intensification of feeling (happiness becomes exuberance, sadness becomes grief, etc.), and they often involve putting on public display activities, objects, groups that are usually private. For example, Thanksgiving can be a rite of spectacle in that the table is usually loaded with much more food than possibly be eaten, fine china or special holiday dishes are probably used, and decorations (turkeys, pumpkins, pilgrims) may be used. Everything is more than the usual table setting, signifying that the dinner is special. Many celebrations, but not all, include a rite of spectacle. New Years around the world are usually celebrated with displays of food overflowing containers, signifying hopes for abundance in the coming year.

G. Rites of Reversal--These rituals turn everything upside-down and seem to be celebrating rebelling or over-tuning the status quo. For example, on Halloween, children demand candy

from strangers, dress in frightening or silly clothing, stay up late, run around outside after dark, even walk in the streets--all things that normally they would not be allowed to do. Part of the appeal of the holiday (and other rites of reversal) is just that they allow us a time to do things we are not normally allowed to do. Ultimately, though, by reversing the normal order, these rites show us the necessity and logic of that normal order. The day after Halloween, children are sleepy, they have stomachaches from too much candy, and they're upset because trick-or-treaters smashed their jack-o-lantern. It makes them realize that the normal order of things actually makes sense. (Actually, children might not realize it, but the parents certainly do!) Times of carnival, such as Mardi Gras, are holidays that allow for numerous rites of reversal. These carnivalesque times provide a time for people who normally have no power or respect in society to let off steam and frustration at their powerlessness. Whether or not they create lasting changes in society is a question to debate, but they can certainly affect individual lives.

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Key Words:

Exploring Cultural Differences Through the Lens of Food

K-12 Curriculum Guide

APPENDIX

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Resources for Teachers

Strategies for Inclusive Teaching

<https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/strategies-for-inclusive-teaching/>

Inclusivity in the Classroom

<http://teach.ufl.edu/resource-library/inclusivity-in-the-classroom/>

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Keywords

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APPENDIX: STANDARDS AND ASSESSMENTS

UNIT I: CULTURE

Standards Connections--Social Studies

Grade 4--Geography

13: The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

Grade 5--Geography

7: The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

Grade 8--Geography

19: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

English Language Arts

Grade 6/7/8--Writing

W6/7/8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Grade 6--Writing

W6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

OHIO SOCIAL STUDIES LEARNING STANDARDS

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 data bases 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).

UNIT II: CONSTRUCTION

Standards Connections

Outcomes: Written text or oral presentation based on auto-ethnography of personal food preferences and experiences; peer reviewed rating of writing/presentation and content; class discussions on impact of historical developments and exploration of food as a personal, social and cultural construction.

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.

UNIT III: IDENTITY (grades 6-8)

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

UNIT IV: MEANING **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

UNIT V: SYSTEMS/STRUCTURES:

Ohio Writing Standards

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

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.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Ohio Social Studies Standards

OLS.4.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States

OLS.8.18 Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

Report Writing

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Writing-Ideas: Includes interesting and informative details	Writing had quality details which were interesting and supported the main idea.	Writing had many details that supported the main idea.	Writing had few details that supported the main idea.	Writing had no details.
Writing-Organization: Has a beginning, a middle, and an end	Writing had a beginning, a middle, and an end. Writing had transitional sentences and flowed smoothly .	Writing had a beginning, a middle, and an end. Writing had transitional sentences.	Beginning, middle, and end were not clear.	Writing did not have a beginning, middle, or end.
Writing-Voice: Writing helps reader know who is talking	Writing showed personal style. Feeling was used to engage the reader with the topic.	Emotion and feelings were used to communicate the message.	Writing had very little feeling or emotion.	Writing had no feeling or emotion.
Writing-Word Choice: Used descriptive and colorful language	Writing used colorful and precise words to create a picture in the mind of the reader. Writing showed a strong vocabulary.	Writing used many descriptive words. Word choice sometimes took away from the meaning.	Writing had a few adjectives and descriptive words. Writing lacked style and variety.	Writing did not have adjectives or descriptive words.
Writing-Spelling and Grammar: Correct grammar and spelling	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made up to ten spelling, punctuation, and grammar errors.	Made more than ten spelling, punctuation, and grammar errors.

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Oral Report

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Oral Presentation-Content: Relates to topic, detailed, and accurate	All content directly related to the topic. Opinions were always supported by fact if possible.	Content directly related to the topic. Almost all opinions were supported by facts.	Demonstrated basic understanding of the topic. Many opinions were not supported by facts.	Few facts related to the topic. Most information was opinion.
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-Stay 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.

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