

Culinary Arts:  
“Investigating Origins of Food”

# Life Learning Academy Project-Based Curriculum

**Project Title:** Investigating Origins of Food

**Project Design Instructor:** Clell Hoffman

**Subject Area(s):** History and Culinary Arts

**Grade Level(s):** 9<sup>th</sup> – 12<sup>th</sup>

## Project Overview:

The focus of this project is to get students to think about the origins of different dishes they eat in their everyday lives. Students will be asked to research the history of dish that they believe to be American in origin. They will try to answer the following questions: (1) In what time in history was the food introduced. (2) Where in the world was the dish introduced? (3) How was the food introduced and why? (4) How did the dish make its way to America? In order to answer these questions students will conduct research on the internet, in the school library, and when possible interview family members.

## Educational Standards Addressed:

California State Board of Education History-Social Science Content Standards

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

California Career Technical Education Model Curriculum Standards--Hospitality, Tourism and Recreation Sector

Foundation Standards:

1.0 Academics (see History-Social Science Content Standards above)

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.3 Listening and Speaking

Specific applications of Speaking Applications standards (grades nine and ten):

- (2.2) Deliver expository presentations:

- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

#### 4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

#### 6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

#### 10.0 Technical Knowledge and Skills (Consumer and Family Studies)

Students understand the essential knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector:

- 10.2 Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.3 Understand the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.4 Understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
- 10.7 Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

#### 11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

#### Pathway Standards:

##### B. Food Service and Hospitality Pathway

B3.0 Students understand the basic principles of sanitation and safe food handling:

- B3.3 Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.

B6.0 Students understand and apply the basics of food preparation in professional and institutional kitchens:

- B6.1 Know the qualities and properties of food items and ingredients used in food preparation.
- B6.2 Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
- B6.3 Know the principle of mise en place, including the placement and order of use of ingredients, tools, and supplies.
- B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.

B6.5 Use plating techniques, including accurate portioning and aesthetic presentation skills.

### **Project Goals and Rationale:**

The issue of the origins of foods indicates the diversity of different cultures in America. The history of dishes represents the same cultural melting pot that makes up the American population. By researching and then producing these dishes students can see how different dishes are a result of the fusion of two or more cultures. The intent of this curriculum is for the students to discover how all cultures are related through food.

### **Project Objectives and Student Outcomes:**

1. Students brainstorm about what dishes they believe to be American in origin.
2. Students choose a dish to research to find its origin.
3. Students compile data for a poster to be displayed in the school dining room.
4. Students create a poster representing the origin of their dish.
5. Students educate each other by participating in a poster walk.
6. Students research a recipe or create one of their own to be produced for one or more of the following: school lunch, the student run café or a special school event.
7. Multi-ethnic students teach class about how different cultures come together in their families to influence food ingredients and preparation.

### **Project Outline/Detailed Description:**

See Project Outline

### **Key Assignments:**

1. Brainstorming session
2. Dish research
3. Creating a poster
4. Poster walk
5. Production of recipe

### **Assessment Methods and/or Tools:**

Assessment methods are located in the project outline.

### **Texts and Supplemental Instructional Materials:**

Useful Websites:

<http://www.homeandfamilynetwork.com/food/ethnic.html>

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

Hafner, Dorinda (1998) *A Taste of Africa*. Ten Speed Press. Berkeley, CA

Leonard, Jonathan (1968) *Latin American Cooking*. Time Inc.

Mitchum, Howard (1978) *Creole Gumbo and All That Jazz*. Addison-Wesley Publishing Company Inc. Philippines

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
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## Investigating Origins of Food Outline

1	Students brainstorm about their ideas for foods that are American in origin.	<p>Pose the question to the students, "What foods do you believe to be American?"</p> <p>Write responses on the white board.</p>	<p>White board</p> <p>Dry erase markers.</p>		Students suggest at least two foods that they believe are American in origin.
2	<p>Students select a dish they would like to research.</p> <p>Students collect data for poster.</p>	<p>Students are given the choice to research in the school library and or on the internet.</p> <p>Students are told they will make a poster to explain the origin of their dish.</p> <p>Students are told to take notes and collect images for the poster.</p>	<p>Access to the internet.</p> <p>Access to the school library.</p>	.	Check progress of students every 10 minutes.
3	Students create a poster representing the origin of their dish.	<p>Students are instructed to create posters that are easy to read. The class has a discussion about letter size and font.</p> <p>Students are instructed to use colorful images and color contrast.</p>	<p>Access to the internet</p> <p>Colored pencils</p> <p>Felt tip markers</p> <p>Poster board</p> <p>Scissors</p> <p>Glue</p>	Make a sample poster to show students an example.	<p>Students will be assessed on how easy the poster is to read.</p> <p>Content</p> <p>Creativity</p>

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4	Students educate each other by participating in a poster walk.	<p>Half of the students are instructed to stand next to their posters.</p> <p>The other half is assigned to start at one of the posters.</p> <p>Students spend five minutes at each poster while their classmate educates them about the origin of the food represented on the poster.</p> <p>After five minutes students rotate to the next poster. The rotation occurs until the students have learned about each of the posters.</p>	<p>Wall space to hang the poster.</p> <p>A means by which to display the posters.</p>		Students will be assessed by how well they articulate the information on the poster.
5	Students research a recipe or create one of their own which represents the dish they chose for the project. The dish is to be produced for school lunch or the Café or a special function.	<p>Students are helped with finding a recipe or creating one.</p> <p>Students learn to convert the recipe for the appropriate amount of people.</p> <p>Students to create a shopping list to complete the recipe.</p> <p>Students are helped with the creation of their dish.</p>	<p>Conversion chart</p> <p>Calculator</p> <p>Food products to complete the recipe.</p>	<p>Order food for recipe.</p> <p>Determine when the dish will be served.</p>	<p>Students will be observed throughout the entire process.</p> <p>Math on the recipe conversion will be checked.</p> <p>Students will be observed on how well the recipe is followed.</p>

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6	<p>Multi-ethnic students teach class about the fusion of food in their families.</p> <p>Students interview family members about the origins of recipes and ingredients used in daily cooking.</p> <p>Students obtain recipes to be executed at school.</p> <p>Students plan a menu using recipes for a school lunch.</p>	<p>Multi-ethnic students share information obtained during family interviews.</p> <p>Recipes for dishes of a planned menu for school lunch are assigned to students.</p> <p>Students make table tents with information about the different cultures represented in their assigned dish.</p> <p>Students execute recipe for school lunch</p>			