



GeoCivics Lesson: *Culture and Food*

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Teacher(s): Nedre White	Lesson Title: Culture and Food	Grade Level: 2nd grade
Notes: N/A		
Pre-existing Knowledge: To complete the lesson successfully, students should have some experience and knowledge of using computers to research topics. Some background knowledge of who Native Americans are would also be helpful.		
Overview of Content: Many people grew up thinking that Christopher Columbus discovered America. However, there were people here long before his voyage. Known alternately as Native Americans or Indigenous peoples, they were the first inhabitants on our continent. There are 574 federally recognized tribal nations in the United States, and 22 federally recognized tribal nations in the state of Arizona. Prominent tribal nations in the Northeast included the Algonquin, Iroquois', and Mohican. In the Southwest, the tribal nations include the Salt River Pima, Ak Chin of Maricopa, and the San Carlos Apache to name a few. The indigenous people were the first farmers on our continent and grew food crops such as corn, beans, and squash which were staples of their diet. During the Westward Expansion many Indigenous peoples were forced to relocate from their lands, losing their culture, language, and access to their nutritious sources of food. Today, Indigenous people are striving to reclaim and maintain the practices and rituals to keep their culture alive today. Food sovereignty is one of those practices.		
Purpose: <i>What will students learn?</i> The foods we eat are one aspect of a person's culture. Through exploring their own personal experience of eating certain foods, students in this lesson will develop a deeper understanding of the meaning of culture and its importance to us all. Students will build an understanding of culture and how it can be represented through the things people do, including through foods they eat, and they will also learn about the cultural foods of indigenous people and how they were forced to give these up as a result of relocation.		
National & State Social Studies Standard(s): National: History - Element 2 Sources and Evidence - <u>12</u>. Identify different kinds of historical sources.		

Arizona State: Disciplinary Skills & Processes - Generate questions about individuals and groups who have shaped a significant historical change

History- 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

National & State Geography Standard(s):

National: Standard 12 - The processes, patterns, and functions of human settlement.

Arizona State: 2. G3.1 Explain why and how people, goods, and ideas move from place to place.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

ELA Standards:

Reading Key Ideas and Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Writing Research to Build and Present Knowledge

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Knowledge of Language

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

ISTE Teacher and/or Student Standard:

Teacher Standards: 2.5 Designer: 2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

Student Standards: 1.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to inquire about cultural foods and to seek information about their own cultural foods, where they originated.
- **Summarizing and Informing:** Students use language to identify, report, and describe the information they gather through their research of cultural foods.
- **Comparing and Contrasting:** Students use language to compare and contrast their own cultural foods with those of their fellow students.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson assignments allow places for students to work together cooperatively and to share their learning with the teacher and with each other.
- **CONNECTION:** The lesson incorporates real-life connections and representations from various cultures and life experiences.
- **ACCESS: The lesson activates communicating ideas in several different ways.**
- **HIGHER ORDER THINKING:** The lesson activities provide ways for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.

Objective(s):

- Students will be able to describe how individuals can make contributions to a civilization and/or culture in place or region by conducting research.
- Students will be able to construct knowledge about indigenous foods by using digital tools.
- Students will be able to compare and contrast different cultural foods by researching and creating a poster or Big Book and comparing/contrasting theirs with their fellow students.

SIOP (highlight one or more SIOP elements you will include in your lesson plan to support EMLs)

	SIOP Elements	
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

- **Formative** – During the Explain Section of the lesson, students Think-Pair-Share about what has been learned in the lesson and will then share out with the whole class. The teacher records students’ responses on the Explain Discussion Checklist and then uses these to elaborate on key points
- **Summative - Big Book/Poster Project**
Students will research then create a Big Book or Poster that shows their family’s food history

highlighting foods that are related to their specific culture and telling where the cultural foods began and how they arrived in the US. **See attached Rubric for Creating Big Book or Poster.**

Key vocabulary:

- **Indigenous People** - The original people here in America
- **Culture** -The customs, arts, social institutions and achievement of a particular nation, people or social group.
- **Cultural foods** – foods that represent the traditions, beliefs, and practices of a geographic region or ethnic group of people.
- **Traditions** - the handing down of information, beliefs, or customs from one generation to another.
- **Removal Act of 1830** - removal of the indigenous people to another land.
- **Diet** – nourishment (the kinds of food that a person, animal, or community habitually eat)

Materials:

- Pictures of the teacher’s favorite foods.
- Video of the book: *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
- Read Aloud: <https://www.youtube.com/watch?v=rRebGb-BMD8>
- Vocabulary Words, Meanings, and Pictures from the book Fry Bread (lesson attachment)
- Realia (beans, corn, squash)
- World map (attachment)
- Video: *What is Culture- Elementary Lesson* <https://www.youtube.com/watch?v=o32l-U6nGY>
- Explain Discussion Checklist (Formative Assessment) (lesson attachment)
- Student access to computers for research
- Handouts - My Own Cultural Foods and Where They Originated From (lesson attachment)
- Paper plates - 1 for each student
- Markers
- Poster board and blank paper for student big books and posters
- Misc. decorations for big books (stickers, etc.)
- Handout copies of Instructions for Creating a Big Book or a Poster (lesson attachment)
- Rubric for Creating Big Book or Poster (lesson attachment)

Sources:

BOOK: *Fry Bread: A Native American Family Story* by Kevin Noble Maillard Video Read Aloud:
<https://www.youtube.com/watch?v=rRebGb-BMD8>

MAP OF WHERE YOUR FOOD ORIGINATED:

[A Map of Where Your Food Originated May Surprise You: The Salt: NPR.](#)

WORLD MAP - attachment

- VIDEO: “*What is Culture- Elementary Lesson*” <https://www.youtube.com/watch?v=o32l-U6nGY>
- [https://upload.wikimedia.org/wikipedia/commons/0/0d/Political map of the World %28November 2011%29.png](https://upload.wikimedia.org/wikipedia/commons/0/0d/Political_map_of_the_World_%28November_2011%29.png)

FRY BREAD BOOK VOCABULARY WORD IMAGES:

- [https://commons.wikimedia.org/wiki/File:-Native American Women and Horses by Teepee in Camp- MET DP115232.jpg](https://commons.wikimedia.org/wiki/File:-Native_American_Women_and_Horses_by_Teepee_in_Camp- MET_DP115232.jpg)

- [https://commons.wikimedia.org/wiki/File:Heritage_Day_at_Tionesta_\(9685968865\).jpg](https://commons.wikimedia.org/wiki/File:Heritage_Day_at_Tionesta_(9685968865).jpg)
- https://commons.wikimedia.org/wiki/File:Long_Walk_of_the_Navajos,_Navajo_captives_at_Fort_Sumner,_c._1860s,.jpg
- https://commons.wikimedia.org/wiki/File:Wikibooks_hamburger_recipe.png
- https://commons.wikimedia.org/wiki/File:Work_dough.jpg
- <https://commons.wikimedia.org/w/index.php?search=american+nation&title=Special:MediaSearch&go=Go&type=image>
- <https://commons.wikimedia.org/wiki/File:4th-of-July-1819-Philadelphia-John-Lewis-Krimmel.JPG>

Engage

Teacher Will:

1. The teacher will ask students to think about their favorite food to eat, and will show pictures of their own favorite food and talk about why it is their favorite food. The teacher will then ask students to think about what they eat at home and why, and what their favorite foods are, and will introduce the vocabulary word “**diet**” and its meaning, sharing how we use the word to talk about the foods we typically eat. **(Preparation: Linking to background)**
2. The teacher will strategically pair students with partners who can provide support as needed. The teacher will then have students do a Think-Pair-Share about how they would feel if they were not able to eat the foods they have been eating and tell their partners what they would do if this happened. **(Grouping Option: Partners)** **(Integrating Processes: Listening / Speaking)**
3. The teacher will introduce the vocabulary terms ‘**Indigenous People**’ and ‘**traditions**’ and talk about their meanings. The teacher will then introduce the vocabulary term, “**Removal Act of 1830**” and share how in the past indigenous people who lived in different places in our country were forced to move away from their homes and land and could no longer eat their traditional diets. The teacher will then show the

Student Will:

1. Reflect on what foods they eat at home and what foods are their favorites.
2. Think-Pair/Share with their partners about how they would feel if they were not able to eat the foods that they typically eat and what they would do if this happened to them.
3. Listen to the vocabulary terms the teacher introduces and learn what these words mean.

students samples of corn, squash and beans and talk about how these were some traditional foods of the indigenous people here in Arizona.

4. The teacher will then have students work with their partners to use their computers to look up these 3 foods and also research to learn about other traditional foods of Indigenous People.
5. The teacher will tell the class that now we will listen to a book about one kind of indigenous people's food called *Fry Bread*. The teacher will ask if anyone has ever heard of fry bread before and let them share their knowledge of this food. Before the teacher shows the read aloud video of the book *Fry Bread*, the teacher will use the lesson attachment, **vocabulary words, meanings, and pictures from the book *Fry Bread***, to introduce and go over the vocabulary words that they will hear as they listen to the book and will show the pictures of the words and talk about the definitions. After listening to the story, the teacher will engage the students in a discussion of the book by asking the following questions and providing sentence frames to support student's response to the questions:

What is *Fry Bread* mostly about?

Does *Fry Bread* remind you of your family?

In what ways?

Do you make food with your family?

The teacher will then introduce the term "**cultural foods**". and what it means.

(Preparation: Linking to background knowledge) (Integrating Processes: Listening/Speaking)

4. Work with their partners to look up and read about the 3 foods: corn, squash, and beans, and also research to see what other foods are traditional foods of the indigenous people.

5. Students will share what they know about Fry Bread. Then they will listen to and look at pictures of key vocabulary words that will be used in the story they are going to listen to. Students will watch and listen to the video and read about the book *Fry Bread*.

Following the reading aloud, students will engage in a class discussion of the story using the following sentence frames provided by the teacher in order to answer the questions asked.

- a.) The story *Fry Bread* is mostly about _____.
- b.) The story *Fry Bread* reminds me of my family in these ways: _____.
- c.) I _____ (do or do not) make food with my family.

Students will then listen to and think about the term "cultural foods" and think about what this means to them. They may ask questions as needed to clarify the meaning of the term.

Explore

Teacher Will:

Student Will:

IQ #1: How is the diet of indigenous peoples an expression of culture?

1. With students strategically paired with partners who can provide support as needed, the teacher will ask the students to Think-Pair-Share as they respond to the following questions: “Does anyone know what the word ‘culture’ means? And Why do you think indigenous people chose the foods we just talked about?”
2. As a whole, the class will discuss and describe the meaning of **“culture”**. The teacher will have students think about what their own culture is like. Then the teacher will then ask students, “What are some things you do because of your own culture?” “What about Dances? Holidays? Special foods? “Do you think culture is important? Why or why not?” The teacher will help students reconnect to their discussion of cultural foods from Engage **(Preparation: Linking to past learning). (Scaffolding: Comprehensible Input)**
3. The teacher will then show the video - **“What is Culture?”** which introduces students to different cultural foods and practices, and will pause the video at different points to have students share connections they are making to what they are seeing in the video.

1. Think-Pair/Share with partners their response to the questions: Does anyone know what the word ‘culture’ means, and “Why do you think Indigenous People chose the foods we just talked about?” and then share their thoughts with the whole class.

2. Engage in a class discussion of the meaning of “culture”, and reflect on what their own culture is like. They will then think about and share their thoughts about the things that they do because of their own culture.

They will then engage in a class discussion of the question, “Do you think culture is important? and “Why or why not?” as they think about what they have learned about the term: “cultural foods.”

3. Watch the video **“What is Culture?”** and then share out any connections they made to what they saw in the video.

Explain - Formative Assessment

Teacher Will:

1. **Formative assessment:** The teacher will have students Think-Pair-Share about what has been learned so far in the lesson. The teacher will observe and record students’ responses using the Explain: Discussion Checklist and then use these to elaborate on key points. **(Integrating Processes: Listening/Speaking) (Assessment: Oral)**

Student Will:

1. Think-Pair/Share what they have learned so far in the lesson.

Elaborate

Teacher Will:

IQ #2: How do people, goods, and ideas that represent culture move from place to place?

- 1) The teacher will strategically pair students with partners who can provide support as needed. Students will then work together to research **their own** cultural foods using the computer and any other resources provided by the teacher.
- 2) Students will also address whether or not their cultural foods originated in the US or elsewhere using the site: [A Map Of Where Your Food Originated May Surprise You : The Salt : NPR](#). If from elsewhere, they will research how the foods got to the US.
- 3) Students can write down notes to record what they learn using the **Student Research Note Sheet**. The teacher can rotate around the classroom providing support as needed to help students answer the question and record their learning. **(Integrating Processes: Reading/Writing)**
- 4) The teacher will pass out copies of the **World Map** to each student and with the assistance of the teacher, students will use what they have learned from their research to color in a line showing where specific foods originated from before coming to Arizona. **(Scaffolding: Guided Practice)**
- 5) The teacher will then give out a paper plate to each student and have them draw pictures representing a cultural meal based on what they have learned from their research. **(Application: Hands on)**
- 6) After data is gathered and recorded, the teacher will have students share out their cultural meal plates and lead students to compare and contrast the different cultural foods of students in the class. **(Grouping Option: Whole Class)**

Student Will:

1. Work with their partners to talk about and support each other to research their own cultural foods using the computer (or other resources provided). They will visit the website provided and use it to research and learn whether their own cultural foods originated in the U.S. or somewhere else and then learn how foods from somewhere else got to the U. S
3. As they research their own cultural foods, the students will write down notes on their copies of the **Student Research Note Sheet**.
4. Work with their partners and the teacher to draw lines on their own copies of the **World Map** to show where their own cultural foods originated from before coming to Arizona.
5. Use their research to draw pictures of their own cultural foods on a paper plate to represent a cultural meal of their own.
6. Share out their cultural meal plates and talk about what they observe about how their own cultural meals compare and contrast with those of their fellow students.

Evaluate - Summative Assessment

Teacher Will:

1. Summative assessment:

Students will use what they learned in Elaborate and gathered from their research to create a big book that will show their family's food history and will highlight foods that relate to their specific culture and where these cultural foods began and how they arrived in the U.S. For support as needed, students can work together with partners or in small groups to create their big books.

2. The teacher will go over the steps to creating a Big Book and go over and provide students with a copy of the Big Book Rubric to guide their creation of their Big Book.

(Scaffolding: Guided Practice)

Student Will:

1. Decide if they want to create either a Big Book or a Poster and then will use what they have learned about cultural foods to create their Big Book or Poster to represent their family's food history showing foods that relate to their own specific culture and writing down how these foods arrived in the U.S.

They may also use any decorative materials (stickers, etc.) available to them to add decorations to their posters or Big Books. Students can work together with partners or in small groups and with teacher support as needed to create their Big Books or Posters and will use the handouts: Rubric for Creating Big Book or Poster and Instructions for Creating a Big Book or a Poster to guide their work.

Extensions:

- Students can do some family interviews with parents, grandparents, etc., to learn more about the cultural foods of their families and where these originated from.
- Students can research another culture of their choice and learn about the cultural foods associated with the culture.
- Students can do a project or some activities to further represent their culture.
- Students can research if their cultural food had indigenous influence and report their learning to the class.