

Lesson 6.10: Global Foods, One Dish, Three Cultures

Unit: Unit 6, From Farm to Table (Food Systems and Production) **Topic:** 6.2 Food Preparation Methods and Science **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 2 class periods of 40 minutes (Day 1 the pattern and the research; Day 2 the presentations and the optional tasting) **Room:** Either (classroom for Day 1; FACS lab for Day 2 if the tasting runs)

Standards

- NYS module line: NYS FSP 2. Food Preparation a) Identify specific foods from the region being studied
- NYS module line: NYS FSP 2. Food Preparation b) Explore factors affecting regional food choices
- NYS module line: NYS N&W 1. Culinary Management i) Practice food sharing behaviors that show consideration for other cultures and promote social acceptance
- CTE theme line: CTE CIR 6. Conflict Prevention and Management f) Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all
- CTE theme line: CTE CIR 6. Conflict Prevention and Management d) Explore how similarities and differences among people affect conflict prevention and management
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator A: Students understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.; Performance Indicator C: Students recognize the mental, social, and emotional aspects of good health.
- CDOS Standard 3a Universal Foundation Skills: Managing Information
- National FCS 3.0: 14.1.2 Look into how psychology, culture, and social pressure shape food choices and nutrition habits.
- National FCS 3.0: 14.1.4 Examine how events and conditions, local to global, change what people eat.
- National FCS 3.0: 6.2.4 Treat people of every age, gender, culture, and background with respect and fairness.

(A note on the module lines: the FSP module has no line that names food practices across cultures directly. Its closest verbatim lines are FSP 2. a) and 2. b), quoted above, and they are the ones this lesson teaches and assesses. The line that names cultural food practices word for word lives in the Nutrition and Wellness module, N&W 1. i), so it is cited here verbatim as well; the crosswalk already marks N&W 1. i) as taught in U1 and again in U6. No line was invented.)

Enduring understanding and essential question

Big idea: People all over the world solved the same food problems with what grew near them. A filled dough, a rice and beans plate, a flatbread: the same idea shows up on every continent, wearing a different name. Difference in food is history, not ranking. **Essential question:** Why did so many separate cultures land on the same idea, and what made each version different?

The class agreement on food talk

Posted on the wall for both days and read out loud at the start of Day 1.

1. Curious, not disgusted. “I have not tried that” is a sentence. “That is gross” is not.
2. Ask, do not assume. If you want to know why a food is made a certain way, ask the question instead of guessing the answer.
3. No ranking. No best cuisine, no worst, no “weird.” Different climates and different crops made different food, and that is the whole explanation.
4. Nobody has to be the expert on their own background. A student may share a family dish if they want to, and may say nothing, and neither choice gets a follow-up question.

[Sal: this agreement is worth naming as a class rule, not a lesson rule. If your students already have a version of it from Unit 0, use their words instead of mine.]

Objectives

By the end of this lesson, students will be able to:

1. (Low: understand) Name the five factors that shape a cuisine (climate, crops, trade, migration, religion) and give one example of each from the three dishes studied.
2. (Mid: analyze) Research one dish and complete a research card with its region, its main ingredients, its cooking method, and one reason the region’s climate or crops produced it.
3. (High: evaluate) Compare the three versions of one everyday form across cultures and explain what is the same, what is different, and why the difference exists, using at least two of the five factors.

Vocabulary

Tier 2 (general academic): compare, factor, region, respect, evidence Tier 3 (FACS): cuisine, staple crop, flatbread, filled dough, legume, spice trade, migration, fermentation. See the unit vocabulary list (Vocabulary 06.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 06.10 - Dish Research Card and Comparison.md, one per student (the research card, the comparison page, the three form sets, and the source lines)
- The class agreement, printed large and taped to the wall
- Three form choices posted on the board, each with three culture examples:

- Filled dough: empanada (Latin America and Spain), pierogi (Poland), samosa (South Asia), and for a fourth option, jiaozi (China) or ravioli (Italy)
- Rice and beans plate: rice and peas (Jamaica), gallo pinto (Costa Rica and Nicaragua), red beans and rice (Louisiana), and for a fourth, hoppin' john (the Carolinas)
- Flatbread: pita (the eastern Mediterranean), roti or chapati (South Asia), tortilla (Mexico and Central America), and for a fourth, injera (Ethiopia and Eritrea) or lavash (Armenia and Turkey)
- Devices or printed research packets, one set per group of three. If devices are not available, print two short paragraphs and one photo per dish from a library source and make the research a reading task rather than a search task.
- Day 2 optional tasting, if the room and the allergy list allow: store bought, clearly labeled, single form. One example that works: three flatbreads (a pita, a flour tortilla, and a naan or a roti), torn into pieces with clean hands over a tray, one small piece per student, with each package's ingredient panel taped beside its plate. Cost about \$8 to \$10 for a class. Nothing is homemade, nothing is reheated on a shared surface, and every package stays in the room so the label can be read.
- Slides: Slides 06.10 - Global Foods, One Dish, Three Cultures (Day 1 and Day 2 marked)
- Setup notes: read the agreement first, before the content. For the tasting, the allergy list is checked the day before and the packages are chosen around it; if one student in the room cannot eat any of the three, the tasting does not run and Day 2 becomes presentations plus the written comparison, which is the default version of this lesson. Say that decision out loud without naming the student. Tasting protocol: gloves for the two students who tear the bread, one piece per student taken from a plate with a clean napkin, no double dipping, no shared sauce, and a no-taste seat available to anybody with no explanation asked.

Pre-assessment

Day 1 do now: "Name a food you eat at home that you have never seen in a school cafeteria." The answers show you what is already in the room, which is usually more than the curriculum expects. Do not put names next to dishes on the board.

Do now and hook (Time: Day 1, 5 min; Day 2, 3 min)

Day 1, on the board: "Name a food you eat at home that you have never seen in a school cafeteria. One line. If you cannot think of one, name a food you have seen somebody else eat that you have never tried."

Debrief: collect four dishes on the board with no names attached. Then the hook: put three photos on the screen side by side, an empanada, a pierogi, and a samosa. "Three continents. Three languages. Three different centuries. Same idea: dough around filling, sealed, cooked. Nobody copied anybody. Why does this keep happening?"

Day 2, on the board: “Read your research card. Write the one fact on it that will surprise the class.”

Procedure

Step	Teacher will	Students will	Time
Day 1, 1. The agreement and the five factors	Read the class agreement out loud, all four points. Then teach the five factors with one example each: climate (rice needs water and heat, so rice cultures sit where both exist), crops (what grows near you becomes the staple, corn in Mesoamerica, wheat in the Fertile Crescent, rice in monsoon Asia), trade (pepper, chili, sugar, and tomatoes moved across oceans and rewrote whole cuisines), migration (people carry recipes and adapt them to what the new place sells), religion (fasting days, permitted and forbidden foods, and feast dishes).	Write the five factors with one example each on the research card page. Mark the factor they think matters most.	10 min
Day 1, 2. The pattern, three ways	Put one form on the screen, the filled dough, with its three versions. Walk the comparison out loud: all three are dough plus filling; the dough differs (wheat, wheat, wheat but rolled	Fill the first comparison row on the handout with the teacher's example, so the format is modeled before they do it alone.	7 min

	differently); the filling differs by what is local and affordable; the cooking method differs (fried, boiled, fried or baked). Name which factor explains each difference.		
Day 1, 3. Research one dish	Assign groups of three. Each group picks one form and takes the three cultures inside it, one dish per student. Release the research card task with the source rule: two sources, one of them a library or a reference source, and the source line filled in on the card. Circulate and push on the “why here” question, which is the one students skip.	Research one dish. Complete the research card: region, main ingredients, cooking method, one sentence on why this dish exists in this place, and two sources.	12 min
Day 1, 4. Group check	Give the group task: read all three cards aloud inside the group and fill the “same and different” columns of the comparison page together. Take two groups’ one-sentence findings.	Read the three cards in the group. Fill the same and different columns. Write the group’s one-sentence finding.	4 min
Day 2, 1. Card presentations	Run presentations in rounds by form, so the class hears three versions of the same idea back to back. Ninety	Present the research card in ninety seconds: region, ingredients, method, why here. Listen to the other two in the	18 min

	seconds per student, a visible timer, and one question from the class per group, held to the agreement. Write the “same” and “different” points on the board as they come out.	form and add to the comparison page. Ask one question per group that follows the agreement.	
Day 2, 2. The written comparison	Release the comparison task: what is the same across all three, what is different, and why, using at least two of the five factors. Circulate and read over shoulders; push any answer that says “because that is their culture” back to a factor.	Write the comparison on the handout, three parts, with two factors named.	10 min
Day 2, 3. Optional tasting, or the extension	If the tasting runs: read the protocol, set the three plates with their ingredient panels taped beside them, and run it in a single line, one piece per student. If it does not run: give the extension instead, which is the “one more form” task on the handout’s last page (pick a fourth form that appears in three cultures and name the three).	Taste one piece of each, or complete the extension. Either way, write the last line of the comparison: one thing you would try, and one question you still have.	6 min
Day 2, 4. Closing round	Take one sentence per group: the thing they will remember.	One speaker per group gives the one	3 min

	Keep it to the agreement.	sentence.	
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Questions to ask

Monitor understanding:

- What is the staple crop in your dish's region, and what does staple mean?
- Which of the five factors explains why your dish is fried instead of baked?
- Your card says "traditional." What does that actually tell a reader? What could you replace it with?

Deepen learning:

- Tomatoes are in Italian food and chilies are in Indian food, and neither plant grew in those places five hundred years ago. What does that say about the idea of a pure traditional cuisine?
- Three cultures with no contact all invented dough around filling. Is that a coincidence or is there a reason?
- A dish changes when the family moves and the ingredients change. Is the new version less real? Who gets to decide?
- Somebody says a food is weird. What is actually going on in that sentence, and what is a better sentence?

Check for understanding

Day 1: the research card's "why here" line, read over shoulders during Step 3. A "got it" answer names a crop, a climate, a trade route, a migration, or a religious practice. "Because it is their tradition" is a not-yet and gets one question, not a correction. Day 2: the question each group asks after a presentation. A question that follows the agreement is the check; one that does not gets rephrased with the group, out loud, as a teaching moment for the room.

Closure (Time: Day 1, 2 min; Day 2, the closing round is the closure)

Day 1: one line on the exit card: "The factor that explains my dish best is ___ because ___." Two students read. Sort into "got it" and "needs more"; any card that names no factor gets a thirty-second conference at the start of Day 2.

Day 2: the closing round in Step 4 is the closure. Collect every comparison page at the door.

Differentiation and supports

- ELL: every dish on the slides has a photo and a one-line caption; the research card is a form with five boxes, not an essay; the five factors are icons with one word each; cuisine, staple, dough, filling, and flatbread are on the vocabulary card in Turkish, Portuguese, and Spanish (see Vocabulary 06.md). An ELL student who knows a dish from home may present it in their first language with a partner translating the five

card boxes, and that counts in full. This lesson is one of the few where an ELL student can be the room's expert, and that is worth setting up on purpose.

- IEP and 504 (general): the research packet option removes the searching load for students who need it; the presentation can be given seated, read from the card, or delivered by a partner reading the student's card while the student points; extended time by writing the comparison in the first five minutes of Lesson 6.11; the comparison page has a three-part frame.
- Grade 6 support: two cultures instead of three, and the comparison names one factor rather than two. The research card for grade 6 prints the region already filled in so the work is ingredients, method, and why.
- Grade 8 stretch: add a fourth culture and answer the harder question in writing: trace one ingredient in your dish back to where the plant actually came from, and say how it got to your dish's region. The stretch card has the source rule raised to three sources, one of them printed.
- UDL checkpoint used: multiple means of representation (photos, a modeled comparison, and the three dishes side by side on one slide) and multiple means of action and expression (research can be read or searched, and the card can be presented spoken, read aloud, or supported by a partner).
- No-kitchen alternative: this lesson does not cook. Day 2 runs as presentations plus the written comparison, which is the default. If the tasting is not possible for any reason, including one unmanageable allergy in the room, it simply does not run, and the extension task on the handout replaces it with no loss to any objective. Allergy line: any tasting uses store bought, packaged, clearly labeled food only, with every ingredient panel visible beside its plate, checked against the nurse's list the day before, and a no-taste seat available to anybody without explanation.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Name the five factors with an example each	FSP 2. b); National FCS 14.1.4	Five factors page, Day 1 Step 1; exit card	Formative; exit card sorted; the factor must be named, not described as "culture"
2. Research one dish and complete the card	FSP 2. a); CDOS 3a Managing Information; National FCS 14.1.2	Research card, Day 1 Step 3; presentation, Day 2 Step 1	Formative; card scored complete, partial, or missing for daily work, with the source line required. The ninety-second presentation is checked against the

			four card boxes
3. Compare three versions and explain why they differ	FSP 2. b); CIR 6. d) and f); N&W 1. i); Std 1 PI A and PI C; National FCS 6.2.4	Comparison page, Day 2 Step 2; the questions asked in Step 1	Formative; the comparison must name two of the five factors. Assessed summatively on the Cooking Methods Check, item 12, and again on the Unit 6 test

Homework

None required. Optional and invited, not assigned: if there is a dish your family makes that fits one of the three forms, and you want to bring the name of it and one sentence about it, the class would like to hear it. Nobody is asked to, and nobody is asked why not.

Connections

Social studies: the spice trade, the Columbian exchange, and migration patterns are the same content this lesson uses, and the five factors are a social studies framework with food as the evidence. World languages: the dish names are a free vocabulary lesson, and a language teacher can pronounce them correctly, which matters more than it sounds. Library: the source rule is a research skills lesson, and a librarian can teach the two-source rule better than a FACS teacher can in twelve minutes. Community: a family member or a local restaurant owner who wants to talk about one dish for ten minutes. *[Sal: at Brentwood you had Turkish and Portuguese speaking students. This is the lesson where their home food is content, not a footnote, and the way to do it is to invite and never to call on.]*

Sources

- NYS Middle Level CTE FACS Content Module 06, Food Systems and Production (nyc-tecenter.org, June 2018), lines 2. a) and 2. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness, line 1. i). Same folder. Cited because no FSP line names cultural food practices; see the note in the Standards block.
- NYS Middle Level CTE Theme Module 02, Communication and Interpersonal Relationships, lines 6. d) and 6. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate, FACS strand, Performance Indicators A and C. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standard 3a Universal Foundation Skills, Managing Information. Same file, section 3.

- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 14.1.2, 14.1.4, and 6.2.4.
- The FSP module's own Career and Community Connections illustrative activity, Community Food Festivals, is the source of this lesson's shape.
- Dish facts on the handout are written at a general level and every research card requires students to cite their own two sources. *[Sal: if a dish description on the handout is wrong for a family in your room, the family is right and the handout gets corrected. Say that out loud.]*

Teacher notes

- Read the agreement out loud. Do not summarize it, do not put it on a slide and skip past it. One "that is disgusting" in the first two minutes sets the tone for both days.
- Never call on a student to explain their own background. Invite, always, and let silence be a complete answer.
- If time runs short on Day 2, cut the tasting and keep the written comparison. The comparison is the assessed piece.
- Common mistake: "because that is their culture" as an explanation. It explains nothing. The redirect is one question: "what grew there, or who moved there, or what got traded there?"
- The best moment in this lesson is when a student realizes their family's dish is the same form as a classmate's family's dish with a different name. Leave room for that; do not schedule over it.
- Watch the fourth agreement point hardest during Day 2 questions. A question like "do you actually eat that?" needs to be rephrased in front of the room, kindly and immediately, into "what does it taste like?"
- If the tasting runs, keep every package. The ingredient panels are a Unit 1 label lesson for free, and one student always notices that two of the three flatbreads have nearly the same ingredient list.
- Cost if the tasting runs: about \$8 to \$10 per class for three packaged flatbreads. This is a class cost, not a per-station cost, because nothing is cooked.
- *[Sal: your airplane crash simulation taught students to argue without ranking people. Same muscle here, applied to food. If they did that lesson, name it.]*