

UNIT OVERVIEW

Unit Length	4 weeks, 15-20 lessons total done in 50 minute class periods
Grade Level(s)/Subject(s)	10th Grade World History
Unit Overview	<p>The food and culture project is overall an ethnography project. Students explore world cultures through studying the ingredients and food cultures brought to the United States due to the country's history of slavery, colonization, and internal migration. The goal is to build world history content knowledge by looking at food as a specific enduring effect of historic events.</p> <p>Skills that students will primarily practice include the exploration of community and cultural wealth through family interviews, shadowing, and journaling during meal prep. Students will also create lessons for peer instruction and assessment that highlight their family's food culture. Writing is also a skill that will be developed as students will use primary historical sources as references while creating their own primary sources.</p> <p>The scope and sequence for this lesson include:</p> <ul style="list-style-type: none"> ● Social and cultural wealth and learning. ● Ethnography and the exploration of world cultures and cuisines. ● How did dishes and ingredients make it to other parts of the world? ● How have food/ingredients migrated with people? ● What were the circumstances of that migration? ● How does food connect us with the past? ● How does food pull us into the future? <p>Skills include:</p> <ul style="list-style-type: none"> ● Research (ingredients and historic origins of those ingredients, especially in certain locations in the world, ex. the introduction of rice, okra, yams, etc into the North American diet) ● Teaching (creating instructions for student-taught cooking lessons, delivering instructions, providing an assessment based on lesson created)

	<ul style="list-style-type: none"> ● Analyzing primary sources related to world cultures and cuisines ● Accessing community knowledge (researching family/cultural food culture and history, conducting family interviews on food culture and practices, learning family recipes with the intention of sharing them and their histories with the class) <p>The pedagogical vision of this unit includes:</p> <ul style="list-style-type: none"> ● Decolonization (reclaiming knowledge and skills that may have been lost or devalued due to colonization and increased knowledge of cultural identities) ● Awareness and appreciation of other cultures and their overall contribution to American food culture ● World history content knowledge through the lens of understanding and assessing food/ingredient migration rather than directly studying the political or military history of nations and cultures.
<p>Objectives & Outcomes</p>	<ul style="list-style-type: none"> ● Students will be tasked with describing/recognizing enduring aspects of slavery and colonization in modern society through studying how American food culture has evolved with the United States’ participation in slavery and colonization. ● Students will assess how colonized cultures regain cultural, psychological, and economic freedom lost due to colonization. ● After assessing decolonizing methods, that may include storytelling, art pieces, self determination, and increased knowledge of and recognition of their role in the development of American culture, to name a few things, students will mirror these practices for themselves. ● Use learned knowledge and methods of decolonization to dismantle oppressive systems, for example, developing a deeper understanding of gentrification in order to combat it. ● Recognize the history of foods/dishes based on individual ingredients’ origin and history. ● Expand practical/tangible aspects of world history. For example, rather than just learning that enslaved Africans were brought to the Americas, we will learn how the existence of common items such as rice and okra are an enduring effect of enslaved Africans being brought to the Americas.
<p>Standards</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p>

	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
<p>Facilitation Resources</p>	<p>Sugar that saturates the American diet (Khalil Gibran Muhammad) A 1859 Slave Auction In Savannah As Reported By The New York Tribune The Hunt for General Tso (TED talk) TEDWeekends Traces the Origin of the All-American Chinese Takeout The Profound Significance of ‘High on the Hog’ Coming Home to Salsa: Latino Roots of American Food. Voices for Justice: Dr. Jessica Hernandez on Fresh Banana Leaves “Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science” excerpts (optional)</p> <p>“High on Hog” Netflix docuseries “Anthony Bourdain: Parts Unknown” docuseries</p> <p>Readings about the origins of food and ingredients: The Hunt for General Tso (TED talk) The Subversive, Surprising History of Curry Powder South Korea: Cutting Back on Food Waste Richmond’s Coziest Red Sauce Italian Comes Courtesy of a Mexican American Family Give 'em curry A staple of the colonial kitchen Food Cultural Appropriation: It’s Personal</p>
<p>Performance Task</p>	<p>Final assessment – Leading the class through a lesson about the history of a dish and instruction on preparations. The lesson can be presented in multiple ways, for example, Powerpoint, poster, infographics, etc. Required information includes:</p> <ul style="list-style-type: none"> ● Place of origin for ingredients in the dish ● How the ingredients were brought to the US ● Who brought the ingredients to the US ● How was the ingredient used through history

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	<ul style="list-style-type: none">● Creation of a primary source narrative about their personal history with the food (favorite dish, traditional meal, how/why they feel that their food/ingredients are unique to their culture, mom's favorite meal, etc)● What is their personal connection to this food? Why did they choose it?● Instruction on how to prepare the meal
Assessment/Evaluation	Tools that will be used to assess formative and summative assessments include: <ul style="list-style-type: none">● Presentation rubric

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i> Introduction to the definition of colonialism</p>				
Day 1	<p>Build definitions and context for lesson</p> <p>Gentrification (National Geographic article)</p> <p>Gentrification in the Bay Area (Medium article)</p>	<p>EQ: How do colonized cultures regain cultural, psychological, and economic freedom lost due to colonization?</p> <p>LQ:</p> <ul style="list-style-type: none"> - Students will be able to define and describe aspects of decolonization - Students will be able to connect gentrification and colonialism 	<p>The opening activity asks students to consider how people of different cultural/ethnic groups are able to influence one another.</p> <p>Students engage with a definition of colonialism presented as the act of settlers occupying land; dictating social, political, and economic systems; and exploiting Indigenous people and their resources.</p> <p>The concepts of colonization and decolonization are complex, and to ensure students have the best chance at having the tools to analyze them critically, I created this introduction to break up concepts into smaller, more relatable chunks.</p> <p>First: <u>Settling and Occupation</u> defined as</p>	<p>Gentrification (National geographic article)</p> <p>Gentrification in the Bay Area (Medium article)</p>

			<p>The act of moving to a new location with the intention of staying permanently, not necessarily a bad thing, but outcomes are associated with what settlers DO while there.</p> <p>Students then participate in a think pair share activity using passages from the articles Gentrification (National Geographic article) and Gentrification in the Bay Area (Medium article).</p> <p>“Gentrification describes a process where wealthy, college-educated individuals begin to move into poor or working-class communities... Raising costs of living and a changing community culture ... [They] may drive out people of color and minority-owned businesses.”</p> <p>And</p> <p>“This is the cause of what made my family and I move so many times, way more than one should. My family and I had to move about eight times throughout the East Bay simply because those wealthy individuals had us displaced for their own benefit.”</p> <p>Discussion questions: - Who was already there when settlers</p>	
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			arrived? - What did those groups think of the settlers/ how did they interact? - For what purpose did settlers go to the new location?	
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<p>Day 2</p>	<p>For Those Who Remain: Gentrification, Cultural Displacement, and Sense of Home</p>	<p>EQ:How do colonized cultures regain cultural, psychological, and economic freedom lost due to colonization?</p> <p>LQ:</p> <ul style="list-style-type: none"> - Students will be able to define and describe aspects of decolonization - Students will be able to connect gentrification and colonialism - Students will be able to identify threats to ethnic cultures and practices in the United states. 	<p>Students continue to unpack the definition of colonialism.</p> <p>On Day 2 I continued defining these concepts and how they relate to dictating social, political, and economic systems.</p> <p>Students participate in think pair share using passages from the following articles:</p> <ul style="list-style-type: none"> - For Those Who Remain: Gentrification, Cultural Displacement, and Sense of Home - Gentrification (National Geographic article) - Gentrification in the Bay Area (Medium article) <p>“In the Mission District of San Francisco, California, two worlds coexist. On Mission Street, taquerias blast out ranchera music amid the smell of grilled onions and meat, stores display rows of brightly colored piñatas and fragrant fruits in the open air, and elders sit around reading the newspaper and socializing with passersby. One block over on Valencia, you encounter high-end boutiques with lush tropical plants displayed in windows, craft chocolate shops with rustic wood and metal interiors, and new American restaurants with heated patios and parking spaces converted to extended</p>	<p>For Those Who Remain: Gentrification, Cultural Displacement, and Sense of Home</p> <p>Gentrification (National Geographic article)</p> <p>Gentrification in the Bay Area (Medium article)</p>
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			<p>seating.”</p> <p>And</p> <p>“These trendy restaurants and coffee shops are encroaching into Mission Street, replacing long-time, Latinx-owned neighborhood strongholds that surrender in the war of attrition to rising rents. People from these two worlds cross paths at the store or on the BART train but don’t quite strike up a conversation or enter into each other’s relational worlds.”</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> - How would you describe the systems in place BEFORE settlers arrived? - What efforts did settlers make to become part of/learn the native culture? - How would you describe the difference in values between the settlers’ culture and the culture of the people already there? - How do settlers treat the original cultures/ cultural practices of the people already there? 	
Day 3	Miracle fiber wig ad	EQ: How do colonized cultures regain cultural, psychological, and economic freedom lost due to colonization?	<p>Close reading activity using “Miracle Fiber wig ad”</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> - What is this ad selling? - According to the ad, what is “natural” 	

		<p>LQ:</p> <ul style="list-style-type: none"> - Students will be able to define and describe aspects of decolonization - Students will be able to trace the impact colonization has had on beauty standards 	<p>hair? Use words from the ad.</p> <ul style="list-style-type: none"> - Who is the target audience? - What is this ad saying is the problem that needs to be fixed? - According to the ad, what is the solution to the problem? 	
Day 4	The (R)Evolution of Indigenous Foods	<p>EQ:How do colonized cultures regain cultural, psychological, and economic freedom lost due to colonization?</p> <p>LQ:</p> <ul style="list-style-type: none"> - Students will be able to define and describe aspects of decolonization - I will be able to identify ways foods are decolonized by chefs and consumers. 	<p>Students complete a notecatcher and answer discussion question for video</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> - What kind of food/restaurants did the speaker NOT see a lot of? - Where do you have to go in North America to NOT be on indigenous land? - What does the speaker mean by “pre-contact”/“Pre-colonial” food? - What was at least 1 big European power that owned a large part of the US? - What is a reason the speaker says that is the biggest reason that indigenous restaurants are hard to find? 	The (R)Evolution of Indigenous Foods
Day 5	Indigenous Conservation Worksheet	<p>EQ: How do colonized cultures regain cultural, psychological, and economic freedom lost due to colonization?</p>	<p>Chunked reading of interview with Dr. Jessica Hernandez</p> <p>Students are instructed to read and highlight important and/or notable</p>	<p>Indigenous Conservation Worksheet</p> <p>Voices for Justice: Dr. Jessica</p>

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	<p>Voices for Justice: Dr. Jessica Hernandez on Fresh Banana Leaves</p>	<p>LQ:</p> <ul style="list-style-type: none">- Students will be able to define and describe aspects of decolonization- Students will be able to describe methods of decolonization used by colonized cultures	<p>information in the excerpts in the middle column, write annotations/notes in the column on the left, and answer the questions about the excerpts in the column on the right.</p> <p>Students use notecatcher to take detailed notes on video</p> <p>Voices for Justice: Dr. Jessica Hernandez on Fresh Banana Leaves</p>	<p>Hernandez on Fresh Banana Leaves</p>
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UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i> Students discuss the impact of colonization on food cultures</p>				
Day 1	<p>The Profound Significance of 'High on the Hog' High on the Hog Worksheet</p>	<p>EQ: How have food cultures/dishes originating from outside of the US changed as they entered the US</p> <p>LQ: - Students will be able to describe how food/ingredients have migrated with people? - Students will be able to describe methods of decolonization used by colonized cultures</p>	<p>Chunked reading of article on Netflix series "High on the Hog"</p> <p>Students are instructed to read and highlight important and/or notable information in the excerpts in the middle column, write annotations/notes in the column on the left, and answer the questions about the excerpts in the column on the right.</p>	<p>The Profound Significance of 'High on the Hog' High on the Hog Worksheet</p>
Days 2-4	<p>The Hunt for General Tso (TED talk) The Subversive, Surprising</p>	<p>EQ: How have food cultures/dishes originating from outside of the US changed as</p>	<p>Students participate in a structured academic controversy (SAC) relating to food based cultural appropriation in the United states.</p>	<p>The Hunt for General Tso (TED talk) The Subversive, Surprising</p>

	<p>History of Curry Powder</p> <p>South Korea: Cutting Back on Food Waste</p> <p>Richmond’s Coziest Red Sauce Italian Comes Courtesy of a Mexican American Family</p> <p>Give 'em curry A staple of the colonial kitchen</p> <p>Food Cultural Appropriation: It’s Personal</p> <p>Food SAC</p>	<p>they entered the US</p> <p>LQ:</p> <p>- Students will be able to describe how food/ingredients have migrated with people?</p> <p>- Students will be able to use primary and secondary sources to build an argument for a SAC</p>	<p>The structured academic controversy focuses on 4-5 main texts, which students can use to either support or oppose the question “Is it ok for people of one culture to make/sell food of another?”</p> <p>Students read and annotate sources to prepare for a discussion/debate about the topic.</p>	<p>History of Curry Powder</p> <p>South Korea: Cutting Back on Food Waste</p> <p>Richmond’s Coziest Red Sauce Italian Comes Courtesy of a Mexican American Family</p> <p>Give 'em curry A staple of the colonial kitchen</p> <p>Food Cultural Appropriation: It’s Personal</p> <p>Food SAC</p>
<p>Day 5</p>	<p>SAC debrief</p>	<p>Students will share their findings from the SAC</p>	<p>Student groups present their evidence from the SAC research.</p> <p>The class then participates in SAC part III, consensus building.</p>	<p>The Hunt for General Tso (TED talk)</p> <p>The Subversive, Surprising History of Curry Powder</p> <p>South Korea: Cutting Back on Food Waste</p> <p>Richmond’s Coziest Red Sauce Italian Comes Courtesy of a Mexican American Family</p> <p>Give 'em curry A staple of the colonial kitchen</p>

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				Food Cultural Appropriation: It's Personal Food SAC
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<i>Week 3</i> Students begin to research their own food culture				
Day 1	Analyzing video/documentaries “Anthony Bourdain: Parts Unknown” docuseries (or other similar media)	<p>EQ: How do our households/ communities value food other than eating to live?</p> <p>EQ: How does OUR food connect us to our cultures and the people around us?</p> <p>LQ: Students will be able to analyze the form and structure of personal narratives and interviews.</p>	<p>Students will interact with media regarding food culture with an emphasis on origins and importance of ingredients in the daily lives of different groups of people.</p> <p>Students use a notecatcher to take detailed notes on a choice episode of “Parts Unknown” or other media.</p>	“Anthony Bourdain: Parts Unknown” docuseries (or other similar media)
Days 2-4	Family interview template	EQ: How do our households/	Students will conduct interviews with family members centered around the	

		<p>communities value food other than eating to live?</p> <p>EQ: How does OUR food connect us to our cultures and the people around us?</p> <p>LQ: Students will conduct interviews with family members centered around the household's food culture (shopping habits, grocery store preferences, recipe origins etc).</p> <p>LQ: Students will be able to draft interview scripts and plans for family and community observations.</p>	<p>entire process of cooking a meal.</p> <p>Interview Details must include but are not limited to:</p> <ul style="list-style-type: none"> - How often do you eat this food? - Is this something you grew up eating? - Who usually makes food in the home? - How did you learn how to make this food? - Is this food a part of any tradition or holiday celebration? - What memories does this food bring to mind? - What emotions does this food bring to mind? 	
<p>Day 5</p>	<p>Debrief interviews</p> <p>Brainstorm cooking instruction ideas</p>	<p>EQ: How do our households/ communities value food other than eating to live?</p> <p>EQ: How does OUR food connect us to our cultures and the people</p>	<p>Students begin to build their personal food culture presentations and cooking instruction for the class.</p>	

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		<p>around us?</p> <p>LQ: Students will be able to analyze the form and structure of personal narratives and interviews.</p> <p>LQ: Students will be able to use data and information gathered to build instructional presentations.</p>		
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 4</i> Students share their own food culture</p>				
Day 1	Review personal food culture presentations and cooking instructions	<p>EQ: How can we introduce others to our culture?</p> <p>EQ: How would we like others to appreciate our cultures?</p> <p>LQ: Students will be able to analyze the form and structure of personal narratives and interviews.</p> <p>LQ: Students will be able to use data and information gathered to build instructional presentations.</p>	Students select portions of their cooking instruction to analyze and complete a graphic organizer to prepare for their own cooking instruction.	
Days 2-3	Brainstorm food ideas	EQ: How can we	Students continue to build their	

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		<p>introduce others to our culture?</p> <p>EQ: How would we like others to appreciate our cultures?</p> <p>LQ: Students will be able to analyze the form and structure of personal narratives and interviews.</p> <p>LQ: Students will be able to use data and information gathered to build instructional presentations.</p>	<p>personal food culture presentations and cooking instructions for the class.</p>	
Day 4-5	Cooking instruction	<p>Students will be able to lead a lesson about the origins of food in their culture as well as its preparation.</p>	<p>Students lead a short lesson in which they teach the class the history of a specific food/dish from their culture and its ingredients, as well as step by step instructions on how to prepare that food/dish.</p>	