

Chef Lauren Bridges

Culinary Arts and Hospitality Academy

Laporte County Career and Technical Education

A K Smith Area Career Center

Grade Level: 11 and 12

Title:

Family Trees Are Delicious: Creating a Personal Culinary History

Summary of Lesson:

As an icebreaker in the beginning of the year I plan on using the personal/local history lesson plan for my students to document their own family's culinary history. They will use family primary sources- written recipes, interviews, photos, and ultimately make own dish to share. It will help my students identify why they are passionate about culinary arts, and how important family customs in food are to creating a culinary identity.

The students will make a poster to be on display in the classroom to show the evolution of culinary prowess from ancestors to their current studies.

List of Materials and Supplies:

Computer Lab, Paper, Writing Utensil, Printer, Posterboard, Construction Paper, Glue.

Will use "Personal Stories and Primary Sources: Conversations with Elders," and "Family Customs Past and Present: Exploring Cultural Rituals," from the LOC Lesson Plan site as a guide to documenting discussions with parents, grandparents, ect.

### **Personal Stories and Primary Sources: Conversations with Elders Lesson Overview**

<http://www.loc.gov/teachers/classroommaterials/lessons/elder/>

Learning history from real people involved in real events brings life to history. This project provides a means to learn about the twentieth century from real people and primary sources. A 1913 newspaper provides a view of the world on the brink of a World War. An interview with a grandparent or significant elder provides a human face for life in the twentieth century. Through researching primary and secondary sources, students become conversant with significant aspects of twentieth century history.

### **Objectives**

Students will learn:

- that each person, no matter how seemingly insignificant, contributes to the world's story;
- how to differentiate between primary and secondary sources and how to assess the relative importance of each in the study of history;
- how to access, interpret, analyze, and evaluate primary sources of various kinds;
- how to conduct an interview;

- effective use of questions in doing research;
- techniques and skills of research;
- the importance of accuracy and honesty in research;
- how to "write history" clearly so that it communicates to others;
- how to teach others the topic on which one has become an expert; and
- techniques for effective oral presentations

We will use Unit 2 and 5 from the LOC site to focus on interviewing and creating a timeline.

Unit 2:

### **Unit 2: Interviewing**

Students are introduced to this project and the concept that each individual creates and contributes to history. They study the transcript of an interview, learn how to conduct an interview, and conduct and record the interview with his or her grandparent or elder.

The interview analyzed in the lesson is called [Women and the Changing Times](#). This document, a transcript of an oral interview, may be printed and distributed to students for homework. It is best if students write out the answers to the questions in the lesson. The interview transcript is used both as a model of interviewing and as part of the lesson on primary sources (see [Unit 3](#)). Remind students to keep the copy of the interview and their notes for the later lesson. These papers should be put in the above mentioned folders.

Students attempt to determine what questions the interviewer, Mrs. Daisy Thompson, asked Mrs. Blount and compile a list of the possible questions. Discuss how to formulate questions for an interview. Make a list of questions, which the students believe should be asked of their grandparent/elder. Compare these questions with the list of [Interview Questions](#). You may wish to add some of the student-created questions to the Category Questions of this list of interview questions, or you might suggest that the students use class-generated questions for the two original/personal questions mentioned in the "Instructions for the Interview."

### **Overview**

Students are introduced to the concept that each individual creates and contributes to history.

Unit 2 of this project teaches techniques for interviewing. Students learn how to conduct an interview and extract information from oral history. They use [Women and the Changing Times](#), one of the interviews from American Life Histories, 1936-1940, as a model for the interview. This life history focuses on family life in the Great Depression and fits with the theme of the third unit, Gathering Information from Primary Sources.

Objectives: Unit 2 introduces students to:

- the interview as a primary source in the study of history;
- the skills of interviewing, accessing, interpreting, analyzing, and evaluating the primary sources of oral history;
- the ways to pose questions in interviewing; and
- the process of conducting an interview.

Time Required: One to two weeks

### **Lesson Procedure**

## **Lesson One: Analyzing an Interview**

Find complete directions for this lesson in the student [Lesson One: Analyzing an Interview](#).

## **Lesson 2: Conducting an Interview**

Direct the students to the student page [Lesson Two: Conducting an Interview](#). Remind the students to take careful and extensive notes or to tape (audio or video) the interview.

1. You may require the students to do a transcript (not a summary or interpretive narrative) of the interview. If the interview is extremely long, this requirement may be adjusted to fit a major section of the interview.
2. The typed transcript should be at least four pages.
3. If only a portion of the interview is transcribed, the student must hand in the notes or tape from the entire interview.
4. Students are directed to perform spell-check and grammar-check on the interview transcript. They are not to change the grammar, idioms, etc., of the person interviewed but to use [sic] to indicate these non-standard items.

## **Extension**

You may wish to create a file or a Web site of interview transcripts. The transcripts and the resulting history research papers and visuals created for the history research paper oral presentation may form part of a presentation or display for "Grandparents' Day," if such an event is celebrated at your school.

## **Evaluation**

1. The collected interview transcripts should be read, but not marked or graded, by the teacher. If the transcripts do not meet the requirements, they should be returned to the student for revision. The comments should focus on what was interesting or unique about the person, the good qualities of the interview process, and ask questions of the student to further his or her learning from the interview.
2. A roundtable sharing of what each student found interesting during the interview concludes this unit. As the students share one to three interesting things, the teacher and the librarian should make notes.

## **Topic**

- Immigration & Ethnic Heritage
- Culture & Folklife

## **Era**

- Great Depression and WWII, 1929-1945
- Postwar United States, 1945-present

## **Credits**

Deborah Dent-Samake and Carolyn Karis, American Memory Fellows, 1999

Student Questions:

## Students

### Lesson One: Analyzing an Interview

One of the ways to learn about history is to conduct an interview with a grandparent or elder. In preparation for your interview, you will study one of the interviews gathered by the Federal Writers' Project during the Depression years of 1936-1940. The interview, [Women and the Changing Times](#), is now part of [American Life Histories, 1936-1940](#) in the [American Memory](#) collections.

Read the transcript of this interview with Mrs. Blount. As you read this primary source document make some notes.

Here are some of the questions you might ask about this interview:

1. Where and when did this interview take place?
2. Who was the interviewer?
3. What questions do you think the interviewer asked Mrs. Blount in order to elicit the information in this document? Make a list of these questions.
4. What facts do you learn about Mrs. Blount?
5. What additional questions would you like to ask Mrs. Blount if you were conducting the interview?
6. What aspect or topic of this interview appeals to you most?
7. If you were to summarize what you learned from this interview, what would you say?

Be sure to save your notes from this assignment for use during Unit III, when we use primary and secondary sources to learn about family life during the Great Depression.

### Lesson Two: Conducting an Interview

After you have finished your analysis of the interview from the American Memory collections, you are ready to prepare to interview.

1. Select a person and ask to interview him or her. Express interest in learning about his or her life and if necessary explain the class project. If asked, tell the person that he or she may choose not to answer some of the questions--that you will be flexible but are most interested in learning his or her life story. Arrange for a specific time and place to meet for the interview. If necessary, the interview may be conducted by phone.
2. Before conducting the interview, print out a consent form. Complete this form before you hold the interview and return it to your teacher. Both you and the person you interview should sign the form.
3. Refer to the list of [Interview Questions](#) to ask during the interview. Some of the questions are mandatory and some are optional.
4. In addition to the required questions, ask at least two questions that you have created yourself.
5. Points to remember in conducting the interview are:  
You are looking for quality information.  
If the person you're interviewing does not want to answer a particular question, don't insist.  
If you are interested and intrigued with something the person being interviewed is discussing, continue the conversation.  
If you don't complete all of the questions, don't worry; get through as many questions as possible.
6. You may record your interview, but you must type it out.

7. Hand in a typed interview transcript written in complete sentences--except for the vital statistics. Include the questions with the answers.
8. If only a portion of the interview is transcribed, you must hand in the notes or recording from the entire interview.
9. Use spell-check and grammar-check and proofread the interview transcript. Do not correct or change the grammar, idioms, etc., of the person interviewed. If the person interviewed uses unique phrasing or pronunciation of a word, insert [sic] in the transcript following each non-standard item, to indicate that the phrasing or spelling is intentional and reflects the language of the answers.
10. To conclude this unit, you will participate in a classroom roundtable discussion, in which you will share with you classmates what you found most interesting during the interview.
11. Take note of one to three "interesting things" that might form a topic for further research.

### **Family Customs Past and Present: Exploring Cultural Rituals**

#### **Lesson Overview**

<http://www.loc.gov/teachers/classroommaterials/lessons/ritual/>

Using photos, documents, and music from the Library's digital collections, students investigate rituals and customs of various cultures.

They then interview family members to deepen their understanding of their own cultural celebrations. Using their oral presentation skills, students present one cultural ritual from their tradition to the class.

#### **Objectives**

Students will:

- improve their oral and written communication skills;
- gain an understanding of various cultures through the exploration and analysis of holiday and stages of life rituals which unite a group by preserving cultural identity and heritage

### **Family Customs Past and Present: Exploring Cultural Rituals**

#### **Lesson Preparation**

#### **Materials**

- [Intergenerational Interview Form](#) (PDF, 13 KB)

#### **Resources**

- [African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907](#)
- [American Life Histories: Manuscripts from the Federal Writers Project, 1936-1940](#)
- [Buckaroos in Paradise: Ranching Culture in Northern Nevada, 1945-1982](#)
- [California Gold: Folk Music from the Thirties](#)
- [Hispano Music and Culture of the Northern Rio Grande: The Juan B. Rael Collection](#)
- [Historic American Sheet Music: 1850-1920](#)
- [South Texas Border, 1900-1920: Photographs from the Robert Runyon Collection](#)
- [Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip](#)
- [Touring Turn of the Century America: Photographs from the Detroit Publishing Company, 1880-1920](#)

- [Citing Primary Sources](#)

## **Lesson Procedure**

### **Activity 1: (1 class period)**

Students analyze the sample photographs and then compare them to celebrations or ritual events familiar to them.

Divide the class into groups of four. Give each group [wedding photographs](#) from [The South Texas Border, 1900-1920](#). Students examine the photographs.

Give students 5 minutes to answer the following questions:

- What are your family traditions and celebrations?
- Why do you celebrate?
- Do your grandparents and other relatives celebrate the same occasions?

Write student answers on board noting similarities or differences in rituals. Compare the photographs to celebrations or ritual events familiar to the students.

Tell students they will be investigating their family traditions.

Lecture and visuals: on christening, wedding, funeral, and holiday customs. Discussion of attributes common to many rituals:

- theme of the ritual, i.e. birth, coming of age, marriage, death
- historical perspective
- participants, i.e. are they representative of the community, age and gender
- unique clothing, music, food
- locale
- decorative art/symbols use
- oral history
- folk tale associated with ritual
- medicinal practices

### **Activity 2: (1 class period)**

Students will listen to and read lyrics to wedding and funeral music from:

- California Gold: Folk Music from the Thirties - [Taksim and Wedding Dance](#)
- Hispano Music & Culture of the Northern Rio Grande - [Los bienaventurados \(The Fortunate Ones\)](#)
- Southern Mosaic - [Two White Horses Standin' in Line](#)

Students compare and contrast themes, gender roles, and religious overtones in the music using a Venn diagram or other graphic representation of their observations. Questions for students to consider:

- How does this selection reflect the culture? Do you know if this selection is still in use today?
- If not, name a selection that has a similar theme.

**Activity 3: (1 class period)**

Students create Intergenerational Interview questions, and use the [Intergenerational Interview Form](#) to obtain information from parents and/or grandparents regarding christening, wedding, funeral and holiday customs in which they participated as children. Where possible, students should obtain visuals to support the presentation they will prepare about the ritual or custom.

**Activity 4: (3-4 class periods)**

Students choose and present orally to the class one christening, wedding, funeral, or holiday ritual. This presentation demonstrates their knowledge of the particular custom. Requirements for the oral presentation are visuals, outline of presentation and a student question for the test. The student test question will be used to encourage active listening.

Students also compare and contrast the ritual they have chosen with a historical counterpart studied during the lesson. This essay must include historical differences, modern similarities and reasons for continued popularity or disappearance in culture.

**Comparison and Contrast**

Write a comparison and contrast essay of a custom or celebration from two different sources in [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#).

You may write your essay (legibly) or use the word processor on the computers. Include a bibliography at the end of the paper using the MLA or Chicago Style (2 citations) for American Memory documents.

- Introduction: Give details of the people being interviewed (location-age-custom-setting-other details).
- Compare the custom or celebration. How is it similar? How is it different? Compare it to a celebration you have attended or compare it to a custom in which you have participated or observed.
- Is this custom or ritual celebrated today? Why or why not? Why do you think the celebration is important? Do you have any questions you would have liked to ask the subject of the interview?

**Lesson Evaluation**

Teacher evaluates students on their oral presentations and essays.

Students will also be evaluated by student-generated test questions.

**Time Required**

- Two weeks

**Recommended Grade Level**

- 6-8
- 9-12

**Topic**

- Culture & Folklife

**Era**

- Postwar United States, 1945-present
- Great Depression and WWII, 1929-1945

**Credits**

Nanci Douglas & Mary Ruddy

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