

Louisiana's Foodways

Activity Unit



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Louisiana Foodways Activity Unit

A Classroom Resource for Teachers

Created by

**Louisiana Voices Folklife in Education Project
Louisiana Division of the Arts Folklife Program**

www.louisianavoices.org

Comments from Teachers:

"The materials allowed students to open a dialog with parents, caregivers, or others they chose to observe and interview. An added value of doing this project is that it allowed students to see the family cooperation and values reinforced. It also opened a dialog with older relatives who were more than willing to give brief history lessons as well as show off their cooking skills. "

"What a wonderful unit! It was so enjoyable for my students & their families, as well as academically rewarding, that we plan to do it again next year."

"Great material! We enjoyed it."

Please let us know your thoughts!

Louisiana Voices is an ongoing project. Our materials are revised periodically and we value all input. Please let us know the strengths, weaknesses, obstacles to classroom use, ideas, and challenges you discovered when using the activities.

Credits

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Louisiana Foodways Activity Unit

Everyone has folk traditions- the expressive customs of people in everyday life-regardless of age, sex, or ethnic heritage. Incorporating folklife in the classroom educates, motivates, engages, and fosters the creative expression of students and, at the same time, connects them to their communities and their state.

Louisiana is blessed with a broad spectrum of cultures and traditions. These diverse aspects of the state make Louisiana one-of-a-kind, and they offer Louisiana educators an exceptional opportunity to enrich their curricula. The award-winning Louisiana Voices Folklife in Education Project offers a set of free, online, interdisciplinary study units, collectively known as the Louisiana Voices Educator's Guide.

The Guide contains 42 lessons in 9 units. These units are correlated to the Louisiana Content Standards, particularly those in English Language Arts and Social Studies. This specific lesson was originally in Unit VII Material Culture: The Stuff of Life, Lesson 3 Introducing Louisiana Foodways.

During the 2004-2005 academic year, the unit was revised and enhanced. A Louisiana Foodways Network of teachers around the state tested the activities in their classrooms. Their comments and suggestions were incorporated into this revised booklet. Louisiana Voices staff would like to especially thank the teachers, their students and families for their inspirational work.

The goal of this unit is to help teachers

- Involve parents and community members as resources,
- Engage multiple intelligences and foster critical thinking,
- Authentically address cultural diversity and tolerance for others,
- Motivate students through familiar and interesting content,
- Help students meet the Louisiana Education Standards in innovative ways, and
- Improve the connection of students to their tradition bearers.

Folklife can be explored, shared, presented, and enjoyed - after all, it is what makes Louisiana unique.

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Louisiana Folklife Program Director

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Louisiana's Many Food Traditions

Background

Gumbo, jambalya, Vietnamese spring rolls. Louisiana's complex blending of cultures over 300 years produced distinctive regional food traditions for which we are known worldwide. But we have other food traditions that are not so well known. Each cultural group has retained food traditions, and even within cultural groups, traditions vary from community to community, and family to family.

Gumbo is an excellent example of **cultural blending**, or **creolization**. This dish so closely identified with south Louisiana, melds African, European, and Native American cultures. The word itself is derived from the Bantu word for okra, *nkombo*. The okra plant, a favorite in Africa, is originally a Middle Eastern plant brought to America from Africa by Portuguese traders. Filé (ground sassafras leaves) is Native American. The origin of gumbo--usually defined as a soup-like dish featuring two or more meats or seafood and served with rice--is often attributed to the French bouillabaisse, but the strong preference for soups in Africa reinforced the tradition.

Any gumbo researcher soon discovers that there are many types and that there is no consensus about what makes a good gumbo. If your family prefers an almost black roux, your family probably has ties to the prairies west of the Atchafalaya Basin. If your family prefers a lighter roux or you add tomatoes, you are more likely to have ties to southeast Louisiana east of the Atchafalaya.

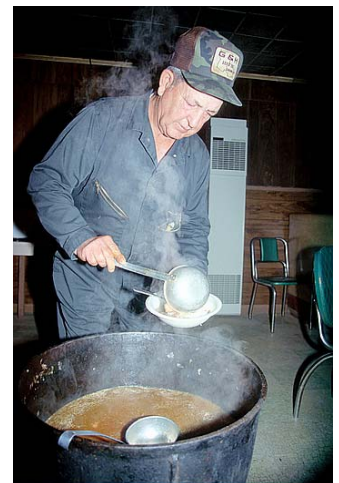
Although people in all parts of south Louisiana make meat and sausage gumbo thicker with filé, seafood gumbo thickened with okra is more common along the coast, where seafood is more plentiful. If you make duck, venison, or squirrel gumbo, you most likely have a hunter in the family. If you put a scoop of potato salad in your gumbo before serving, you likely have some German influence. If you make the much less common, meatless *gumbo z'herbes* for Lent, you are likely Catholic and your family has been in Louisiana many generations. You are less likely to find this in many of the Cajun and Creole cookbooks so readily available now. And if your family wants to extend the gumbo, you might add boiled eggs.

No matter which type of gumbo you make, though, you likely feel that the gumbo that you make is the "right way" to make a gumbo. If eating and cooking gumbo are favorite pastimes in Louisiana, arguing about what is a good gumbo comes in a close third. And, if you didn't realize that gumbo was so complicated, you likely are recent to Louisiana.

Gumbo also illustrates **cultural diffusion**, or the spreading of a cultural trait, because even before the Cajun food craze, gumbo, hot sauce, and other south Louisiana foods spread into north Louisiana and south Mississippi.

Cultural maintenance can be illustrated by food traditions in many cultural groups whether they descend from the colonial settlement, were part of the later waves of immigration, or recently arrived. Food reminds us of home and family and becomes central to special occasions and rituals. As a result, food traditions can be the most resistant to change.

Examples of cultural maintenance abound throughout Louisiana. The German enclave of Roberts Cove in Acadia Parish still makes sauerkraut. Hungarians have been in Tangipahoa Parish for about 100 years and take special pride in their Hungarian sausage. Filipinos celebrate special occasions with the noodle dish *pansit*. Croatians in Plaquemines Parish keep goats just so they can make goat milk cheese. The Irish in New Orleans celebrate St. Patrick's Day by parading and throwing to the crowd the ingredients of potato stew.



Gumbo is served at the L'Anse Maigre Mardi Gras.

Some of the most visible markers of Creole French influence in Natchitoches is the foodways: meat pies and Cane River cakes. West of Natchitoches in Los Adais in Sabine Parish, one finds colonial Spanish influences, and again, the primary evidence is in the foodways: tamales and salsa. One food tradition closely tied to Italian-American ethnic identity is the St. Joseph altar with its fig pastries, casseroles, cookies, cakes, and special breads in the form of Catholic symbols. Native Americans have retained some foods that have become symbolic to their identity, including fry bread and Indian tacos. A few Coushatta (Koasati) continue to make hominy soup, which has almost died out, as it is time-consuming and difficult, beginning with grinding the hominy by hand using a mortar and pestle.

The impact of Native American foodways is still seen in food traditions of people descended from the early settlers. Native Americans introduced Europeans and Africans in both north and south Louisiana to corn bread, grits, sweet potatoes, squash, beans, deer, turkey, fish, and such. Then, the newcomers added foods that were most important to them. Europeans brought carrots, turnips, beets, cabbage, and lettuce. Africans contributed okra, yams, peanuts (although originally from South America), watermelon, collards, hot peppers, and pepper sauce. Pork was central to the early settler's diet, and remains important to many.



Egma Pineda of New Orleans prepares Nicaraguan tamales. Photo: Greg Wirth.

Scholars divide the state into three major cultural regions--New Orleans, South Louisiana, and North Louisiana, each of which contains groups whose cultures remain distinct from that of the larger region. Distinct food traditions have persisted in each, but those in New Orleans and South Louisiana are entwined.

New Orleans is home to a vast array of food traditions, but it is best known for Creole cooking. At one time, it may have been possible to say that Creole cooking was the fancier cooking of New Orleans with more European influences and Cajun cooking the simpler food of the country folk, but this is no longer true. Today, it is difficult to distinguish between Cajun and Creole cooking as they are practiced in the home. Nowadays when applied to food, the terms *Cajun* and *Creole* are frequently used interchangeably or together.



Sarah Albritton and her son Lewen serve a plate in Sarah's Restaurant in Ruston, Louisiana. Photo: Maida Owens.

To appreciate south Louisiana foods fully, one must remember that Cajun and Creole cooking are the products of 300 years of continuous sharing and borrowing among the region's many cultural groups. For example, the French contributed sauces (*sauce piquante*, *étouffée*, stews, *bisque*), sweets (pralines, a modified French confection with pecans instead of the original walnuts), and breads (French bread, *beignets* or square doughnuts with powdered sugar, and *corasse*, fried bread dough eaten with cane syrup). The Spanish added jambalaya (a spicy rice dish probably from the Spanish *paella*).

Africans contributed okra, barbecue, and deep-fat frying and reinforced the Spanish preference for hot spices and soups. Germans, who arrived in Louisiana before the Acadians, contributed sausages (*andouille* and *boudin*) and "Creole" or brown mustard. Caribbean influence is seen in the bean and rice dishes of red beans and rice and *conгри* (crowder peas and rice). Native Americans contributed *filé* and a fondness for corn bread. Many of these foods are generally known, but far fewer are aware of lesser-known food delicacies in Louisiana as the prairie Cajun *langue bouree* (stuffed beef tongue) or *chaudin* (sausage-stuffed pork stomach).

One distinction about food in New Orleans and South Louisiana is that food is regarded as far more than mere sustenance. Food in these regions is so much more. Just as people argue over the right way to make a gumbo, they enjoy talking about food, exchanging recipes, and collecting cookbooks.

North Louisiana food traditions are more closely related to those of the American South than South

Louisiana, but food is still central to family and community life. North Louisiana food is less spicy but emphasizes different ingredients and recipes due to different settlement patterns. English-speaking British Americans and African Americans primarily settled North Louisiana which includes the Florida Parishes north of Lake Pontchartrain (in the "toe of the boot" as locals say) and parishes north of the French triangle. Even though the Florida Parishes are closer physically to south Louisiana, they share historic settlement patterns more with north Louisiana and Mississippi.

North Louisiana gatherings that feature food include ritual traditions reflecting their Protestant heritage. All-day singings and dinners on the grounds still take place after church services in many rural communities, frequently on the fifth Sunday in a month. Both black and white rural churches have gatherings such as Homecoming, bringing together extended families. Memorial Day, which commemorates all the deceased, not only military veterans, also provides an opportunity for extended families to visit graveyards, decorate graves with silk flowers, tell stories, and, of course, eat.

Through food, families maintain a sense of generation and extension. Older family members pass family lore to the younger ones, and individuals learn about their cultural identity as well as about their nieces, cousins, and aunts.

This has resulted in an environment where foods introduced by newly-arrived cultural groups are appreciated and readily accepted. Other ethnic groups open restaurants featuring new foods that are often highly spiced. The Chinese and Vietnamese have added their food traditions to the region's culinary history--so much so that Asian restaurants enjoy enthusiastic support and Asian chefs have begun to use such Louisiana fare as crawfish. Kung Pao Crawfish is a standard feature of Chinese lunch buffets in Baton Rouge

No matter where you are in Louisiana, the food traditions of families and other cultural groups reveal information about the people. It might be settlement patterns, historic connections, migration patterns, ethnicity, religious, or simply family traditions. Research in food tradition is one more way to learn about ourselves and our neighbors.



Robert Albritton of Ruston demonstrates preparing fish for frying. Photo: Maida Owens.

This essay is adapted from an article by Maida Owens, "Louisiana's Food Traditions: An Insider's Guide," http://www.louisianafolklife.org/LT/CSE/creole_food_trad.html.

Louisiana Foodways Curriculum Unit

Purpose: This unit introduces Louisiana foodways by giving students "insider" and "outsider" perspectives. Its main aim is to allow students to examine one of the most important parts of their daily environment, food. In this unit, teachers will be able to utilize interdisciplinary activities based on many aspects of Louisiana food and find resources on the foodways of all regions.

Time Required: 3 class periods

Louisiana Content Standards: ELA-7-M1, H-1A-M2, SI-E-B2, H-1C-E4, H-1A-M6, ELA-5-M2, SI-M-B6, ELA-7-M4, SI-E-A6, ELA-7-M2, SI-E-A5. (Individual standards delineated in **Appendix A.**)

Materials

1. Print out and duplicate any worksheets or rubrics that you will be using as well as appropriate fieldwork forms.
2. Pictures, postcards, cookbooks, restaurant menus, and articles on Louisiana foodways.
3. If your students will be doing fieldwork, you may want to use cameras, tape recorders, or notepads and pencils.

Lesson Objectives

Background: What if a cultural outsider came to dinner at a student's home tonight? What would the meal say about the student's culture? Would the meal say anything about the region of the state? Louisiana's unique, varied foodways are renowned and the subject of many publications. Folklorists study all aspects of food, from acquiring ingredients to serving. Because Louisiana is famous for excellent and diverse foods, you'll find many ways to integrate Louisiana foodways into your curriculum throughout the year in science, math, visual art, music, social studies, and English language arts.

Preparation

1. Accumulate materials on Louisiana foodways such as photos, postcards, cookbooks, local restaurant menus, and articles.
2. Read the background article. You can also review online articles in Internet Resources section and print out and/or bookmark any that you plan to use.
3. Decide on a schedule for the project including a deadline for students' fieldwork, giving them several evenings to choose a meal preparation to document. Handout 4A or 4B may help you.
4. Do the activity yourself. This will provide you with stories to tell your students.
5. Send a letter home with students explaining the assignment. (Handout 1)

Handouts

1. Letter to Parents and Caregivers for Louisiana Foodways Projects
- 1B. Written Release Form
2. Recipe Sheet
3. Recipe Interview Worksheet
- 4A. Response Journal
- 4B. Response Journal
- 5A. Recipe Self-Checksheet
- 5B. Recipe Self-Checksheet
- 6A. Preparing a Louisiana Meal - a Cloze Activity
- 6B. Preparing a Louisiana Meal - a Cloze Activity
- 7A. Rubric for Observing Meal Preparation
- 7B. Rubric for Observing Meal Preparation-Blank
8. Louisiana Voices Venn Diagram, page 1, page 2
9. Independent Research Worksheet
10. Concept Mapping/Graphing
- 11A. Things I've Learned
- 11B. Things I've Learned
12. Peer Evaluation for Interviews

Level 1 Activities

1. Brainstorm with students about the phrase, "Louisiana Foodways." You may want to record their responses on poster board or large paper, so that you can compare it with students' responses after the lesson. You could also utilize the topic in a K-W-L exercise. Through this assessment activity, you help the students to see what they know (K), what they want to learn (W), and later what they learn (L) from the project.

K		W		L
What I Know		What I Want to Know		What I Learned

2. Talk about aspects of foodways that folklorists study: gathering ingredients, recipes, equipment, cooking, presenting, cleaning up. Introduce traditional Louisiana foodways by noting that many folk groups contribute to the diverse foodways of the state from Native Americans to recent immigrants. Regional foodways within the state vary and relate to the geography and ecology as well as the folk groups of a region.

3. Ask students to write down what they ate for dinner the previous night. As a class or in groups discuss their lists. Did any foods seem traditional to Louisiana? If so, why? Make sure you discuss what you ate also.

4. Now ask students to categorize what they ate: salad, main course, side dish, dessert, beverage, and so on. Again, working as a class or in groups, ask students to create a table or graph of food categories or display results using computer software. Look at the individual foods again. What percentage of the foods fits this category?
5. Give students a time frame in which to choose a meal to document from start to finish and send a letter home explaining the assignment, (**Letter to Parents and Caregivers, Handout 1**). Students should observe meal preparation and interview the cook about how and when ingredients were acquired, recipes, whether this is a Louisiana dish, cooking tips, how the meal is served, clean-up. (**Written Release Form, Handout 1B, Recipe Sheet, Handout 2, and Recipe Interview Worksheet, Handout 3**). Note: Adapt the level of fieldwork to fit your curriculum. Students can design surveys, record interviews, transcribe, map meal preparations, and so on. Or, make this a simple exercise emphasizing observation skills and merely collecting enough data to continue the activity.
6. Print and duplicate the **Response Journal (Handout 4A or 4B)** and **Recipe Self-Checksheet (Handout 5A or 5B)** and distribute to students. The Response Journal is an exercise designed for the students to reflect on the activity. The Recipe Self-Checksheet is a checklist of steps to include, things to prepare, and products to present, and should be used as a guide and self-evaluation tool to help them conduct a good interview and prepare an outstanding report. At the end of the lesson, they will be evaluated using the checksheet and a score will be assigned.
7. After students have completed their interviews, they should review the things they wrote down during the process. Duplicate **Preparing a Louisiana Meal -- A Cloze Activity (Handout 6A or 6B)** and distribute to students. Tell them to read the worksheet all the way to the end to get a "sense" of what the completed story will tell. Then they should return to study their notes, maps, recordings, and so on and find answers that would fit in the blanks to make a true story about the interview they conducted. If students have worked in pairs or groups to conduct the interviews, have them complete the Cloze Activity together. The stories could be illustrated and combined into a book titled "Louisiana Cooks," or a title students think represent their comments. You may choose to have students read their completed stories to the class.
8. Students may display fieldwork results in several ways: oral or written reports, portfolios that include recipes, drawings, interviews, and photos. Use **the Rubric for Observing Meal Preparation (Handout 7A)** to evaluate the projects and assign points. A blank Rubric (**Handout 7B**) is given so you can design your own evaluation.
9. Redo the original brainstorming activity about the term foodways and compare the two. Have the students write a sentence or short paragraph defining foodways.

10. Compile a cookbook of the classes' recipes. Different colored paper could represent the different types of dishes; desserts, main dishes, etc.

Level 1 Explorations and Extensions

1. Have a potluck dinner with the tradition bearers preparing the meals the students observed. Students can make short presentations and sign their cookbooks as authors.
2. Take a class field trip to a local bakery, specialty food store, farm, dairy, fishery, or market.
3. Invite a tradition bearer, guest chef, or food producer to class for students to interview. Your school's food service personnel are an excellent resource.
4. Look for traditional foodways in literature throughout the year and keep a class master list of the foods you read about from around the world.
5. Utilize **Things I've Learned (Handout 11A and 11B)** as a further self-assessment tool.

Level 2 Activities

1. Review activities listed above under Level 1 Activities and Explorations and Extensions. Choose those you feel would help introduce the unit to your students.
2. To prepare your students for the exercise, you can have them read the background information and/or check out the Internet Resources listed below.
3. Give students a week or more in which to document in detail the preparation of a meal at home or elsewhere. They can tackle more observation and analysis than Level 1 students. Brainstorm things they should observe and questions for the cook in addition to the list in **Recipe Interview Worksheet (Handout 3)**: special ingredients or equipment, gender roles, use of space, timing, comparison of daily meal with a holiday meal. Students should document food preparation, service, and clean-up. They might work in pairs. **The Rubric for Observing Meal Preparation (Handout 7A)** offers a checklist of the steps outlined on that webpage and can be printed, duplicated, and used for self-evaluation and scoring. There is also a blank rubric so that you can design your own evaluation criteria (**Handout 7B**).
4. As a class, share results. Discuss the traditional elements of food preparation. What have cooks learned **traditionally** by word of mouth, observation, and imitation? What have they learned from **popular culture** media such as magazines or TV shows? What have they learned academically in cooking school? What variations have they made on recipes? What unwritten rules govern food preparation, mealtime, clean-up? What are gender and age group roles? What if anything seems traditional to Louisiana about this meal? To your region of the state? Why?

5. Work with students to determine how to present fieldwork findings. They can make an oral presentation, produce an audio or visual presentation, invite a cook to class, compile a project portfolio, or create a class exhibit in addition to the activities listed under Level 1, No. 4., 5., and 6. Use the **Rubric for Observing Meal Preparation (Handout 7A)** or **Recipe Self-Checksheet (Handout 5A or 5B)** to evaluate the projects and assign points.

Level 2 Explorations and Extensions

1. Interview Louisiana cooks who are well known in your community or who you identify in their fieldwork. Ask about how and when they learned to cook, recipes, ingredients. Do they garden, fish or trap game? Where do they shop? What tricks of the trade will they share, and which are considered a secret?
2. Collect and compare recipe variations collected in fieldwork for a single dish or compare recipes for Louisiana specialties in several regional cookbooks. Use **Venn Diagrams (Handout 8)** or other means to analyze commonalities and variations.
3. Read one of the Louisiana Folklife Articles listed in Internet Resources or magazine articles or cookbooks about regional foodways of the state and summarize it for your foodways portfolio or other final product.
4. Document a produce stand or a farmer's market, interviewing vendors and customers, mapping traffic patterns, identifying produce, noting produce arrangement, contrasting variations on how a single item is displayed. Talk to customers at the market and ask them what they plan to do with their purchase.
5. Document a community food event such as a pancake supper, crawfish boil, or potluck using photography or audio or video recording. Or catalog special festival foods. Write a short essay or poem about what these events "say" about your community or region.
6. Visit the online lesson **Nutritional Value of Fast Food** to find information about the Food Guide Pyramid and the nutritional value of most of the fast foods that students eat. Compare these nutritional values to those in the traditional foods, then make a list of "other values" that accompany meal times, such as family togetherness, passing on of family traditions, surroundings, and so on, and compare the two types of meal times. If desired, use **Venn Diagrams**.
7. Have students research topics about Louisiana food. (**Handout 9**)
8. Utilize **Concept Mapping/Graphing (Handout 10)** to assist students in analyzing activity.

9. Peer Evaluation for Interviews (**Handout 12**) can be used for student input in the evaluation of students.

Internet Resources go to the Louisiana Voices website, www.louisianavoices.org, for direct links. Select **Units and Lessons Outline**, then **Unit VII Lesson 3**.

Louisiana Folklife Articles, http://www.louisianafolklife.org/LT/creole_articles.html

All-Day Singing and Dinner on the Ground,
http://www.louisianafolklife.org/LT/Articles_Essays/creole_art_allday_singing.html

Customs, Traditions, and Folklore of a Rural, Southern Italian-American Community,
http://www.louisianafolklife.org/LT/Virtual_Books/Fla_Parishes/book_florida_italian.html

From Custom to Coffee Cake: The Commodification of the Louisiana King Cake,
http://www.louisianafolklife.org/LT/Articles_Essays/main_misc_king_cake.html

From Evangeline Hot Sauce to Cajun Ice: Signs of Ethnicity in South Louisiana,
http://www.louisianafolklife.org/LT/Articles_Essays/main_misc_hot_sauce.html

Folklife in the Florida Parishes of Louisiana,
http://www.louisianafolklife.org/LT/Virtual_Books/Fla_Parishes/book_florida_overview.html

Louisiana Cooking: A Way of Life,
http://www.louisianafolklife.org/LT/Articles_Essays/creole_art_cooking_life.html

Louisiana Foodways in Ernest Gaines's *A Lesson Before Dying*,
http://www.louisianafolklife.org/LT/Articles_Essays/main_misc_gaines_foodways.html

Louisiana's Food Traditions: An Insider's Guide,
http://www.louisianafolklife.org/LT/CSE/creole_food_trad.html

The Piney Woods, excerpt from *Folklife in the Florida Parishes*,
http://www.louisianavoices.org/Unit7/edu_unit7w_piney_woods.html

Mapping Space: A Meal in the Making,
<http://www.louisianavoices.org/pdfs/Unit7/Lesson3/MappingSpace.pdf>

Nutritional Value of Fast Food,
<http://www.challenge.state.la.us/edres/lessons/HighSchool/lesson7.htm>

Adaptive Strategies to Using Folklife Articles
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Resources

Cajun Men Cook: Recipes, Stories, and Food Experiences from Louisiana Cajun Country. Beaver Club of Louisiana, 1994. Walter S. McIlhenny Community Cookbook Hall of Fame.

Cane River Cuisine. Service League of Natchitoches, 1974. Walter S. McIlhenny Community Cookbook Hall of Fame book.

The Cotton Country Collection. Junior Charity League of Monroe, 1972. Includes both North and South Louisiana traditional recipes.

Fontenot, Mary Alice. *Lunch Louisiana Style.* Nutrition Education Training Program, State Department of Education, reprinted in 1995. This practical guide went to all libraries in the state and copies are available on request, Box 94064, Baton Rouge, LA 70804-9064. A glossary defines and gives correct pronunciation of many Louisiana food terms, and an overview summarizes regional foodways well. Lessons include family recipes, class tasting parties, food story prompts, and spice smelling. A 30-minute companion video gives historical look at various groups' contributions to Louisiana foodways. Video is available through the **Louisiana Department of Education Resource Center Audio/Visual Lending Library, Nutrition Education and Training (NET) Program.** From the menu, select "Cultural Foods."

Guste, Jr., Roy F. *The 100 Greatest New Orleans Creole Recipes.* Pelican Publishing, 1998.

Gutierrez, C. Page. 1992. *Cajun Foodways.* University Press of Mississippi. Order from the Press, 3825 Ridgewood Rd., Jackson, MS 39211, 800/737-7788.

Jambalaya: A Collection of Cajun and Creole Favorites from the Junior League of New Orleans. 1983. A Walter S. McIlhenny Community Cookbook Hall of Fame book.

Kirlin, Katherine S. and Thomas M. Kirlin. *Smithsonian Folklife Cookbook,* Smithsonian Institution Press, 1991. Find recipes from North and South Louisiana and around the country as well.

Louisiana Cookin'. A magazine that features food traditions throughout Louisiana. Published six times a year, 129 S. Cortez St., New Orleans, LA 70119, 888/884-4114, 504/482-3914, subscriptions@louisianacookin.com, <http://www.louisianacookin.com/>.

Louisiana Office of Tourism. *Spirit of Independence: The St. Joseph Day Celebration.* This free 38-page booklet includes an explanation of the tradition and recipes of foods traditionally placed on the altar. For a copy, contact Sharon Calcote, scalcote@crt.state.la.us, Heritage Tourism Program, Office of Tourism, PO Box 94291, Baton Rouge, LA 70804, 225/342-8142,

Mitcham, Howard. *Creole Gumbo and All that Jazz: New Orleans Seafood Cookbook*. Pelican Publishing Co., 1978.

Recipes and Reminiscences of New Orleans. Parents Club of Ursuline Academy, 1971. A Walter S. McIlhenny Community Cookbook Hall of Fame book.

River Road Recipes III: A Healthy Collection. The Junior League of Baton Rouge, 1994. This volume includes the traditional recipe from Volumes I and II and adds a more healthy version. It also includes helpful hints from the cooks and some stories about the recipes. A Walter S. McIlhenny Community Cookbook Hall of Fame book.

Schweid, Richard. *Hot Peppers: The Story of Cajuns and Caspicum*, revised edition, University of North Carolina Press, 1999.

Sunstein, Bonnie and Elizabeth Chiseri-Strater. *FieldWorking: Reading and Writing Research*. Prentice Hall, 2002. Valuable teacher resource with lessons for reading, writing, fieldwork, and teaching students to "read" landscape and culture. Website has a community bulletin board for teachers and opportunities to share class projects online.*

Smith, Andy, compiler. *Louisiana Proud Collection of Home Cooking*. Louisiana Proud, 1991. Divides the state into five sections and includes recipes from 276 towns with sketches of local buildings.

Tell Me More: A Cookbook Spiced with Cajun Traditions and Food Memories. Junior League of Lafayette, 1993. Includes sketches by artist Floyd Sonnier.

Wilson, Charles, et al. *The Encyclopedia of Southern Culture*. UNC Press, 1989. This large, accessible volume covers hundreds of topics, including many on foodways, useful for older students and teachers, available in many public libraries, 1,656 pages.

Wilson, David and Angus Gillespie, eds. *Rooted in America: Foodlore of Popular Fruits and Vegetables*. University of Tennessee Press, 1999. The real deal on Johnny Appleseed and the social history of foods of every day life. Chapters examines common fruits or vegetable and various cultural norms regarding food, including Tabasco sauce.

*These resources are available from the *CARTS Catalog*, www.carts.org, 800/333-5982, or online.

Letter to Parents and Caregivers For Louisiana Foodways Project

Date:

Dear Parents and Caregivers,

Our class will be studying **Louisiana Foodways** during the next few weeks. Students will conduct primary source research by interviewing people at school, at home, and/or in the community. They will be learning not only about various traditions and how people learned them and practice them; they will also be learning to ask good questions, listen well, take notes, follow up on interesting points or missing information, follow directions and a sequence, and behave politely. Students may want to interview you, another family member, or a community member. They must get permission of those they interview to share the results. Finally, they will compile their research and develop a final product and be graded on both.

I am asking the students to observe someone cooking a meal that is traditional to them. They are to ask questions, and record the answers and the recipe. In addition, they will make a presentation to the other students.

Please contact me with any questions you may have about this project.

Thank you,

(Teacher's name)

Recipe Sheet

Recipe Title: _____

No. of Servings per Recipe _____

Name of Recipe Giver: _____

Name of Student: _____ Date: _____

Recipe Category	
Check one.	
<input type="checkbox"/> Appetizer	<input type="checkbox"/> Vegetable
<input type="checkbox"/> Main Dish	<input type="checkbox"/> Bread
<input type="checkbox"/> Salad	<input type="checkbox"/> Dessert

Ingredients

Please use the abbreviations: c for cup, T for tablespoon, t for teaspoon, qt. for quart, oz. for ounce, lb. for pound, pkg. for package, doz. for dozen, gal. for gallon.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions

Recipe Interview Worksheet

Student Name _____ Date _____

Interviewee's Name _____

Name of dish or food prepared. Does it have more than one name?

If this dish is for a special occasion, list the occasions when it might be served.

How old is the recipe? Where did it come from? Where did you get the recipe?

Is this dish special to a region of Louisiana? If yes, what region?

Has the preparation of this dish changed over time?

Is this dish an important one for the family? Why?

What herbs, spices, and seasonings are used? Who prepares them? Are they store bought or grown locally?

Are there special tools or utensils used to cook the dish?

What is done with leftovers? Is a new dish created?

Don't forget to ask two or three questions of your own.

Response Journal

Name: _____ Date: _____

After the recipe interview, please complete the following:

I saw... _____

I wish . . . _____

I really liked . . . _____

I was surprised . . . _____

I want to ... _____

Response Journal

Name: _____ Date: _____

After the recipe interview, please complete the following:

I began to think of ... _____

I noticed ... _____

I love the way ... _____

I really can't understand ... _____

I wish ... _____

I wonder why ... _____

I was surprised ... _____

I thought ... _____

Recipe Self-Checklist

Name _____ Date _____

Task: Louisiana Foodways Interview

Directions: Listed below are some quality features that will assure that your research will be accurate and complete. Make an **X** to show that a task was accomplished. First, use this checklist to assess your own performance. At the end of the lesson, your teacher will assess your performance and give you a grade.

Quality Features	Self	Teacher
1. I brought the signed letter back to school. (Handout 1)	_____	_____
2. I watched someone cook. (Handout 1B)	_____	_____
3. I filled out the recipe sheet and the interview sheet. (Handouts 2 and 3)	_____	_____
4. I asked two or three questions of my own.	_____	_____
5. I completed the response journal sheet.	_____	_____
5. I brought all three sheets back to school and turned them in to the teacher.	_____	_____
6. I made a presentation of my work.	_____	_____
7. All of the work I handed in was neatly written and complete.	_____	_____

Research Self-Checklist

Name _____ Date _____

Task: Research the topic _____ and design a presentation with the resources you collect.

Directions: Listed below are some quality features that will assure that your research will be accurate and complete. Make an **X** to show that a task was accomplished. First, use this checklist to assess your own performance. At the end of the lesson, your teacher will assess your performance and give you a grade.

Quality Features	Self	Teacher
I brainstormed the topic to find research terms.	_____	_____
I created a timetable of all of the things I needed to do.	_____	_____
I developed questions to guide my research, alone or with my group.	_____	_____
I interviewed someone who knows about the topic.	_____	_____
I prepared and used a permission form for informant.	_____	_____
I completed the response journal sheet.	_____	_____
I took notes, made sketches, formulated and asked questions.	_____	_____
I prepared and used an interview worksheet or survey form.	_____	_____
I searched in books and/or the Internet to find information.	_____	_____
I recorded all the bibliographical information from material I used.	_____	_____
I cited all references I used in my presentation.	_____	_____
I chose an appropriate way to present my research	_____	_____
My presentation helped observers and listeners understand the topic.	_____	_____

You completed _____ of the 12 items successfully. Your grade is _____.

Preparing a Louisiana Meal -- A Cloze Activity

Name _____ Date _____

Directions: Think about the recipe you saw prepared. Then fill in the blanks. There are no wrong answers.

I saw _____ (name) make _____. (dish)

It was very _____! When I came into the kitchen the first thing I saw was _____. Then I saw _____ and _____. I could smell _____. The cook began by _____.

Then the cook _____.

The cook used _____ (tools) to help make the dish.

Many things went into making this dish. Some of the ingredients were _____, _____, and _____.

While making the meal, the cook talked about _____.

I learned that this recipe came from _____. I got to taste the dish and it tasted _____. I thanked the cook for letting me watch the meal prepared. The cook said, "_____
_____."

When I left I felt _____.

Now I know _____ about Louisiana cooking!

Preparing a Louisiana Meal -- A Cloze Activity

Name _____ Date _____

Directions: After observing the preparation of a meal, review your notes, maps, and audio or video recordings to find words that can make sense in the blanks below and give an accurate account of that meal preparation. There are no wrong answers! Just use words that tell what you observed.

Watching _____ prepare a real Louisiana meal was a(n) _____ experience! When I arrived, _____ and _____ were ready to begin. I was so appreciative that _____ had agreed to let me observe _____ that I brought them _____ as a token of my gratitude.

But, the day before I went, I began thinking about what I would see there. I already knew that they _____ and that their kitchen was _____. I also knew that these people like _____, so I figured they would be cooking _____.

I began to look around at all of the details. I noticed _____ and _____ right away. That made me think that this home was a very _____ place. Then I saw _____, which made me think that they _____. Some other interesting things were _____, _____, and _____.

I sketched a diagram of the _____, and drew lines to show how _____ moved around the space. Then I set up the _____ to

record the conversations, just to be sure I wouldn't miss anything.

As _____ began the meal preparation, I noticed s/he was going to cook in a _____ . S/he told me that was the best utensil of all for _____ because _____. Then the ingredients were assembled. The main ones were _____, _____, and _____.

Lots of talking went on during the cooking. _____ did most of it. S/he talked mostly about _____. Meanwhile, wonderful aromas were _____ around. They reminded me of _____.

I learned that this recipe came from _____ and it is usually served _____. The ingredients are _____ to find, and the _____ is especially important for this recipe.

When the interview was over, I got to _____. I thanked them and left, feeling _____. Now I know _____ about Louisiana cooking!

Rubric for Observing Meal Preparation

Name _____ Date _____

Who Was Observed _____

What Meal Was Prepared _____

	Exemplary ____ Points	Accomplished ____ Points	Developing ____ Points	Beginning ____ Points	Possible	Score
Preparing for Observation	Plans questions or designs a survey; makes appointment for visit; takes a gift; brainstorms about what might be seen.	Does most of the required preparations.	Does very little preparation.	Does not prepare.		
Obtaining Equipment	Obtains audio or video recorder and/or notetaking and map-making materials.	Obtains most of the required equipment.	Obtains some equipment.	Obtains no equipment.		
Researching and Gathering Information	Asks appropriate questions; collects a great deal of information, all relevant to topic.	Asks mostly appropriate questions; collects sufficient information, most relevant to topic.	Asks some inappropriate questions; collects insufficient information, some irrelevant to topic.	Gathers information irrelevant to topic.		
Analyzing Data	Transcribes notes accurately and thinks about data; discusses findings with a partner; completes Cloze Activity.	Transcribes and thinks about notes; does not discuss with a partner; completes Cloze Activity.	Transcribes inaccurately; no evidence of discussions; Cloze Activity incomplete.	Transcription missing or inaccurate; no analysis evident; Cloze Activity not done.		

Designing Presentation	Chooses appropriate medium (oral or written report, computer slide show, portfolio); includes many different elements (recipes, drawings, photos, recordings, interviews); uses pleasing design elements.	Chooses appropriate medium; includes some elements; could improve design.	Chooses inappropriate medium; includes a few elements; could improve design.	Chooses inappropriate medium; includes only one element; uses poor design.		
Delivery	Covers topic in depth; includes deductions and generalizations about observations; describes all steps in the process.	Covers main topics; includes a few deductions and generalizations; describes some steps in the process.	Covers few main topics; includes few deductions and generalizations; omits important steps.	Reports unfocused, topics irrelevant to main idea; omits important steps, deductions, and generalizations.		
Total Points						

Rubric for Observing Meal Preparation (Blank)

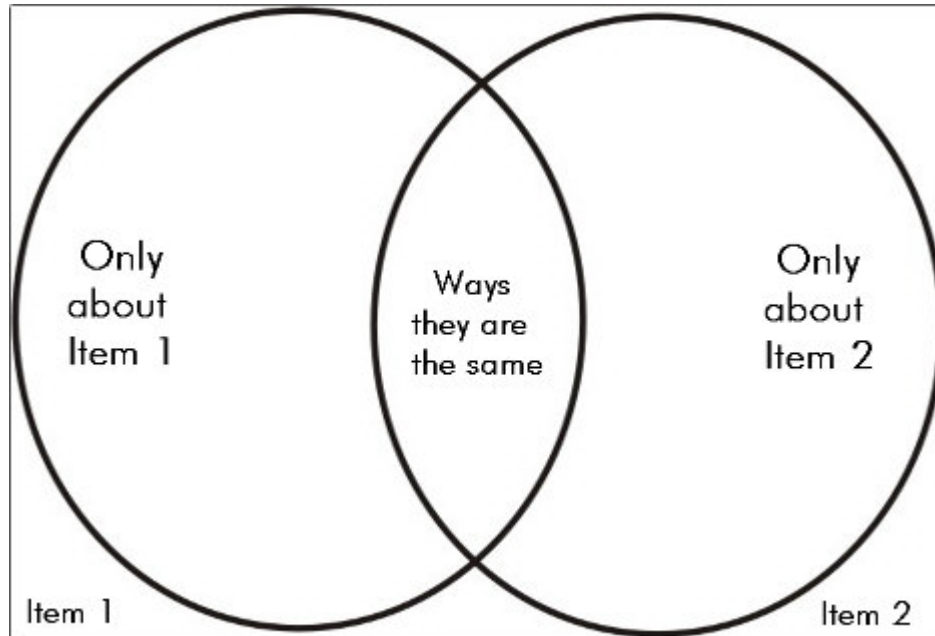
Name _____ Date _____

Who Was Observed _____

What Meal Was Prepared _____

	Exemplary ____ Points	Accomplished ____ Points	Developing ____ Points	Beginning ____ Points	Possible	Score
Preparing for Observation						
Obtaining Equipment						
Researching and Gathering Information						
Analyzing Data						
Designing Presentation						
Delivery						
Total Points						

Louisiana Voices Venn Diagrams



My Venn Diagram

The Venn Diagram is an organizational tool made of two overlapping circles for charting similarities and differences between characters, stories or other elements.

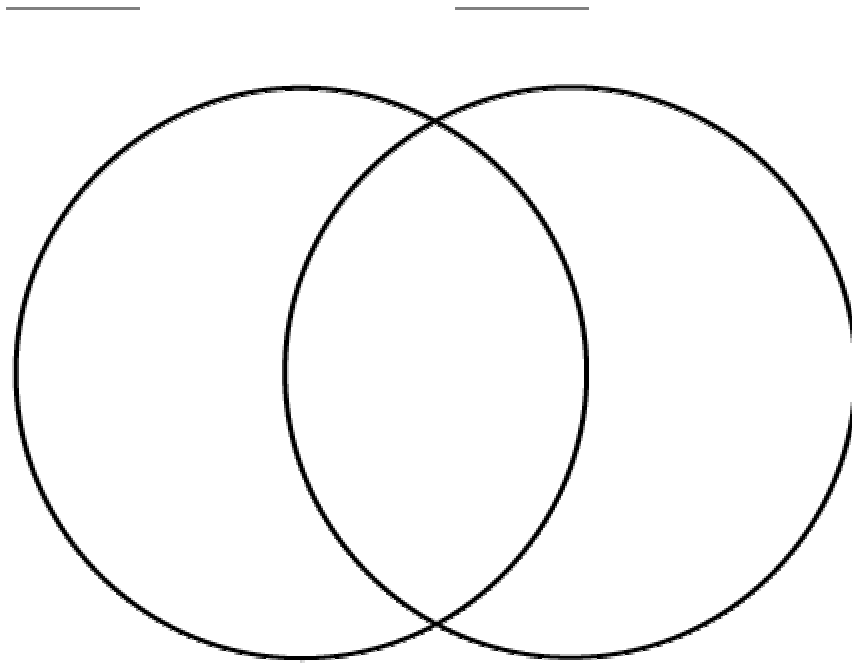
Directions:

1. Read or think about two different topics or items.
2. Write the characteristics of Item 1 in the first space on the left.
3. Write the characteristics of Item 2 in the last space on the right.
4. Write the characteristics that both items have in common in the space in the center.
5. Analyze the data you have entered.
6. Write your conclusions on the lines below the Venn Diagram.

Louisiana Voices Venn Diagram

Name _____ Date _____

Comparing and Contrasting



Concept Mapping/Graphing

Name _____ Date _____

Directions: Use the following symbols to visually represent the project.

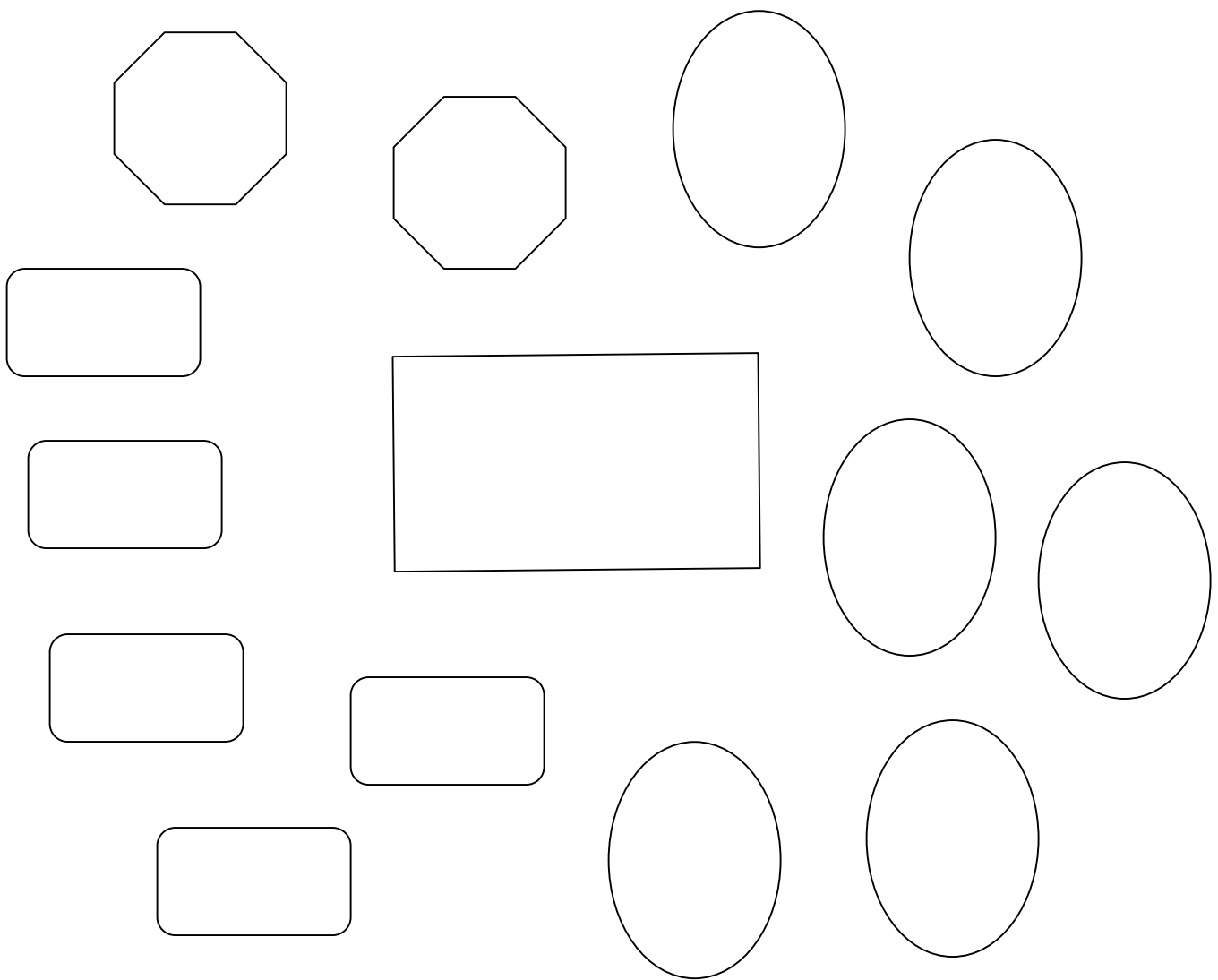
The rectangle is for the name of the recipe.

The ovals are for the ingredients.

The rounded rectangles are for the tools of the cook.

The octagons are for the names of the cooks.

When completed, draw lines from the big rectangle to all the shapes used.



Things I've Learned

Name _____ Date _____

New Things I Learned About Food

New Things I Learned About People In My Family/Community

I heard these sounds in the kitchen:

I saw these things in the kitchen:

Some surprises:

People have these jobs in food in my community:

Some questions I still have:

Things I've Learned

Name _____ Date _____

New Things I Learned About Food	Things I Learned About My Family and/or Community

I heard these sounds in the kitchen:

Three food celebrations in my family:

I saw these things in the kitchen:

Some surprises:

People have these jobs in food in my community:

Some questions I still have:

Peer Evaluation for Interviews

Evaluator: _____ Date: _____

Interviewer: _____

Person Interviewed: _____

Recipe Name: _____

Circle the one that shows the best description.

1. You chose a person to interview who is very experienced in that skill.

Not quite.

Almost there.

Way to go!

2. You planned the questions you would ask during the interview.

Not quite.

Almost there.

Way to go!

3. You took notes during the interview.

Not quite.

Almost there.

Way to go!

4. You asked the person you interviewed to sign proper permission forms.

Not quite.

Almost there.

Way to go!

5. You found out where the person learned how to cook the recipe.

Not quite.

Almost there.

Way to go!

6. You asked some questions of your own.

Not quite.

Almost there.

Way to go!

Lesson Objective

Content Standards, Benchmarks, and Foundation Skills

1. Students look at their own foodways as a cultural outsider would and categorize types of food that they eat.

ELA-7-M1 Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts. (1, 2, 4)

H-1A-M2 Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred. (1, 2, 3, 4)

SI-E-B2 Using appropriate experiments depending on the questions to be explored. (2, 4)

2. Students begin to study traditional Louisiana foodways.

H-1C-E4 Recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage. (1, 3, 4)

H-1A-M6 Conducting research in efforts to answer historical questions. (1, 2, 3, 4)

ELA-5-M2 Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials). (1, 3, 4, 5)

SI-M-B6 Communicating that scientific investigations can result in new ideas, new methods or procedures, and new technologies. (1, 3, 4)

3. Students observe and document meal preparation.

ELA-5-M2 Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials). (1, 3, 4, 5)

ELA-7-M4 Distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections with real-life situations across texts. (1, 2, 4, 5)

SI-E-A6 Communicating observations and experiments in oral and written formats. (1, 3)

4. Students learn that foodways include acquiring ingredients, preparing, presenting, and cleaning up as well as food itself.

ELA-7-M1 Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts. (1, 2, 4)

ELA-7-M2 Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1, 2, 4)

SI-E-A5 Using data, including numbers and graphs, to explain observations and experiments. (1, 2, 3)