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
Sylvia Bienvenu, Paddy Bowman, Eileen Engel, and Maida Owens contributed to this unit. Photos by Maida Owens and Greg Wirth. Cover design, and “Folklife, Real Life” logo by Tamika Edwards Raby.

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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.

Maida Owens                     Eileen Engel
Louisiana Folklife Program Director Louisiana Voices Project Manager
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Louisiana’s Many Food Traditions

Background

Gumbo, jambalaya, 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 plan 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.
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 Adaís 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.

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.

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 congri (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 bouréé (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.

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


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)
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.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
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<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
</tr>
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</table>

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-Checksheets (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


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


Adaptive Strategies to Using Folklife Articles
Page needs to be made
Resources


*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."


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 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,


*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.


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 opportunites to share class projects online.*


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](http://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)
Written Release Form

Full Name of Person Interviewed
(print):________________________________________

Address:____________________________________________________

City/State/Zip: ____________________________________________

Phone: (      )_____________________________________

Place of Interview: (include Parish):______________________________

Name of Interviewer: (print):__________________________________

Interviewer’s School: __________________________

Date of Interview:_______________

I understand that this interview and any photographs, tape recording, or video recording are part of scholarly research by students at the school named above. I give permission for the following (check all that apply):

______May be used for educational purposes and research at the above school.

______May include my name.

______May be included in a school publication or exhibit.

______May be included in another educational publication or exhibit.

______May be used but DO NOT include my name.

______May be deposited in a school, parish, or state archive.

______Other (explain) _______________________________

__________________________________    ___________________
Signature of Interviewee                                Date

__________________________________    ___________________
Signature of Parent or Guardian if Interviewee is a Minor    Date
Recipe Sheet

Recipe Title: ___________________________________________
No. of Servings per Recipe ________________________________
Name of Recipe Giver: __________________________________
Name of Student: __________________ Date: _______________

<table>
<thead>
<tr>
<th>Recipe Category</th>
<th>Check one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Appetizer</td>
<td>□ Vegetable</td>
</tr>
<tr>
<td>□ Main Dish</td>
<td>□ Bread</td>
</tr>
<tr>
<td>□ Salad</td>
<td>□ Dessert</td>
</tr>
</tbody>
</table>

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.

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

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

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

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

Name _______________________________________ Date _______________

Who Was Observed ________________________________________________

What Meal Was Prepared ____________________________________________
**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 ________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Exemplary Points</th>
<th>Accomplished Points</th>
<th>Developing Points</th>
<th>Beginning Points</th>
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<th>Score</th>
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<tr>
<td>Preparing for Observation</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Researching and Gathering Information</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing Data</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Designing Presentation</td>
<td></td>
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<tr>
<td>Delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
Louisiana Voices Venn Diagrams

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

Comparing and Contrasting

Name ___________________________ Date ___________________________


**Independent Research Worksheet**

Name _______________________________  Date ____________________

**Directions:** Conduct Independent Research on Louisiana Foodways. Your teacher will assign or ask you to choose one of the topics below. Follow the directions for the selected topic.

<table>
<thead>
<tr>
<th>Gumbo</th>
<th>Meat Pies</th>
<th>Rice</th>
<th>Strawberries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etouffee</td>
<td>Crawfish</td>
<td>Shrimp</td>
<td>Okra</td>
</tr>
<tr>
<td>Spring Rolls</td>
<td>Jambalaya</td>
<td>Yams</td>
<td>Pralines</td>
</tr>
</tbody>
</table>

Other topics: ____________________  ____________________

A. Research the topic. Check out the topic on the Internet, in the library, and by interviewing people.

B. Did someone bring the topic to Louisiana? If so, who?

C. When is the food used; holidays, everyday, etc.?

D. Develop a graphing visual to show the important aspects of this topic.

E. Cook or watch someone cook, pick, or fish for the topic.

F. Write an essay, make a presentation, or create a timeline.


**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 _____________________

<table>
<thead>
<tr>
<th>New Things I Learned About Food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>New Things I Learned About People In My Family/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>New Things I Learned About Food</th>
<th>Things I Learned About My Family and/or Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I heard these sounds in the kitchen:

__________________________________
__________________________________
__________________________________

I saw these things in the kitchen:

__________________________________
__________________________________
__________________________________

People have these jobs in food in my community:

__________________________________
__________________________________
__________________________________

Three food celebrations in my family:

__________________________________
__________________________________
__________________________________

Some surprises:

__________________________________
__________________________________
__________________________________

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)


   **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)