

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)

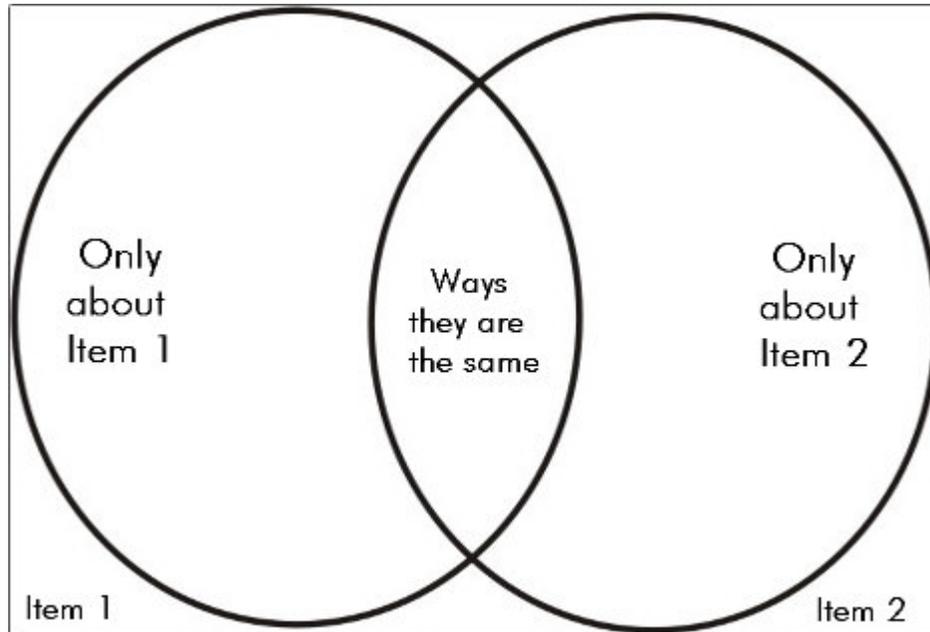
Name _____ Date _____

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.

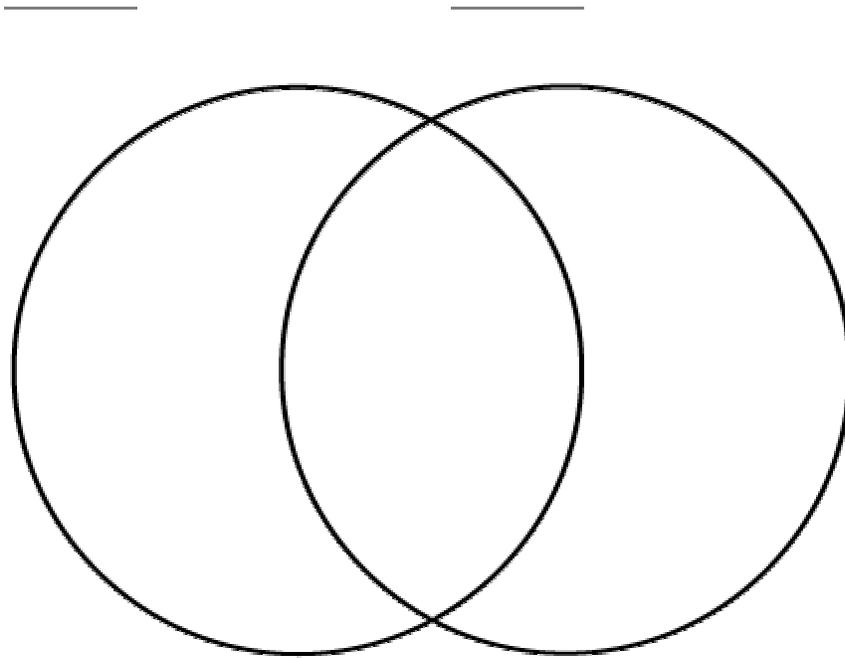
Directions:

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.

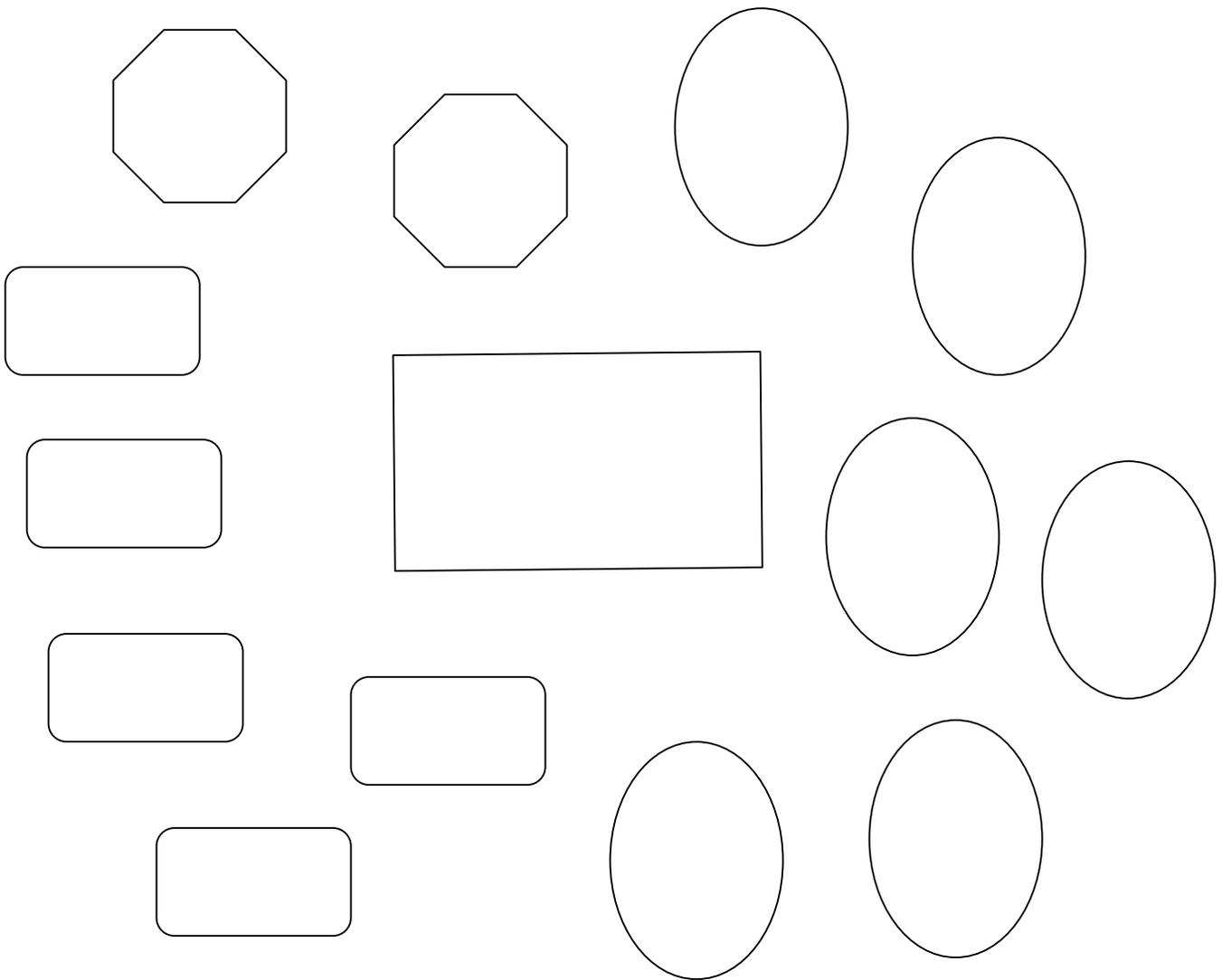
The rectangle is for the name of the recipe.

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!