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A Toolkit for Grades 3-6 Educators

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Amy Truchon, Sarah Webb,
Aimee Arandia Østensen, and the land and
waters of the Winooski Watershed who feed
and sustain us.

Shelburne Farms
**Institute for
Sustainable
Schools**

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Dear Educator,

As teachers, we're constantly revising and refining the way we showcase stories in our classrooms. We ask ourselves: How do the stories we share and invite others to share shape our students' understanding of power, identity, and their own self-agency? How can we create a classroom community that draws inspiration from a diversity of lived experiences? This toolkit is one way to explore these questions.

Some of our favorite moments from workshopping these lessons showed us there are many different ways to share a piece of our identity through our stories about food. One student's ode, "I Hate Broccoli," made the whole room erupt in laughter. Another student shared about a time when her family was unhoused, and treats were hard to come by—that one made us think, and made us grateful for her trust in us. When a teacher shared about her family's tradition of making chai tea, a student brightened in recognition of its similarities to his own family's chai recipe.

There are so many small moments that led to this toolkit. Perhaps the defining moment was when a student from Colombia offered to show our class how to make arepas. He invited his grandparents into the class via Zoom to lead us all in making them, as he expertly translated for us! What ensued was chaotic, messy, and very fun. The family inspired us to invite all our students to share their food stories.

This toolkit has three sections: Identity Exploration, Food Stories, and Collaborative Cookbook. You can use them at the start or end of the school year, spread them out, or do them all together. Each section builds on the next, but you can also teach just one if that's what works best for you. We know that time is precious and limited—and yet, making space to share and connect is so very important, even if just a bit here and there. These lessons are designed for that reality.

Many thanks to our students: Your curiosity and your vulnerability inspire us to grow, learn, change, and improve our teaching practices, always. We are so grateful to teach and learn alongside you.

Sincerely,

Aziza Malik, Kate Mattina, and Sara Brown
Champlain Elementary, Burlington, Vermont



Key Learning Events & Instruction

Grades: 3–8

Time Needed: 6 weeks

UNIT SUMMARY

Phase One: Identity Exploration

Students will embark on a journey of self-discovery, exploring various facets of their own identities. They will delve into their character traits, values, traditions, cultural backgrounds, and more, engaging in a range of creative activities to express their individuality. The culmination of this phase will involve the creation of digital selfies, “I Stand For” statements, word cloud portraits, and heartfelt heritage poem videos.

Identity work is powerful! It’s important to hold the belief in, as Becky Cohn-Vargas and Dorthy M. Steele say, “cultivat[ing] diversity as a resource.” Check out their Edutopia article, [Creating an Identity-Safe Classroom](#), on how to foster a supportive and celebratory heartset and mindset when exploring identity in your classroom.

Lesson 1: Who Am I? Students will explore the concept of identity and how traits can be used to define who they are. They will use the [Seesaw platform](#) to create a digital selfie with five character traits to share with their family and classmates.

Lesson 2: What Do I Stand For? Students will explore the concept of beliefs and what they as a person stand for. They will reflect on their values and create a poster that proclaims their beliefs to the world.

Lesson 3: Identity Word Cloud Portrait Brainstorm Students will learn about various categories that contribute to their identity. They will understand that identity is multifaceted and includes character traits, hobbies and interests, community and social identity, beliefs and values, family and cultural identity, and more. Students will explore categories and brainstorm words or terms that describe who they are within each category.

Lesson 4: Creating Identity Word Cloud Students will use the words they brainstormed in Lesson 3 to create word cloud portraits that visually represent different aspects of their identity.

Lesson 5: Heritage Poem Students will create heritage poems to express their family background, experiences, and personal identity while incorporating descriptive and figurative language. They will use [WeVideo](#) to create a narrated version of the poem.

UNIT SUMMARY

Phase Two: Food Stories

Students will explore identity through food and learn effective storytelling techniques. They will delve into the significance of food in their lives, examining their personal connections and selecting stories that express meaningful experiences with food. Students will be exposed to stories from local, regional, and global sources to gain insights into diverse culinary experiences.

The culmination of this phase will be a community storytelling circle, where students will share their food narratives, and families will be invited to contribute their own. This special event will feature an exhibition of their identity projects and culturally significant foods.

We've found great success in extending the invitation beyond the small classroom and family community. Consider inviting community members, leaders, and others whose voices often aren't featured to share a story.

Lesson 1: Food, Identity, Community & Connection Building on the students' exploration of identity in previous projects, this lesson will help students understand how food memories and traditions are integral to their sense of self and how these elements connect to earlier projects. They will reflect on their personal experiences and the significance of food in their lives.

Lesson 2: Effective Storytelling Students will explore effective storytelling techniques by listening to Chloe Longfellow's personal food memory and reading a food-related book. They will focus on recognizing elements that make a story engaging and enjoyable.

Lesson 3: Local, Regional & Global Food Stories Students will explore food stories from different geographical levels: local, regional, and global. They will investigate how culture and identity are intertwined with these food stories. By analyzing texts and engaging in discussions, students will gain a deeper understanding of how culinary experiences can be a reflection of one's cultural identity. Students will explore the topic of food taboos.

Lesson 4: More Stories Students will listen to other students' food stories and analyze them for effective storytelling techniques. They will participate in one last "quick write" to add to their story ideas collection and listen to a global food read-aloud.

Lesson 5: Story Creation & Practice Students will select a food memory from a previously written prompt and turn it into a captivating personal story. They will apply storytelling techniques to enhance their narrative and convey an aspect of their identity.

Lesson 6: Community Storytelling Circle In this final lesson, students will participate in a storytelling circle where they will share their food memory stories, each conveying an aspect of their identity. Families will be invited to join and share their own stories, creating a meaningful, intergenerational storytelling event that will foster connections among participants.

UNIT SUMMARY

Phase Three: Collaborative Cookbook

Students will work together to create a class cookbook. The cookbook will include recipes that hold personal significance and reflect identity and culture. Throughout this series of lessons, students will explore various culinary traditions, from family recipes to those from around the world. As they delve into cookbook creation, they will learn not only about the technical details of recipe writing, but also discover how cookbooks can serve as mirrors, windows, or sliding glass doors ([read more about Rudine Sims Bishop's concept](#)).

Read more about the collaborative cookbook process in a recent story from Shelburne Farms Institute for Sustainable Schools, [Honoring Identity in the Classroom: Students Embrace Their Food Story](#).

Lesson 1: Cookbook Scavenger Hunt Students will engage in a cookbook scavenger hunt to develop their understanding of various elements commonly found in cookbooks. They will also explore the purpose of cookbooks in preserving and sharing recipes and culture.

Lesson 2: Cookbooks as Windows, Mirrors & Sliding Glass Doors Students will explore the world of cookbooks, discovering how they offer insights into different cultures and cuisines. They will understand the significance of cookbooks as tools for sharing connections between diverse food traditions, using the concepts of mirrors, windows, and sliding glass doors. Mirrors reflect our own culture, windows show us others', and sliding glass doors invite us to explore and engage.

Lesson 3: Identity in Cookbooks Students will explore the world of cookbooks and analyze how recipes and personal stories within them provide insights into the author's identity. This lesson will help students develop critical thinking skills by examining the point of view and personal experiences of cookbook authors.

Lesson 4: Gathering Our Recipes Students will be introduced to a homework assignment focused on specific food memories and traditions. They will discuss and choose a food memory or tradition with a connected, specific recipe. This assignment aims to celebrate the importance of culinary heritage and to show how our class cookbook will serve as a historical document reflecting our community.

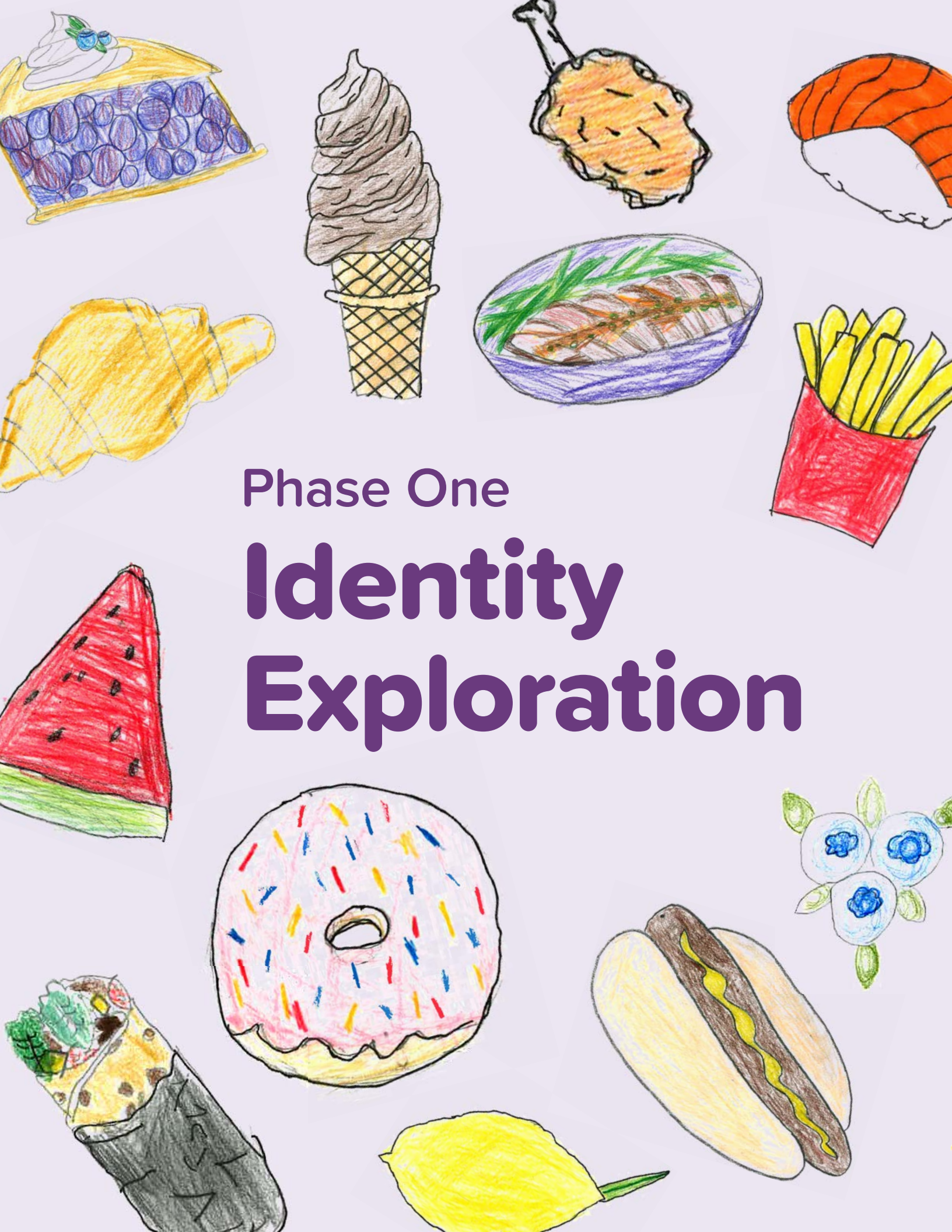
Lesson 5: Headnote Exploration Students will explore the concept of a headnote in a cookbook and learn about its purpose. They will identify the essential components that contribute to the effectiveness of a headnote.

Lesson 6: Writing Headnotes Students will learn about the significance and essential elements of a cookbook headnote and its role in connecting a recipe to personal food memories. They will write their own headnote for the recipe they've chosen from their Gathering Our Recipes homework assignment.

Lesson 7: Recipe Technical Details & Writing Students will explore the essential components of a recipe, including technical details, and will write clear and precise instructions. They will learn the importance of crediting sources in their work, demonstrating respect for the original creators.

Lesson 8: Graphic Design of Cookbook Page Students will learn how to create a visually engaging cookbook page using the [Canva design tool](#). They will combine a headnote and recipe while considering the principles of graphic design to ensure the page is inviting, easily readable, and visually pleasing.

Lesson 9: Publication Party Students will engage in a publishing party to celebrate the completion of their class cookbook. They will have the opportunity to share their recipes and appreciate the recipes of their peers. This event is designed to foster collaboration, appreciation for diverse cuisines, and the joy of sharing culinary traditions.



Phase One

Identity Exploration



Lesson 1: Who Am I?

Learning Target: I can describe my identity using character traits and share it with others using the Seesaw platform.

Standards

- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.
- CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text, tell a story, or recount an experience in an organized manner.
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.

Focus Question: How can we describe ourselves using character traits?

Teacher Overview: Students will explore the concept of identity and how traits can be used to describe who they are. They will use the Seesaw platform to create a digital selfie with five character traits to share with their family and classmates. This activity encourages self-reflection and helps students express their identity in a creative way. This lesson is inspired by Amy Truchon.

Materials

- Devices with access to Seesaw
- Whiteboard and markers
- Chart paper
- Projector

Formative Assessment

Assess student understanding by reviewing their digital selfies on Seesaw. Look for evidence that they chose character traits that reflect their identity. Additionally, observe their participation during the partner share and whole group share to ensure they can articulate their choices. This lesson encourages self-awareness and provides students with an opportunity to express their identities while developing their writing and communication skills.

Instructions

Launch

1. Discuss the concept of identity. Ask students what makes each of them unique and special. Encourage them to think about the traits that describe them as individuals.
2. Write “Character Traits” on the whiteboard and explain that character traits are words that describe a person's qualities, behavior, and personality.
3. Share examples of character traits, such as “kind,” “creative,” “determined,” and “curious.” Discuss the meanings of these traits with the students.

Shared Activity

4. Brainstorm a list of character traits as a class, writing them on chart paper. Encourage students to contribute traits that describe themselves.
5. Discuss how character traits describe a person's identity. Emphasize that everyone has a unique set of character traits that make them who they are.
6. Share with students the project for today. They will create a digital selfie with character traits that they will share with their classmates and family. Share selfies from previous classes or create a model.

Independent Practice

7. Instruct students to log in to the Seesaw platform using their devices.
8. Guide students through the process of taking a selfie using the camera.
9. Have students select five character traits that describe them and write these traits on their selfies using the Seesaw tools.

Partner Share

10. Pair up students and have them share their digital selfies with their partners. Partners can take turns explaining why they chose their character traits.
11. Encourage partners to ask questions and provide feedback to each other.

Whole Group Share

12. Bring the class back together and invite a few students to share their digital selfies and character traits with the whole class.
13. Discuss students' commonalities and differences in character traits.

Closing

14. Ask students to reflect on what they learned about themselves and their classmates. How do character traits help us define our identities?
15. Encourage students to think about the power of sharing their identities and what they have in common with others.

Lesson 2: What Do I Stand For?

Learning Target: I can define my values and create a poster proclaiming what I stand for.

Standards

- CCSS.ELA-LITERACY.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions.
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
- AC.3-5.17: I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.

Focus Question: What do we value and would be willing to speak up for?

Teacher Overview: Students will explore the concept of values and what they stand for. They will reflect on their values and create a poster that proclaims their beliefs to the world. This activity encourages self-reflection, opinion writing, and the development of public speaking skills.

Materials

- Chart paper
- Markers and colored pencils
- Poster boards and art supplies
- Sticky notes
- Notebooks or loose-leaf paper
- Projector or whiteboard for sharing examples
- “I Stand For” Poster Template (see following pages, created by Sonny Sammut)

Formative Assessment: Assess student understanding by reviewing their posters and the reasons they provide for their values. Additionally, observe their participation during the partner share and whole group share to ensure they can articulate their beliefs and reasons effectively.

Instructions

Launch

1. Discuss the idea of values and what it means to stand for something. Ask students what they personally believe in or what they feel strongly about.
2. Share a few examples of values, such as kindness, fairness, and equality. Discuss the reasons why people might stand up for these values.

Shared Activity

3. Create a two-column chart on the board: “Value” and “Why I Stand for It.”
4. Ask students to share their values and reasons why they stand for them. Record their responses on the chart.
5. Discuss posters are used to share beliefs and messages with others. Tell students they will create a poster that will be hung in the classroom to show the class's values to everyone who enters.

Independent Practice

6. Instruct students to reflect on their own values and what they stand for. They can jot down their values and reasons in their notebooks or on sticky notes.
7. Ask students to think about what they are willing to stand up for to share.
8. Provide templates for students to create posters proclaiming their values. Posters can be illustrated. Consider collaborating with colleagues who teach Art or Technology to create the posters.

Partner Share

9. Pair up students and have them share their posters and beliefs with their partners. Partners can discuss the reasons behind their beliefs.
10. Encourage partners to ask questions and provide feedback to each other.

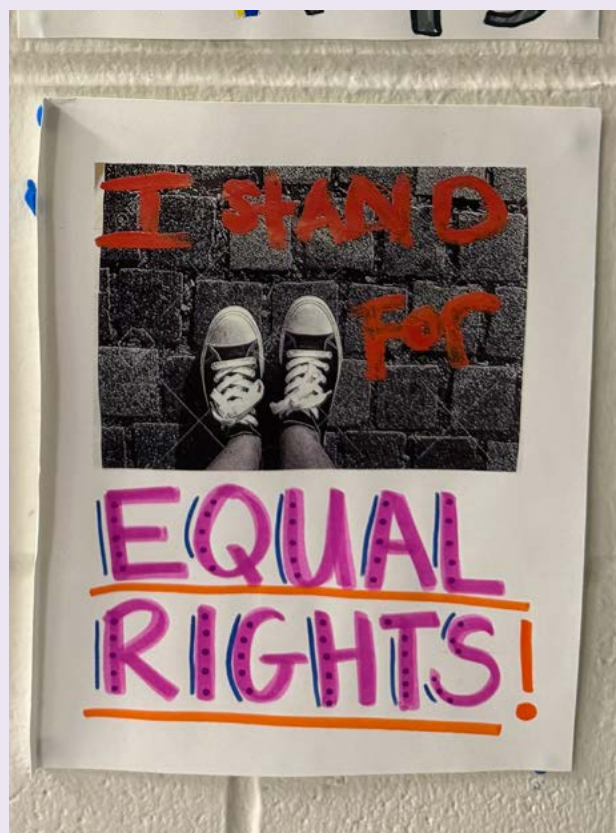
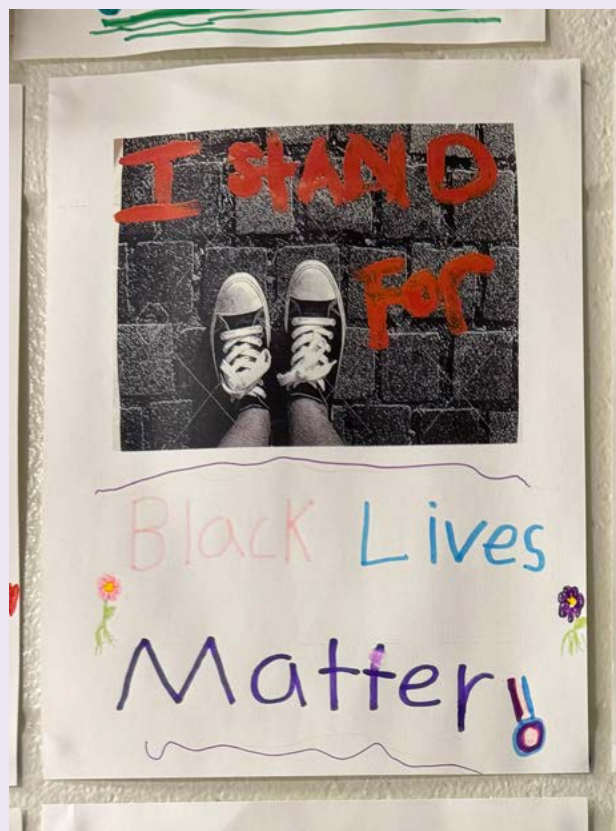
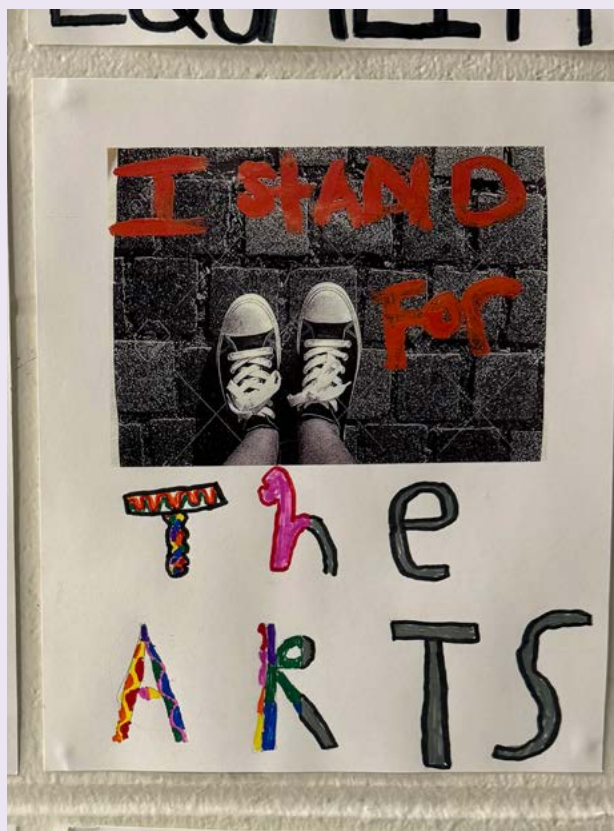
Whole Group Share

11. Gather students in a standing circle with their posters in front of them. When it is their turn, each student will flip over their poster and share.
12. Once everyone has shared their poster, have students silently look around the circle and notice patterns. Discuss common beliefs and values as a class.

Closing

13. Ask students to reflect on what they learned about themselves and their classmates. What values are important to them? Why are they willing to stand up for their values? Encourage students to consider how they can share their beliefs and make a positive impact in the world.
14. Follow-up: Hang your posters in a location that is clearly visible for all who enter your classroom.





Lesson 3: Identity Word Cloud Brainstorm

Learning Target: I can explore various categories of identity and express my identity by brainstorming words that describe different aspects of myself.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions.
- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate.
- CCSS.ELA-LITERACY.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Social and Emotional Learning (SEL) Competency: Self-Awareness and Self-Expression.
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

Focus Question: What are the different categories that make up our identity, and how can we express our identity through words?

Teacher Overview: Students will learn about various categories that contribute to their identity. They will understand that identity is multifaceted and includes character traits, hobbies and interests, community and social identity, beliefs and values, and family and cultural identity. Students will explore these categories and brainstorm words or terms that describe who they are within each category. This activity will help them express their identity.

Materials

- Identity Word Brainstorm Worksheets, one per student (see following pages)
- Pens or pencils

Formative Assessment: Document observations during the partner share and whole group share to ensure that students understand the concept of identity categories and are able to brainstorm words that describe their identity within each category.

Instructions

Launch

1. Begin by discussing the concept of identity. Explain that identity encompasses many aspects of who we are.

Shared Activity

2. Present the “Identity Word Brainstorm Worksheet” to the class.
3. Go over the categories with the students (Character Traits, Hobbies and Interests, Community and Social Identity, Beliefs and Values, Family and Cultural Identity).
4. For each category, provide a brief explanation and some examples.
5. Model the process by filling out a few words in the “Character Traits” category, and encourage students to participate by sharing ideas.
6. Emphasize that these words will be used to create a word cloud portrait, which is a visual representation of their identity.

Independent Practice

7. Distribute the Identity Word Brainstorm Worksheets to the students.
8. Instruct students to brainstorm words that describe themselves within each category.
9. Encourage them to think deeply about who they are and what words truly represent their identity.
10. Remind them that it's okay to take their time and that there are no right or wrong answers.
11. If students have any questions, they can ask for clarification.

Partner Share

12. Pair up students and have them share their brainstormed words within each category.
13. Encourage partners to discuss similarities and differences in their choices.

Whole Group Share

14. Invite a few students to share a word or phrase from each category with the whole class. This can be a powerful moment of self-expression and connection.

Closing

15. Discuss the importance of understanding and expressing one's identity.
16. Explain that in the next lesson, students will use these words to create word cloud portraits, which will visually represent their identity.

Identity Word Brainstorm Worksheet

First Name:

Middle Name:

Last Name:

Nicknames:

Instructions: Think about the different aspects of your identity and provide examples or words that describe who you are within each category. They will be used in a word cloud portrait. List between 3 and 5 words in each category listed. The last category is optional.

Character Traits

Examples: honest, determined, compassionate

1.

2.

3.

4.

Hobbies & Interests

Examples: soccer player, painter, reader

1.

2.

3.

4.

Community & Social Identity

Examples: student, neighbor, environmentalist

1.

2.

3.

4.

Beliefs & Values

Examples: equality, kindness, environmentalism

- 1.
- 2.
- 3.
- 4.

Family & Cultural Identity

Examples: family traditions, religion, language

- 1.
- 2.
- 3.
- 4.

Ask 5 people in our class for a word that describes you:

- 1.
- 2.
- 3.
- 4.

***Optional* Gender, Race/Ethnicity, National Origin**

Examples: male/female/non-binary, African American, Hispanic/Latino

Lesson 4: Creating Word Cloud Portraits

Learning Target: Students will use the words they brainstormed to create word cloud portraits that visually represent different aspects of their identity.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions.
- CCSS.ELA-LITERACY.W.5.6: With guidance and support from adults, use technology to produce and publish writing.
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.

Focus Question: How can we use words to create a visual representation of our identity?

Teacher Overview: In the previous lesson, students brainstormed words that describe various aspects of their identity. In this follow-up lesson, students will use the words they brainstormed to create word cloud portraits using the online tool [WordArt.com](https://www.wordart.com). Word cloud portraits are visual representations of identity that highlight the most important and meaningful words.

Materials

- Completed Identity Word Brainstorm Worksheets (from previous lesson)
- Access to computers or tablets with internet connectivity
- Projector or large screen for demonstration
- [WordArt.com](https://www.wordart.com) (preloaded on computers or via link)

Formative Assessment: Observe students during the independent practice to ensure they are effectively using the WordArt.com tool to create word cloud portraits that represent their identity. Assess their ability to select and arrange words that are meaningful to them.

Instructions

Launch

1. Review the previous lesson by briefly discussing the categories of identity and the importance of expressing one's identity.

Shared Activity

2. Explain the concept of a word cloud and its purpose in creating a visual representation of identity.
3. Demonstrate how to access WordArt.com and briefly navigate the website.
4. Show students how to input words into the word cloud generator and customize the design.
5. Project the website on the screen and create a simple word cloud based on a sample identity using a few words from each category.

Independent Practice

6. Instruct students to use their completed Identity Word Brainstorm Worksheets from the previous lesson to create their own word cloud portraits on [WordArt.com](https://www.wordart.com).
7. Encourage them to consider the design, colors, and arrangement of their words.
8. Remind students to focus on the words that best represent different aspects of their identity.
9. Provide support to students who may need assistance with using the website.

Partner Share

10. Have students pair up to share their word cloud portraits with a partner.
11. Instruct partners to discuss the words used, the design choices, and what they learned about each other from the word cloud portraits.

Whole Group Share

12. Invite a few students to present their word cloud portraits to the class.
13. Encourage them to explain the significance of the words they chose and the design elements they used.

Closing

14. Discuss how creating word cloud portraits allowed students to visually express their identity.
15. Reflect on the experience and any insights gained from the activity.

Lesson 5: Heritage Poems

Learning Target: Students will create heritage poems using the provided template to express their family background, experiences, and personal identity while incorporating descriptive and figurative language.

Standards

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions with diverse partners.
- CCSS.ELA-LITERACY.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- DI.3-5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

Focus Question: How can we express our heritage and personal identity through descriptive and figurative language in our poetry?

Teacher Overview: Students will create heritage poems inspired by the provided template. In previous lessons, students have already brainstormed words related to their identity and will now use descriptive and figurative language to craft their poems, reflecting on their family, experiences, and personal identity. Inspired by Rebecca Haslam, who was inspired by the work of George Ella Lyon and Jo Carson.

Materials

- Copies of the “Heritage Poem” template (see following pages)
- Writing utensils
- Chart paper and markers
- Projector and screen (for sharing examples)
- Colored pencils or markers (optional for decorating)

Formative Assessment: Assess students' poems for their use of descriptive and figurative language, and the depth of reflection regarding their heritage and identity.

Instructions

Launch

1. Review the previous lessons where students explored their identity. Discuss the various categories and aspects of identity they've covered.
2. Share an example heritage poem (you can create your own based on your identity) with the class. Discuss how it uses descriptive and figurative language to reflect the author's heritage and identity.

Shared Activity

3. Project the “Heritage Poem” template on the screen or write it on the board. Go through each section and explain its purpose. Emphasize the importance of using descriptive and figurative language to make the poem vivid and expressive. You can reference past lessons here, or you extend the lesson into two parts if students need more exposure to figurative language. Common Lit has resources for figurative language for elementary and secondary students.
4. Facilitate a class discussion about the elements of the template and how descriptive language can bring the poem to life. Discuss how figurative language, such as metaphors and similes, can add depth to their poems.

Independent Practice

5. Distribute copies of the “Heritage Poem” template to each student. Instruct them to fill out the template with words, phrases, or sentences that reflect their heritage and personal identity while incorporating descriptive and figurative language.

Partner Share

6. After they complete their heritage poems, have students pair up and share their poems with a partner. Encourage partners to discuss how descriptive and figurative language enhance the poems.

Whole Group Share

7. Select a few students to share their heritage poems with the whole class. Ask them to highlight the descriptive and figurative language used in their poems.

Closing

8. Reflect on the significance of descriptive and figurative language in poetry. Discuss how it makes heritage poems more vivid and emotionally impactful.

Heritage Poem Template

I am from (parents/family)

I am from (a place)

And the smell of (something you smell at home)

I am from (detail about your favorite season)

From (something important to you)

I am from (song)

And the sound of (something you hear often)

I am from (attributes that describe your family)

From (a saying or rule in your home)

And (holiday or family tradition)

I am from (countries of origin)

From (something fun)

I am from (nicknames)

From (values or hopes)

And (something you think is beautiful)

I am from (something silly you do)

I am (your full name)

Example Completed Heritage Poem Examples

I am from (parents/family)

Sara and Ethan

I am from (a place)

cold snowy winters and hot summer days

From (food)

hot chocolate chip cookies

And the smell of (something you smell at home)

bread baking

I am from (detail about your favorite season)

making mud pies in the spring

From (something important to you)

my silly dog and my naughty cats

I am from (song)

the Hamilton soundtrack

And the sound of (something you hear often)

the birds chirping in the spring

I am from (attributes that describe your family)

a helpful and loving family

From (a saying or rule in your home)

all of my family eating at the dinner table

And (holiday or family tradition)

making wreaths with friends and family

I am from (countries of origin)

Scotland, France and the Choctaw Nation

From (something fun)

sledding in the winter and camping in the summer

I am from (nicknames)

Steve and mc Eve

From (values or hopes)

hoping to meet a celebrity

And (something you think is beautiful)

seeing little violets popping up in the spring

I am from (something silly you do)

pretending to be a cowgirl and riding my dog

I am (your full name)

Eve Brown

I am from Lisa and Hahlil
I am from VT
And from the smell of chocolate

I am from the cold snow of a blizzard
I am from my dog
I am from less than zero

I am from cars rushing by
I am from happy, fun, and good
From "what you do now will affect your
screen time."
And All Hallows Eve

I am from South Korea
From fishing
I am from EJZ or EZ

From kindness, honesty, and happiness
And the Ocean
I am from making funny videos with my
friends
I AM EIBE ZALDOM!

I am from the Graovac family
I am from Vermont
And the smell of my mom's cookies

I am from getting lots of candy on Halloween
From my puppy Luna
I am from The Score playing
And the sound of my puppy barking

I am from a diverse family
From always wearing sunscreen at the beach
And putting a coin in bread and whoever gets the coin
in their slice of bread gets good luck

I am from the US
From karate

I am from Dao
And adventures in the woods
And sunsets in South Carolina

I am from playing wall ball at recess
I am Danilo Mortu Graovac

I am from Jen and Jim Agnew
I am from Philadelphia
And the smell of baked goods

I am from sunny warm days
From baseball
I am from Night Train
And the sound of death metal

I am from Scandinavian blood
From "Don't draw on the tv!"
And Asian food on Christmas Eve

I am from the USA
From playing guitar

I am from Jimmy
From going to South Korea
And food

I am from everything
I am JAMES WILLIAM AGNEW

I am from Vanessa and Dave Berman
I am from Burlington, VT
And the smell of homemade food

I am from playing outside in the snow
From Sammy and Hazel
And the sound of birds chirping outside my house

I am from a loving, happy and kind family
From my parents always saying "lettuce for crunch?"
And lighting candles on Hanukkah

I am from the United states
From traveling a lot
From watching beautiful sunsets from my boat

I am from always listening to Dad jokes
I am Alana Berman

Lesson 6: Identity Celebration

Learning Target: Students will celebrate and showcase their digital character trait selfies, "I Stand For" statements, word cloud portraits, and heritage poems, which express their unique identities and values, in a celebration for families and peers.

Standards

- CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically.
- CCSS.ELA-LITERACY.SL.5.5: Include multimedia components (e.g., graphics, images, music) and visual displays in presentations.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.
- DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.

Focus Question: How can we celebrate our diverse identities, character traits, values, and heritage through a publication party?

Teacher Overview: Students will culminate their identity exploration by hosting a publication party featuring their identity exploration assignments displayed as a museum exhibition. Students will demonstrate their understanding of identity, values, and the importance of expressing oneself.

Materials

- Students' digital character trait selfies, "I Stand For" statements, word cloud portraits, heritage poems
- Art supplies for displaying artifacts (e.g., poster boards, markers, tape, display stands)
- Invitations for families

Formative Assessment: Assess students' ability to present their identity exploration assignments to their families and peers. Evaluate their communication skills and their ability to express their identity, values, and heritage.

Instructions

Launch

1. Begin by discussing the purpose of a publication party: It is a way for students to celebrate their unique identities and express what they stand for. Show them a brief example of how to present their digital character trait selfies, “I Stand For” statements, word cloud portraits, and heritage poems.

Shared Activity

2. Encourage students to create a display for their artifacts. They can be as creative as they want in designing their presentation.

Independent Practice

3. Allow students to set up their exhibition space, arranging their digital character trait selfies, “I Stand For” statements, word cloud portraits, and heritage poems as they see fit.

Partner Share

4. Students can pair up to practice presenting their work to one another, providing feedback and suggestions.

Whole Group Share

5. When families arrive for the publication party, students take turns presenting their artifacts. After the presentations, invite families to explore the museum and ask students questions about their work.

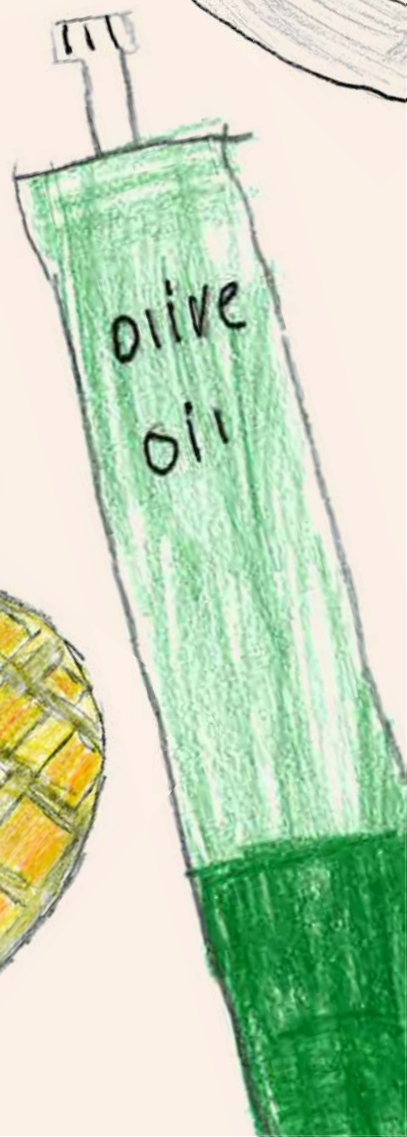
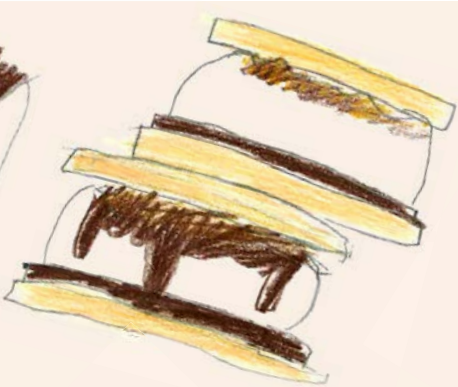
Closing

6. Reflect on the importance of celebrating and sharing one’s identity, values, and heritage with others. Discuss how this experience has allowed them to better understand themselves and their peers.



Phase Two

Food Stories



Lesson 1: Food as a Way to Explore Identity & Make Connections

Learning Target: I can reflect on how food memories and traditions are a part of my identity and the identity of others.

Standards

- CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Focus Question: How do our food memories and traditions contribute to our identity and the identity of others?

Teacher Overview: Students will learn how food memories and traditions are integral to their sense of self and how these elements connect to earlier projects. They will reflect on their personal experiences and the significance of food in their lives.

Watch the [food storytelling video of 5th Grade Teacher Aziza Malik](#). You will share this video with students in Lesson 5, but it's beneficial for you to watch before launching this part of the unit.

Materials

- Chart paper and markers
- Sticky notes
- Whiteboard and markers
- Copies of food-related picture books
- Writer's Notebooks or Chromebooks
- Art supplies for optional sketches (e.g., colored pencils, crayons)

Formative Assessment: During partner and whole group shares, observe students' engagement and participation. Are they able to discuss the topic effectively and share connections between previous projects and food memories or traditions? Use your observations to assess student comprehension and participation in the lesson.

Instructions

Launch

1. Begin by asking students to make a display at their seat of the various identity projects they've completed so far, such as the Seesaw Portrait, Word Cloud, and Heritage Poem.
2. Have students do a silent gallery walk around the room, looking for evidence of food connections in their classmates' projects (we like to play soft music during this to set the mood).
3. Gather the class together and do a quick share out of what memories or connection to food they observed in others' identity projects. Gather this list brainstorm-style on a piece of chart paper.
4. To begin, ask that students only share a connection or observation about someone else's work—not their own. Then, ask if anyone has any other food-related identity connections to add. Students are welcome to come up with new ideas beyond what's evident in their projects.

Shared Activity

5. Read aloud a picture book with food-related stories or illustrations.
6. Ask for students to show a thumbs up or other silent signal when they see evidence of food connecting to any of the following: identity, tradition, memories, connecting with others/separation from others
7. Use those "thumbs up" moments when students see evidence of food connecting to identity as opportunities to turn and talk.
8. If appropriate for the class, make public notes based on your conversations.

Independent Practice

9. Invite the class to take out their Writer's Notebooks or Chromebooks for a "quick write."
10. Explain that the goal of a quick write is to put pencil to paper and write the whole time. It doesn't have to be perfect, or grammatically correct. The goal is to get ideas flowing!

11. We like to use seven minutes for a quick write, and if students are begging for more (they often do!) to stretch it to ten. Choose the amount of time that is right for your group of students and for your grade level. Students can choose from one of the following prompts:

- What food reminds you of a certain time of year?
- What food reminds you of a person?

Partner Share

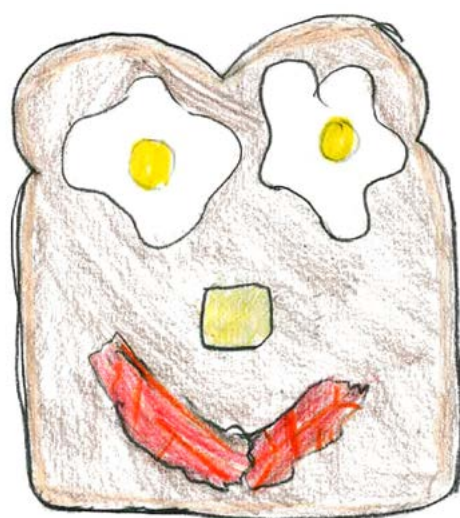
12. Pair up students.
13. In their pairs, have students share their writing with each other.
14. Encourage them to discuss any commonalities or differences in their memories.

Whole Group Share

15. Bring the class back together and invite a few students to share their writing. Invite the class to give compliments or share connections with the author's writing.
16. One practice students particularly enjoy is when the teacher writes down the compliments or connections the students receive on a sticky note to keep in their notebooks.

Closing

17. Direct students to put away all their materials, and then gather the class one final time for a closing circle.
18. Display this prompt: Think about the writing you did today. Choose one word to describe a feeling or a sensory detail that describes your memory.
19. Students can put a quiet thumb up when they are ready to share. Go around the circle and do a "one word" share. Students always have the option to pass. When everyone has shared, ask, "Is there anyone who passed who would like to share?"
20. Challenge students to continue exploring and reflecting on how their identity is influenced by their cultural and food-related experiences as they go throughout their day.



Lesson 2: Effective Storytelling

Learning Target: I can notice powerful storytelling techniques in others' stories.

Standards

- CCSS.ELA-LITERACY.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama.
 - CCSS.ELA-LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
-

Focus Question: What effective storytelling techniques can we identify in the stories we hear and read?

Teacher Overview: Students will explore effective storytelling techniques by listening to a personal food memory shared by Chloe Longfellow and by reading a food-related book. They will focus on recognizing elements that make a story engaging and enjoyable.

Materials

- [Chloe Longfellow's food memory video](#) from Edible Schoolyard & Storycorps
 - A food-related book from the suggested list
 - Whiteboard and markers
 - Writer's Notebooks or Chromebooks
-

Formative Assessment: Throughout the lesson, observe students' engagement, participation in discussions, and their ability to identify effective storytelling techniques. Assess their quick writes for the incorporation of these techniques, and provide feedback as needed. Use these observations to gauge student comprehension and application of the lesson's concepts.

Instructions

Launch

1. Play Chloe Longfellow's video sharing memories of her grandmother in the kitchen.
2. After watching, engage the class in a discussion about what they liked about how Chloe Longfellow told her story. Encourage them to identify storytelling techniques she used that made the story engaging.

Shared Activity

3. Introduce and explain various effective storytelling techniques such as descriptive language, showing emotions, creating a vivid setting, and using sensory details.
4. Read a food-related book to the class.
5. During the reading, instruct students to give a signal (e.g., raising their hand) when they hear one of the techniques. Pause and discuss these moments as they come up, identifying the techniques used by the author.

Independent Work

6. Invite the class to take out their Writer's Notebooks or Chromebooks to do a quick write.
7. Provide students with a choice of two prompts: What is a food that reminds you of a place? What is a food that brings you comfort?
8. Instruct students to choose one of the prompts and do a quick write. Invite students to try out one of the storytelling techniques discussed during the shared activity.

Partner Share

9. Invite students to choose a partner and share their quick writes.
10. Encourage partners to listen for an effective storytelling technique in each others' stories.

Whole Group Share

11. Invite a few students to share their quick writes with the class.
12. As a group, discuss effective storytelling techniques they used in their writing.

Closing

13. Have students put away all of their materials, and then gather the class one final time for a closing circle.
14. Display this prompt: Think about the food memory Chloe Longfellow shared, the story we read, your own quick write, and the writing you heard from your classmates. Which effective storytelling technique do you enjoy the most? Is there anything else you would add to our “effective storytelling” list? Is there anything you would like to add to your quick write?
15. Students can put a quiet thumb up when they are ready to share. Go around the circle to share. Students always have the option to pass, and when everyone’s shared, ask, “Is there anyone who passed who would like to share?”
16. Challenge students to continue honing their storytelling skills in their future reading and writing.



Lesson 3: Local, Regional & Global Food Stories

Learning Target: I can listen, look, and read closely to explore others' food stories and find connections between myself and others.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- DI.3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Focus Question: Can you find a connection between yourself and someone else by listening, looking, and reading their food stories and experiences?

Teacher Overview: Students will continue to explore food stories from people around the world. They will take on the role of an active listener and look for connections between themselves and the people whose stories they hear. Students will use the "Visual Thinking Strategies" to look closely at a photograph. **Find more about Visual Thinking Strategies.**

Materials

- [Chef Christopher Diehl's food memory video](#)
- [Chef Krystal Dandie's food memory video](#)
- [Hungry Planet Portrait Gallery website](#)
- Whiteboard and markers
- Chromebooks (one per pair of students)

Formative Assessment: Assess students' notes and discussions to ensure they can make justifiable connections between two different food stories or images. Encourage students to make connections between others and themselves.

Instructions

Launch

1. Play the video of Christopher Diehl's food memory about gathering with his family around a table of fajitas.
2. Chef Diehl's food memory has a great example of the effective storytelling technique of describing the setting. After watching, ask the class to describe the picture they created in their heads while listening to Chef Diehl.
3. Next, play the video of Chef Krystal Dandie remembering the scent of Old Bay at a big family party.
4. After watching, ask the class what connections they observed between the two chefs' stories. Then ask students to turn and talk about any connection they have with the stories they heard.

Shared Activity

5. Project a photograph from the What the World Eats/Hungry Planet website.
6. Introduce the three Visual Thinking Strategies (VTS) questions and display them somewhere that students can reference throughout the lesson:
 - What's going on in this picture? This question encourages students to observe and describe the visual elements and actions depicted in the image.
 - What do you see that makes you say that? Students are prompted to provide evidence and reasoning to support their observations and interpretations of the image.
 - What more can we find? This question invites students to explore the image further, looking for additional details, connections, or possible interpretations.
7. Work through the VTS questions with the class with the image you chose to project.
8. Once the class has thoroughly observed the photo, ask the class to share some connections they have between their own food memories/cultures/customs/traditions and the ones observed in the photo.
9. If needed, do one more round of VTS with a new photo as a class.

Independent Work

10. Invite student partners to take out a chromebook and go to the Hungry Planet Portrait Gallery.
11. Ask partners to work through the VTS strategies with 1–3 images. Students can work orally, or record their observations in a notebook or on a whiteboard.
12. Once students have thoroughly observed a photo, ask them to share some connections they have between their own food memories, cultures, customs, and traditions and the ones observed in the photo with their partner.

Partner Share

13. Have students pair up with a new partner to share one photo, their observations, and their connections.

Whole Group Share

14. Invite a few students to share their photos, observations, and connections with the class.

Closing

15. Have students put away all of their materials, and then gather the class one final time for a closing circle.
16. Display this prompt: What connections did you or your partner find between yourself and the families in the photos from around the world?
17. Students can put a quiet thumb up when they are ready to share. Go around the circle to share. Students always have the option to pass, and when everyone's shared, ask, "Is there anyone who passed who would like to share?"
18. Challenge students to continue thinking about how food can be a way of connecting across cultures as they go through their day.



Lesson 4: More Stories

Learning Target: I can listen closely to other students' stories and try more story ideas for myself.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts.
- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.
- DI.3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Focus Question: How can we use other students' food stories as inspiration for our own narratives about food memories and traditions?

Teacher Overview: Students will engage in a collaborative activity where they listen to and reflect on the food stories of other students. They will use these stories as inspiration for their own final quick write about food memories and traditions.

Materials

- Whiteboard and markers
- Internet access and speakers to play [student audio stories from Aziza Malik's fifth grade classroom](#)
- Writer's Notebooks or Chromebooks
- Read aloud from suggested book list

Formative Assessment: Throughout the lesson, observe students' engagement, participation in discussions, and their ability to identify effective storytelling techniques. Assess their quick writes for the incorporation of these techniques, and provide feedback as needed. Use these observations to gauge student comprehension and application of the lesson's concepts.

Instructions

Launch

1. Explain to students that they'll be listening to four stories told by kids just like them. While they are listening, be thinking of one thing you noticed or enjoyed about the storyteller's technique or story.
2. Listen to the four food stories (found at bottom of webpage). After each one, give students an opportunity to turn and talk and share about what they noticed, wondered, and enjoyed about each story.

Shared Activity

3. Invite students to pair up with a new partner. Project the following prompts either all at once or one at a time (these will be familiar and students might notice that the example student stories used some of these prompts):
 - Good food, good mood
 - Happiness is homemade
 - Eat good, feel good
 - Love at first bite
 - You only live once, lick the bowl
4. Give students some think time after reading each one. Ask them to think:
 - What does this statement mean?
 - What might someone write about that is connected to this statement?
 - Is there an opposite statement here that might generate a good story?
For example, a student storyteller once took the "Love at first bite" statement and flipped it on its head to tell about her most despised food.
5. Depending on your class, you might want to give students some talk time to discuss the statements and questions, to discuss story ideas, or you might want to keep it all as thoughts and save the sharing for the quick write.

Independent Work

6. Invite the class to take out their Writer's Notebooks or chromebooks to do a quick write.
7. Provide students with a list of the prompts from step 3 to choose from for a quick write:
8. Instruct students to choose one of the prompts and do a quick write—or two!

Partner Share

9. Have students pair up to share their quick writes. Encourage partners to find a connection or compliment to share with their partner.

Whole Group Share

10. Invite a few students to share their quick writes with the class. Encourage the class to find a connection or compliment to share with the storyteller.

Closing

11. Have students put away all of their materials, and then gather the class one final time for a closing circle.
12. Display this prompt: Think about your quick write from today. What is one feeling that is connected to your quick write?
13. Students can put a quiet thumb up when they are ready to share. Go around the circle to share. Students always have the option to pass, and when everyone's shared, ask, "Is there anyone who passed who would like to share?"
14. Challenge students to continue honing their storytelling skills in their future reading and writing.



Lesson 5: Developing a Story

Learning Target: I can choose a story from my quick writes to develop into my storytelling celebration piece.

Standards

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text, tell a story, or recount an experience in an organized manner.
- ID.3-5.5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
- DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.

Focus Question: What do I want to share with others?

Teacher Overview: Students will select a food memory from a previously written prompt and turn it into a captivating personal story. They will apply storytelling techniques to enhance their narrative and convey an aspect of their identity. They will share stories with a live audience, providing an opportunity to strengthen their public speaking skills, share a piece of their personal identity, and connect with others.

Materials

- Prompts with previously written food memories
- Chart of “effective storytelling techniques” from previous lesson
- List of all quick write prompts (see instructions)
- Food Storytelling Planning Page, one per student (see following pages)
- All student writing from this part of the unit

Formative Assessment: Assess students' storytelling planning sheets and make note of who might need additional time or support.

Instructions

Launch

1. Begin by reviewing all of the prompts that students have thought, talked, and written about:
 - What is a food that reminds you of a certain time of year?
 - What is a food that reminds you of a person?
 - What is a food that reminds you of a place?
 - What is a food that brings you comfort?
 - Good food, good mood
 - Happiness is homemade
 - Eat good, feel good
 - Love at first bite
 - You only live once, lick the bowl
2. Also review the effective storytelling techniques that you came up with:
 - Descriptive language
 - Showing emotions
 - Creating a vivid setting
 - Using sensory details
3. Now, explain to students that they are going to choose one food memory to develop into a food story to share at the upcoming class Storytelling Celebration.
4. Have students turn and talk to each other about what they think they might like to tell a story about. Will it come from a quick write they already spent some time thinking about? Or do they have a new idea?
5. Invite a few students to share out their ideas.

Shared Activity

6. Project and watch the [video of fifth-grade teacher Aziza Malik](#) sharing her students' journey through the storytelling process.
7. Ask students what they notice and wonder about this class's journey through the process. How do they envision their storytelling circle going? What ideas do they have for the celebration?
8. Make a list of students' ideas for the celebration.

9. Next, share the Food Storytelling Planning Pages with the class. Explain that this brainstorm document will help them to come up with the foundation of their story.
10. As an example, you might want to think of your own food story to tell and your own Food Storytelling Planning Page to share. You could think through the planning with your students, or you could share your story and your planning page with them.

Independent Practice

11. Pass out Food Storytelling Planning Pages to each student to work on
12. When finished, students can practice telling their story, add sketches or notes to their page, or read a food-related book.

Partner Share

13. Pair up students and have them share their stories with a partner.
14. Invite students to share celebrations, compliments, and suggestions with their partners.
15. If time, switch up the partners and give students a chance to share and hear a story with a different partner.

Whole Group Share

16. Invite a few students to share their quick writes with the class.
17. Encourage students to find a connection or compliment to share with the storyteller.

Closing

18. Have students put away all of their materials, and then gather the class one final time for a closing circle.
19. Display this prompt: Think ahead to our food storytelling circle celebration. What is something you are looking forward to?
20. Students can put a quiet thumb up when they are ready to share. Go around the circle to share. Students always have the option to pass, and when everyone's shared, ask, "is there anyone who passed who would like to share?"

Note: You will want to spend a few days giving students a chance to practice their storytelling on their own and with different partners, buddies from another class, or other adults before the storytelling celebration. In our experience, storytelling with students works best if they have their first line memorized, and have their story brainstormed out on the planning sheet, but not written down. Of course, there are always exceptions to this rule, and some students might benefit from having their story written down and even reading their story at the celebration.

My Food Story

Opening Line

Food!

Where? When? With who?

Sensory Details!

Quote

Closing Line

MY FOOD STORY

OPENING LINE

have you ever walked into a
room and thought about something
you've been thinking about for weeks?

Food!

Chicken
Ramen

WHERE? WHEN? WITH WHO?

Home half days Mom

SENSORY DETAILS!

- Golden ~~broth~~ ^{needles} filled with Flavor floating in magical broth
- Sound of crackling raw noodles as he folds them in half ^{orange colored}
- Juicy flavored noodles as the broth sticks to the noodle
- Sweet & salty taste
- Flavors explode in my mouth

Looks

Sound

Taste

QUOTE

Good Food, good mood.

Fat good feel good

CLOSING LINE

So delicious that I slurp up the last drop every time

My Food Story

OPENING LINE ☒

What is your favorite
holiday - Real?
Because mine is
MY MOMS chocolate
peppermint cookies.

FOOD! ☒

my moms
yummy chocolate
peppermint cookies

WHERE? WHEN? WITH WHO? ☒

my house Christmas my mom

SENSORY DETAILS! ☒

chewy, minty, delicious, crunchy

QUOTE ☒

"you only live once,
lick the bowl"

☒ CLOSING LINE

AND now, eat cookie.
Read stories, and
goodbye!



Lesson 6: Final Storytelling Circle

Learning Target: Students will participate in a final storytelling circle, sharing a food memory story that conveys an aspect of their identity, while connecting with family members who will also share their own stories.

Standards

- CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text, tell a story, or recount an experience in an organized manner.
- CCSS.ELA-LITERACY.SL.5.5: Include multimedia components (e.g., graphics, images, music) and visual displays in presentations.
- DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DI.3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Focus Question: What do you appreciate about others' stories?

Teacher Overview: Students will participate in a storytelling circle where they will share their food memory stories, each conveying an aspect of their identity. Families can be invited to join and share their own stories, creating a meaningful, intergenerational storytelling event that fosters connections among participants.

Materials

- Projector or screen for multimedia presentation (optional)
- Visual aids or props (optional)
- Seating arrangements for the storytelling circle
- Refreshments related to the food memories

Instructions

Launch

1. Begin by reminding students (and families) of the journey they've been on, exploring their identities through food memories and effective storytelling.
2. Share the plan for the storytelling circle, emphasizing that students will have the opportunity to share their stories with their families, and that families will have a chance to share a story, too.

Shared Activity

3. Set up the seating in a storytelling circle format. Encourage students to find their places.
4. Explain the structure of the event: each student will have the chance to share their food memory story. We find this is best and most heartwarming when students do the introduction!

Independent Practice

5. Students take turns sharing their food memory stories in the storytelling circle. You might want to guide the storytelling circle by using a projected slideshow with student names, or story titles. You might even want to have students design their own slides ahead of time to be projected while they share.
6. If family members are present, invite them to share their own stories as well. We've found that this part is really special!

Whole Group Share

7. After all students and family members have shared their stories, invite families to look at other artifacts from the unit.

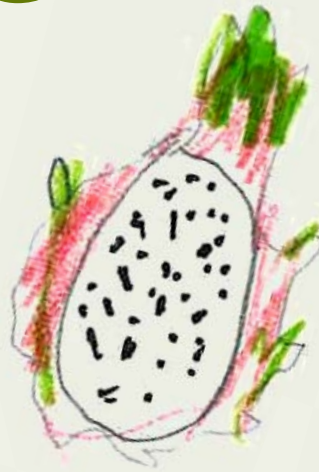
Closing

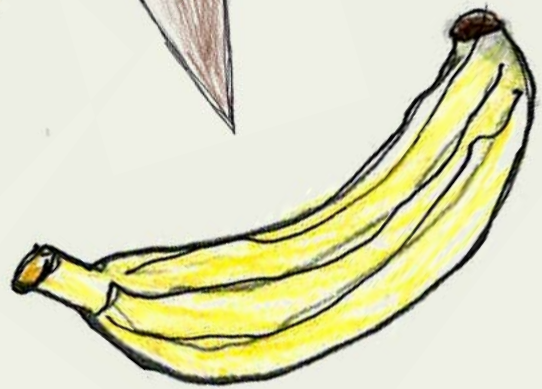
8. Reflect on the significance of the storytelling circle. Have students thank families for coming, and invite students and families to do a one word share. The share could be about how they're feeling, what they appreciate about others, etc. Discuss how sharing food memories and stories has brought everyone closer.
9. Emphasize the power of storytelling to connect generations and convey aspects of identity.



Phase Three

Collaborative Cookbook





Lesson 1: Cookbook Scavenger Hunt

Learning Target: I can identify key elements in a cookbook, understand how they help us when we're cooking, and recognize the purpose of a cookbook in preserving and sharing recipes and culture.

Standards

- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-LITERACY.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details.
- DL.3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Focus Question: What are the key elements found in a cookbook, how do they help us when we're cooking, and what is the purpose of a cookbook?

Teacher Overview: Students will engage in a cookbook scavenger hunt to develop their understanding of various elements commonly found in cookbooks. They will also explore the purpose of cookbooks in preserving and sharing recipes and culture. This activity enhances their reading comprehension, cultural awareness, and understanding of the cookbook's role.

Materials

- A variety of cookbooks (check out the library's selection)
- Worksheets with the scavenger hunt questions (see following pages)
- Writing materials (notebooks, pencils)

Formative Assessment: The teacher will assess students' understanding by reviewing the completed scavenger hunt worksheets and the quality of their explanations during the whole group share. Observations during partner sharing and whole group sharing will provide insights into individual comprehension and group consensus on the purpose of cookbooks.

Instructions

Launch

1. Begin by discussing the purpose of a cookbook. Ask students if they've used a cookbook before and what they typically find inside. Explain that cookbooks serve the purpose of preserving and sharing recipes, culture, and culinary traditions.

Shared Activity

2. Explain the purpose and rules of the scavenger hunt. Review the questions on the worksheet and discuss the importance of finding these elements when using a cookbook. Show examples from a cookbook, if available, to illustrate each element. Emphasize that cookbooks also provide insights into different cultures and people.

Independent Practice

3. Distribute cookbooks to the students. Each student should choose one cookbook to explore and complete the scavenger hunt worksheet. They will work independently to find the specified elements, as well as any cultural information related to the recipes.

Partner Share

4. Have students pair up with a classmate who explored a different cookbook. Ask them to share what they found during the scavenger hunt and discuss any interesting cultural details they discovered. Encourage them to consider how the cookbook's purpose ties into cultural preservation.

Whole Group Share

5. Invite students to share their favorite discoveries from the scavenger hunt and discuss how the cookbooks provided insights into different cultures, recipes, and the purpose of preserving culinary traditions.

Closing

6. Wrap up the lesson by discussing the importance of these elements in a cookbook and how cookbooks play a crucial role in preserving and sharing culinary culture. Ask students to reflect on what they learned about the purpose of cookbooks and their impact on culinary traditions and cultural understanding.

Cookbook Scavenger Hunt

Instructions: You will be exploring a cookbook of your choice to find and identify various key elements. Work independently and use your observation skills to complete the scavenger hunt. Write down where you found each element and anything else interesting you discover.

Table of Contents: Find the table of contents. List at least three recipes mentioned in it.

1.

2.

3.

Index: Locate the index in the cookbook. Write down the page numbers where you can find a recipe that includes a specific ingredient.

Ingredient:

Page Number:

Recipe Title:

Recipes: Choose a recipe of your choice from the cookbook and write down its title and page number.

Cookbook Name:

Recipe:

Page Number:

Measurements: Identify the measurement used for two different ingredients in the recipe that you chose.

Ingredient and Measurement:

Ingredient and Measurement:

Step-by-Step Directions: Find a recipe and write down one step-by-step direction from it.

Ingredients: Write down three ingredients that are included in a recipe of your choice.

1.

2.

3.

Headnote: Identify a recipe with a headnote. Write down what the headnote is about and its purpose.

Pictures: Find a recipe with a picture. Write down the name of the dish, and if you can, explain how the picture is helpful to the reader.

Interesting Fact: Find any interesting fact, tip, or piece of information in the cookbook. Write it down and briefly explain why you find it interesting.

Your Favorite Find: Write down your absolute favorite thing you discovered while exploring the cookbook.

Scoring: Each answer is worth one point. The maximum score is 10 points. Have fun exploring your cookbook of choice!

Lesson 2: Cookbooks as Mirrors, Windows & Sliding Glass Doors

Learning Target: I can investigate cookbooks featuring both familiar and unfamiliar cuisines, and I can comprehend how cookbooks serve as mirrors, windows, and sliding glass doors to connect diverse culinary traditions.

Standards

- CCSS.ELA-LITERACY.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- ID.3-5.5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
- DI.3-5.10: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Focus Question: Why are cookbooks important, and how can they connect us to different cultures and cuisines through the concepts of mirrors, windows, and sliding glass doors?

Teacher Overview: Students will explore the world of cookbooks, discovering how they offer insights into different cultures and cuisines. They will understand the significance of cookbooks as tools for sharing connections between diverse food traditions, using the concepts of mirrors, windows, and sliding glass doors. Mirrors reflect our own culture, windows show us others, and sliding glass doors invite us to explore and engage ([read more about Rudine Sims Bishop's concept](#)).

Materials

- A selection of cookbooks featuring various cuisines (check the library!)
- Whiteboard and markers
- Projector and screen (or printed copies of cookbook pages)
- Writing materials for students

Formative Assessment: Assess students' understanding by observing their engagement with the cookbooks and their contributions during partner sharing and whole group sharing. The closing activity will also provide insights into how well they grasped the concepts of mirrors, windows, and sliding glass doors in relation to cookbooks and their connections to diverse cuisines and cultures.

Instructions

Launch

1. Discuss the importance of food in different cultures. Ask students to share their favorite foods and explain why they like them. Introduce the concepts of mirrors (reflecting our own culture), windows (showing us other cultures), and sliding glass doors (inviting exploration). Include that cookbooks can serve as all three.

Shared Activity

2. Select a cookbook that features a cuisine not familiar to the students. Present it to the class. Read a few pages or recipes together, discussing the ingredients, techniques, and cultural significance. Explain how this cookbook serves as a window into another culture.

Independent Practice

3. Distribute cookbooks to students. Ask students to explore the cookbooks independently, focusing on a cuisine outside their own culture. They should note interesting recipes, ingredients, and any cultural information they find, thinking about how it acts as a mirror, window, or sliding door.

Partner Share

4. Pair students up and have them share what they discovered in the cookbooks, considering the three concepts: mirrors, windows, and sliding glass doors. Encourage them to discuss how the cookbook connected them to a culture and which concept best represents that connection.

Whole Group Share

5. Ask a few students to share their findings with the whole class. Discuss a cookbook's purpose of connecting people to diverse cuisines and cultures using the concepts of mirrors, windows, and sliding glass doors to guide the discussion.

Closing

6. Ask students to write a short paragraph or make a drawing about something they found interesting in the cookbook they explored, considering whether it acted as a mirror, window, or sliding door and why that concept fits.

Lesson 3: Identity in Cookbooks

Learning Target: I can discover how cookbooks and the recipes and stories included reveal something about the identity of the author.

Standards

- CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- DI.3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DI.3-5.10: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Focus Question: How do cookbooks, recipes, and personal stories within them reveal the identity of the author?

Teacher Overview: Students will explore the world of cookbooks and analyze how recipes and personal stories within them provide insights into the identity of the author. This lesson helps students develop critical thinking skills by examining the point of view and personal experiences of cookbook authors.

Materials

- A variety of cookbooks with personal stories and recipes
- Whiteboard and markers
- Projector and screen (or printed excerpts from cookbooks)
- Individual notebooks or paper for students
- Writing materials for students

Formative Assessment: The teacher will assess students' understanding by observing their engagement with the cookbook excerpts and their contributions during partner sharing and whole group sharing. The closing activity will provide insights into their comprehension of why it's important to understand the identity of cookbook authors.

Instructions

Launch

1. Begin by discussing what students know about cookbooks and why people write them. Show them a cookbook and ask what they notice about it. Discuss the idea that cookbooks often contain personal stories and recipes from the author.

Shared Activity

2. Select a cookbook with personal stories and recipes, and read an excerpt to the class. Discuss the personal story, the author's background, and how this connects to the recipes within the cookbook. Highlight the idea that cookbooks can be a window into parts of a person's identity.

Independent Practice

3. Distribute excerpts from different cookbooks to students, each with a personal story and recipe. Ask students to read the excerpt, identify the author's background and experiences, and make observations about what they've learned about the authors' hearts—what is special to them? What memories do they hold dear? What values do they express?

Partner Share

4. Have students pair up and share what they discovered about the authors in their respective cookbook excerpts. Encourage them to discuss similarities and differences.

Whole Group Share

5. Invite a few students to share what they learned about the authors from their chosen cookbook excerpts. Discuss the various identities and backgrounds of cookbook authors.

Closing

6. Ask students to reflect on the importance of understanding the identity of cookbook authors. Why is it valuable to know more about the people behind the recipes and stories?

Lesson 4: Gathering Our Recipes

Learning Target: I can engage in a meaningful conversation about a specific food memory or tradition with a connected recipe to contribute to our class cookbook, understanding that it reflects our community and serves as a historical document.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - ID.3-5.5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
 - DI.3-5.9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.
-

Focus Question: Why are specific food memories and traditions important? How do they contribute to our class cookbook as a reflection of our community and history?

Teacher Overview: Students will be introduced to a homework assignment focused on specific food memories and traditions. They will discuss and choose a food memory or tradition with a connected, specific recipe. This assignment celebrates the importance of culinary heritage and show how our class cookbook will serve as a historical document reflecting our community.

When approaching an assignment centered on personal food memories and traditions with specific recipes, it's essential to be sensitive to the diverse experiences of our students. Some students may not have traditional family recipes or food memories, and it's crucial to create a supportive environment that allows them to participate comfortably. Students should feel free to choose any food memory or tradition that holds personal significance and provide a specific recipe that goes along with it, even if it doesn't come from a family recipe. The focus is on celebrating what connects them to their identity.

Materials

- Homework assignment sheet (see following pages)
- Writing materials
- Access to email for digital submissions

Formative Assessment: Assess students' understanding by reviewing their homework assignments. This includes the specific food memory or tradition they chose, the specific recipe that is connected to it, and how it connects to their identity.

Instructions

Launch

1. Begin by explaining the purpose of the homework assignment, which is to collect specific food memories and traditions with connected, specific recipes to contribute to our class cookbook. Discuss the significance of these memories and traditions in connecting us to our identity. Encourage students to think about their own unique experiences.

Shared Activity

2. Provide a brief overview of the homework assignment, including the types of food memories or traditions students can consider. Discuss why these memories and traditions are essential for the class cookbook as a reflection of our community and history. Emphasize the need for a specific recipe to accompany the memory or tradition. Encourage students to share stories and ideas.

Independent Practice

3. Assign the homework to students, making sure they understand that they should choose a specific food memory or tradition and provide a specific recipe that is meaningful to them. They should reflect on why they made that choice and write it down.

Partner Share

4. In the next class, have students pair up and share their experiences, stories, and the specific food memories or traditions they've chosen, along with the connected recipes, with a classmate. This promotes collaboration and helps students refine their thoughts and ideas.

Whole Group Share

5. Invite a few students to share their chosen specific food memories or traditions, the connected recipes, and the reasons behind their selections with the whole class. This encourages students to express their ideas and celebrate their unique connections to their identity.

Closing

6. Summarize the importance of these specific food memories and traditions in the context of the class cookbook project as a reflection of our community and history. Remind students to submit their homework, whether in class or through email. Express excitement about the upcoming class cookbook.

Homework Assignment: Family Recipe Sharing

Dear Students,

We're embarking on an exciting project in class: creating a class cookbook that celebrates our food traditions and cherished memories! To get started, we would like you to have a meaningful conversation with your family about a recipe that you'd like to include in our class cookbook.

Here are some questions to think about as you begin your discussion with your family:

- What food gives you comfort or feels familiar?
- Are there foods that you associate with certain times of the year or special occasions?
- What is a food you absolutely love to eat?
- Is there a specific food that triggers a strong, beautiful memory for you?

Once you've had this conversation with your family, choose one recipe that holds a special place in your heart, whether because of its taste, the memories it evokes, or its significance in your family's food traditions.

Homework Prompt: What recipe did you choose and why?

In your response, please share the name of the recipe, the reasons behind your choice, and any stories or memories connected to it. We can't wait to hear about the wonderful recipes you discover!

Recipe Submission

You have the option to either write your chosen recipe on this sheet, making sure to include the ingredients and the steps to make your dish, or you can attach it to this sheet. Additionally, please remember to credit the source of the recipe.

You can submit your homework in class or email it to your teacher. We're looking forward to learning more about your family's food traditions and cherished recipes. Let's create a class cookbook filled with love, stories, and delicious dishes together!

Sincerely,

Lesson 5: Headnote Exploration

Learning Target: I understand the purpose of a headnote in a cookbook and can identify the parts that make a great one.

Standards

- CCSS.ELA-LITERACY.W.5.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Focus Question: What is the purpose of a headnote in a cookbook, and what are the key components that make a great one?

Teacher Overview: Students will explore the concept of a headnote in a cookbook and learn about its purpose. They will also identify the essential components that contribute to the effectiveness of a headnote. This lesson enhances students' reading comprehension and writing skills.

Materials

- A cookbook with well-crafted headnotes
- Whiteboard and markers
- Projector and screen (or printed examples of cookbook headnotes)
- Individual notebooks or paper for students
- Writing materials for students

Formative Assessment: Assess students' understanding by observing their engagement with the cookbook headnotes and their contributions during partner sharing and whole group sharing. The closing activity will provide insights into their comprehension of the importance of well-crafted headnotes.

Instructions

Launch

1. Begin by discussing what students know about cookbooks and what a headnote is. Show them an example of a cookbook headnote. Ask them to share what they notice about it and how they think it contributes to the cookbook.

Shared Activity

2. Select a cookbook with a well-crafted headnote and read it to the class. Discuss the purpose of the headnote, including how it can provide context, background, or a personal touch to the recipe. Highlight the key components of a great headnote, such as a brief story, relevant information, or personal experiences.

Independent Practice

3. Distribute copies of cookbook headnotes to students. Ask them to read the headnotes and identify the key components that make each one great.

Partner Share

4. Have students pair up and discuss their findings. What did they identify as the components of great headnotes in the cookbooks they examined? Encourage them to compare and contrast their observations.

Whole Group Share

5. Select a few students to share what they found regarding the key components of great headnotes. Discuss the various elements that contribute to a well-crafted headnote.

Closing

6. Ask students to write a short paragraph explaining the importance of a well-crafted headnote in a cookbook. What does it add to the overall cooking and reading experience?

Lesson 6: Headnote Writing

Learning Target: I can create an effective headnote for the recipe I've chosen from my food memory homework assignment, incorporating the essential elements that make a great headnote.

Standards

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.

Focus Question: What are the essential parts of an effective headnote for a recipe, and how can we create a compelling headnote for a recipe connected to a food memory?

Teacher Overview: Students will learn about the significance of a headnote in a cookbook and its role in connecting a recipe to personal food memories. They will explore the essential elements of an effective headnote and have the opportunity to write their own headnote for the recipe they've chosen from their food memory homework assignment.

Materials

- Recipe from their food memory homework assignment
- Writing materials (notebooks, pencils)
- Examples of great headnotes

Formative Assessment: The teacher will assess students' understanding by reviewing the headnotes they have written for the recipes they selected from their food memory homework assignment. The assessment will focus on the incorporation of essential elements and the emotional connection to the food memory.

Instructions

Launch

1. Begin by discussing the purpose of a headnote in a cookbook. Explain that a headnote provides context, shares a personal story, and enhances the connection to a recipe. Show examples from sample cookbooks to illustrate the different elements found in headnotes.

Shared Activity

2. Review the essential parts of an effective headnote, which may include a personal story, the cultural significance of the recipe, the emotions it evokes, and any special memories associated with it. Discuss how these elements can be applied to the recipe each student has chosen from their food memory homework.

Independent Practice

3. Have students use the recipe they selected from their food memory homework assignment to write a headnote. Encourage them to incorporate the essential elements discussed in the shared activity.

Partner Share

4. Have students pair up and share their headnotes with a classmate. Encourage feedback and suggestions for improvement.

Whole Group Share

5. Invite a few students to share their headnotes with the whole class. Discuss what made their headnotes effective and emotionally engaging. Encourage other students to offer insights.

Closing

6. Summarize the importance of headnotes in connecting recipes to personal food memories and the significance of creating a meaningful and compelling headnote. Encourage students to continue working on their headnotes for the class cookbook.

Lesson 7: Recipe Technical Details & Writing

Learning Target: I can identify the key elements of a recipe, including technical details, write a clear and precise recipe using a recipe I've previously selected, and understand the importance of crediting sources in my work.

Standards

- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-LITERACY.W.5.2.A: Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- DI.3-5.9 I: feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Focus Question: What are the key elements of a recipe, and how can we write a clear and precise recipe using a recipe we've previously selected, while understanding the importance of crediting sources?

Teacher Overview: Students will explore the essential components of a recipe, including technical details, and practice writing a clear and precise recipe using a previously selected recipe. Additionally, they will learn about the importance of crediting sources in their work, demonstrating respect for the original creators.

Materials

- Recipe selected from a previous lesson
- Whiteboard and markers
- Projector and screen (or printed copies of a sample recipe)
- Individual whiteboards or notebooks for students
- Writing materials for students

Formative Assessment: Assess students' understanding through their ability to write a clear and precise recipe using a previously selected recipe with proper citation. Observations during partner sharing and whole group sharing will also provide insights into individual comprehension and group consensus.

Instructions

Part 1: Understanding Technical Details

Launch

1. Discuss the importance of technical details in a recipe. Explain that technical details are the specific instructions and measurements that ensure a dish turns out as intended. Show students a sample recipe and discuss how technical details are presented. Write their observations on the board.

Shared Activity)

2. Introduce the key elements of a recipe, such as the title, list of ingredients, and step-by-step instructions, focusing on the technical details. Discuss why these elements are crucial for successful cooking.

Part 2: Writing Your Own Recipe Using a Selected Recipe

Launch

3. Explain that students will create their own recipe using a recipe they've previously selected. Emphasize the importance of providing clear technical details to ensure that others can recreate the dish successfully and stress the significance of crediting the source.

Independent Practice

4. Have students use their selected recipe as a reference to write a clear and precise recipe for the same dish. They should include the title, ingredients, step-by-step instructions, and credit the source.

Partner Share

5. Have students pair up and share their recipes. Encourage feedback on how to improve clarity, technical details, and the proper crediting of sources.

Whole Group Share

6. Invite a few students to share their recipes with the whole class. Discuss what makes a recipe clear and easy to follow, and how crediting the source is an important part of this process.

Closing

7. Summarize the importance of clear technical details in a recipe and how crediting sources respects the original creators and helps others find more information. Discuss why it's essential to acknowledge the source of a recipe and demonstrate respect for their work.

Lesson 8: Graphic Design of Cookbook Page

Learning Target: I can combine a headnote and recipe into a visually appealing cookbook page considering the elements of good graphic design to create an inviting and readable layout.

Standards

- CCSS.ELA-LITERACY.W.5.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- ISTE Standards for Students 1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Focus Question: How can we combine a headnote and recipe into a visually appealing cookbook page, keeping in mind the principles of good graphic design?

Teacher Overview: Students will learn how to create a beautiful cookbook page using the Canva design tool. They will combine a headnote and recipe while considering the principles of graphic design to ensure the page is inviting, easily readable, and visually pleasing. This project promotes creativity and digital literacy. Canva is a free program for teachers that offers a pro version with an educator email. However, you can choose any design platform you prefer. If you don't have computer access, you can create cookbook pages by hand while applying the same graphic design principles.

Materials

- Access to computers or tablets with [Canva](#) installed
- Pre-written headnote and recipe
- Samples of cookbook pages for reference
- Projector and screen for demonstrations
- Writing materials for students

Formative Assessment: Assess students' understanding by reviewing their completed cookbook pages. The assessment will focus on how well they integrated the headnote and recipe, applied graphic design principles, and created visually appealing, readable, and enticing pages.

Instructions

Part 1: Introduction to Cookbook Page Design

Launch

1. Begin by discussing the importance of cookbook page design. Show students examples of cookbook pages and discuss what makes them visually appealing. Highlight the importance of clear organization and enticing visuals.

Shared Activity

2. Demonstrate the basics of using Canva to create a cookbook page. Show students how to select templates, add text, insert images, and format the layout. Discuss the importance of font choices, color selection, and image placement.

Part 2: Creating a Cookbook Page

Independent Practice

3. Provide students with their pre-written headnote and recipe. Instruct them to log in to Canva and create their own cookbook page by combining the headnote and recipe. Encourage them to use what they've learned about design principles to make the page inviting, readable, and visually pleasing.

Partner Share

4. Have students pair up to review each other's cookbook pages. They should provide feedback on design elements, clarity, and overall appeal. Encourage constructive suggestions for improvement.

Whole Group Share

5. Select a few students to present their cookbook pages to the whole class. Discuss what design choices they made and why they believe their pages are inviting and visually appealing.

Closing

6. Summarize the key takeaways from the lesson, emphasizing the importance of graphic design in cookbook pages. Discuss how design can enhance the reader's experience and make the recipes more accessible.

Ethiopian Bread

Beza Meskelle



This bread is so tasty. We eat it for almost every holiday. I make it with my mom. We can find Ethiopian red pepper powder in VT, but it does not taste as good as the pepper powder we get in Ethiopia. This bread is traditionally made for religious holidays & any festivities.

Recipes Origins:

Religious: Orthodox Christian Linguistically: Amharic Geographically:

Ethiopia Culturally: I eat it for Christmas, Easter, Thanksgiving, & Ethiopian holidays Nationality: Ethiopian

My Identity:

Religious: Christian Linguistically: Amharic Geographically: Ethiopia & USA

Ingredients:

- 2 ¼ teaspoon instant dry yeast
- 1 cup lukewarm water
- 1 teaspoon sugar
- 1 ¼ lb. (3 ½ cups) all- purpose flour (you can replace with one cup of flour with farina)
- 1 teaspoon kosher salt
- 1 tablespoon sugar
- 1 tablespoon Ethiopian red pepper powder spicy (berbere)
- 1 tablespoon vegetable oil
- 1 tablespoon baking powder
- 1 tablespoon nigella seeds (optional, but delicious!)

Instructions

- 1) Dissolve yeast in $\frac{1}{4}$ cup lukewarm water mixed with 1 teaspoon sugar, stir and let stand 5-10 minutes, until yeast forms vigorously.
- 2) Mix flour, sugar & oil in the bowl of a stand mixer fitted with dough hook. Add yeast and the rest of the water and knead for 2 minutes.
- 3) Add salt, baking powder, and nigella seed and continue to knead for 2 minutes. on medium high speed for five minutes.
- 4) If dough is too stiff, add a couple of tablespoons of water at a time. Remove bowl from mixer, cover with plastic wrap, and let stand in a warm place for 2 hours, until dough doubles in volume.
- 5) Grease a tall oven-proof pot 7-8 inches in diameter, or layer it with parchment paper. Pour dough in, cover with towel & let stand for 30 minutes more until it rises again.
- 6) Preheat oven to 350 degrees Fahrenheit. Put a round piece of parchment paper on top of the dough, to prevent not from touching the aluminum foil. Cover pot tightly with greased aluminium foil & top with a baking sheet & bake for 30 minutes. Now flip the pot over onto the baking sheet (so the challah is upside down) & bake for another 30 minutes. Remove challah from oven, flip challah out of the pot, let cool, & serve warm or at room temperature.





Rhubarb Pie

Asher Golding



Have you ever had rhubarb pie? If you had you would probably know how good it is. I usually have it at my grandma's house with my family on thanksgiving. But sometimes we have it other times too. Rhubarb pie is sweet and it is good fresh out of the oven. That is why rhubarb pie is the best pie!

My Identity:

Geographically: USA

Culturally: Thanksgiving
USA

Nationality:

Ingredients: (Filling):

2 lbs rhubarb stalks, trimmed

1 ½ cups sugar

1 ¼ cups cornstarch

1- 2 tsp grated orange zest (optional)

¼ tsp salt

Ingredients (toppings):

¼ cup butter room temperature

½ cup granulated sugar

½ cup all purpose flour

⅓ cup old fashioned rolled oats

½ teaspoon ground cinnamon

Instructions:

1. Preheat oven to 425 degrees. Line a 9 inch pan with half the dough/crust. Position a rack in the lower third of oven.
2. Without peeling, cut into 1 inch lengths: 1 $\frac{1}{3}$ to 2 lbs rhubarb stalks, trimmed. Measure 5 cups and combine in a bowl with: 1 $\frac{1}{4}$ to 1/2 cups sugar, depending on tartness of fruit, 1/14 cup cornstarch, orange zest, & salt.
3. Let stand for 15 minutes, stirring occasionally.
4. Pour the filling into the bottom crust and dot with 2 tablespoons of unsalted butter, cut into small pieces.
5. Cover with a pricked or vented top crust or lattice.
6. Lightly brush the top of the pie with milk or ice cream (optional) sprinkle with 2 teaspoons sugar.
7. Bake for 30 minutes, then lower the heat to 350 degrees and bake for another 25-30 minutes, until the juices are thick and bubbling.
8. Cool completely on a rack.

Lesson 9: Publication Party

Learning Target: I can participate in a publishing party for our class cookbook, share my recipe, and appreciate the recipes of my peers.

Standards

- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
- DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
- DI.3-5.9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Focus Question: How can we celebrate the completion of our class cookbook and share our recipes with classmates in a meaningful way?

Teacher Overview: Students will engage in a publishing party to celebrate their class cookbook. They will have the opportunity to share their recipes and appreciate the recipes of their peers. This event is designed to foster collaboration, appreciation for diverse cuisines, and the joy of sharing culinary traditions.

Optional Extension: Make a few recipes from the cookbook to serve during the party. Be mindful of dietary and cultural restrictions in your selections. Some students or families might be interested in or have capacity to make their recipes to bring in and share. Or, try partnering with your School Nutrition Department or family and community volunteers to source ingredients or help cook.

Materials

- Printed class cookbooks
- Colorful table settings and decorations
- Sticky notes at each table for leaving comments
- Copies of a checklist for students

Formative Assessment: Assess students' participation and their ability to leave meaningful compliments during the publishing party. Observations and class discussions provide insights into the students' understanding of the importance of celebrating diverse cuisines and culinary traditions.

Instructions

Launch

1. Begin by explaining the purpose of the publishing party. Emphasize the importance of celebrating the hard work put into creating the class cookbook and sharing recipes. Discuss the format of the party, including how students will rotate through tables and leave compliments.

Shared Activity

2. Review the guidelines for leaving compliments. Discuss the importance of being respectful and appreciative of the effort put into each recipe. Provide examples of meaningful compliments.

Independent Practice

3. Students will rotate through the tables where the cookbooks are placed. They will have the opportunity to read the recipes and leave compliments for their classmates using sticky notes. Each student will also receive a copy of the class cookbook.

Partner Share

4. After the independent practice, students can pair up and discuss their favorite recipes and compliments. This allows them to reflect on the positive experiences they had during the party.

Whole Group Share

5. As a class, discuss the highlights of the publishing party. Invite students to share their favorite recipes and compliments.

Closing

6. Conclude the lesson by expressing appreciation for the effort and creativity displayed by the students. Encourage them to continue celebrating their culinary traditions at home and exploring new recipes.

