FOOD TRADITIONS:
Exploring the Connections between Food and Culture

Made Possible in Part by a Grant from the City of Los Angeles Cultural Affairs Department
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California Common Core Standards Addressed

Note to educators: This curriculum can be adapted to most any grade or skill level and can support the teaching of various subjects. The standards cited below provide several possibilities.

Content Area: History–Social Science

Standard Identifier: HSS-K.6.3 Category: Learning and Working Now and Long Ago, Grade K
Overarching Standard: HSS-K.6 Students understand that history relates to events, people, and places of other times.

Standards Identifier: HSS-1.2.4, HSS-1.5.2, HSS-1.5.3, HSS-1.5.1 Category: A Child’s Place in Time and Space, Grade 1
Overarching Standard: HSS-1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
Standard: Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
Standard: Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
Overarching Standard: HSS-1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
Standard: Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Standard: Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

Standard Identifier: HSS-2.4.1 Grade: 2 Course: People Who Make a Difference, Grade 2
Overarching Standard: HSS-2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
Standard: Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

Standards Identifier: HSS-3.2.2, HSS-3.3.1 Grade: 3 Course: Continuity and Change
Overarching Standard: HSS-3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
Standard: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
Overarching Standard: HSS-3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
Standard: Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

Standard Identifier: HSS-4.2.7, HSS-4.4.3, HSS-4.4 Grade: 4 Course: California: A Changing State
Overarching Standard: HSS-4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
Standard: Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
**Standard:** Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

**Standard Identifier:** HSS-6.3.2, HSS-6.5.7  **Grade:** 6  **Course:** World History and Geography: Ancient Civilizations

**Overarching Standard:** HSS-6.3  Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

**Overarching Standard:** HSS-6.5  Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

**Standard Identifier:** HSS-7.11.2, HSS-7.4.5, HSS-7.6.6, HSS-7.7.4  **Grade:** 7  **Course:** World History and Geography: Medieval and Early Modern Times

**Overarching Standard:** HSS-7.11  Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

**Standard:** Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

**Overarching Standard:** HSS-7.4  Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

**Overarching Standard:** HSS-7.6  Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

**Overarching Standard:** HSS-7.7  Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

**Standard Identifier:** HSS-8.4.4, HSS-8.8.5, HSS-8.12.7, HSS-8.7.2  **Grade:** 8  **Course:** United States History and Geography: Growth and Conflict

**Overarching Standard:** HSS-8.4  Students analyze the aspirations and ideals of the people of the new nation.

**Overarching Standard:** HSS-8.8  Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

**Overarching Standard:** HSS-8.12  Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

**Standard:** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

**Standard:** Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

**Standard Identifier:** HSS-11.5, HSS-11.8.7  **Grade:** 11  **Course:** United States History and Geography: Continuity and Change in the Twentieth Century

**Standard:** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

**Overarching Standard:** HSS-11.8  Students analyze the economic boom and social transformation of post–World War II America.
Standard Identifier: HSS-PoAD.12.3.1  Grade: 12  Course: Principles of American Democracy  
Overarching Standard: HSS-PoAD.12.3  Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.  
Standard: Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

Content Area: Health Education  
Standard: Name a variety of healthy foods and explain why they are necessary for good health.  
Standard: Explain how to ask family members for healthy food options.  
Standard: Choose healthy foods in a variety of settings.

Standard: Analyze advertising and marketing techniques used for food and beverages.  
Standard: Recognize that family and cultural influences affect food choices.  
Standard: Identify internal and external influences that affect food choices.  
Standard: Use a decision-making process to select healthy foods.  
Standard: Set a short-term goal to choose healthy foods for snacks and meals.  
Standard: Describe the relationship between food intake, physical activity, and good health.  
Standard: Practice how to take personal responsibility for eating healthy foods.  
Standard: Analyze the influence of culture on family values and practices.

Content Area: World Languages  
Substrand: Cultural Products, Practices, and Perspectives  
Standard: Participate, use, describe, and discuss the relationships among target cultures’ products, practices, and perspectives in culturally appropriate ways in most informal and formal settings.  
Goal: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.  
Substrand: Cultural Comparisons  
Standard: Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students’ own cultures, and the target cultures.  
Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.  
Substrand: Intercultural Influences  
Standard: Describe how products, practices, and perspectives change when cultures come into contact.  
Goal: To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.  
Substrand: Diverse Perspectives and Distinctive Viewpoints
**Standard:** Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

**Goal:** To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

**Concepts for Review and Discussion:**

**The role of food in our lives:** Food is more than simply a tool for survival: it is an important part of our daily lives and is present when we make friends, celebrate holidays and participate in rituals, and family and community gatherings. Special foods are often prepared for important events and occasions, from weddings to funerals, political holidays to religious celebrations. The sharing of food has always been part of the human story.

**Questions:** What are some foods that students associate with special occasions or family members? What would holidays and family or community gatherings be like without food?

**Food and culture:** Food is an essential aspect of tradition and culture, which is defined as the behaviors, knowledge, beliefs, arts, laws, customs, capabilities, and habits of a particular people. Food and culture are inextricably connected.

**Questions:** What are some examples of cultures? Encourage students to provide examples of religious groups and distinct people within a larger society.

**Food and identity:** Food is one of the most visible expressions of cultural identity. Nearly every culture has its own food, or cuisine, and its own customs associated with eating food. The culture, or cultures, to which we belong often determines what, how, and when we eat. Cuisine, broadly defined, is the methods of cooking of a particular country, region, or group. Culinary practices are passed down from one generation to the next.

**Question:** What are some foods that students associate with certain cultures?
Cultural significance of food: Food has many symbolic meanings. It expresses and establishes the relationship between people and their environment as well as between people and what they believe. What is considered edible or even a delicacy in some parts of the world might be considered inedible in other parts. In some cultures, it is acceptable to eat pork, beef, horsemeat, and shellfish, while other cultures revile such practices. While the cuisine of various cultures incorporates chicken and noodles, the way cultures prepare these items differ. In Italy, noodles (pasta) are almost always made of wheat, while in Thailand, noodles are typically made of rice. In Asia, it is common to see rice at any meal, while in the United States, it is seldom served for breakfast. While geography and physical need will often influence a group’s diet, the values or beliefs that a culture attaches to specific foods will often dictate what the group eats or does not eat.

Questions: Cheeseburgers? Toasted grasshoppers? Raw fish? Snails? People who eat different foods, or similar foods in different ways, are often thought to be different as people. Eating habits are often closely linked to one’s culture, as are perceptions of what is acceptable to consume. Ask students to think of a time when they were asked to try something that seemed very different to them. How did they react?

Food as a unifying force: Food is often likened to a “universal language,” one that enables us to come together as a global community. Experiencing another culture’s food is often the first and easiest step to understanding that culture. Food is a common ground that brings people together.

Questions: Which will prove easier for most people, traveling to a distant country, or sampling its food at a local restaurant? What serves as most people’s introduction to a culture different from their own, learning the culture’s language or tasting its food?

Food and migration: When a group of people leave their homeland, country, or region of origin (emigrate) and migrate or
immigrate to another, they bring their traditional foodways with them. Preparing traditional foods helps preserve a group’s culture and maintain its distinct identity.

**Question:** What are some culinary traditions that students, students’ parents, or other family members trace to their countries or regions of origin or to the cultures to which they belong?

**Cultural diversity’s impact on the English language:** Immigrants and cultural groups have introduced numerous words to the English language. Words that are taken directly from one language and introduced to another are called “loanwords.” Examples of loanwords include ballet (French), pajamas (Hindi), karaoke (Japanese), cartoon (Italian), moccasin (Virginia Algonquian), safari (Arabic), anonymous (Greek), and rodeo (Spanish). When it comes to words referring to foods, there are many, many more, including ketchup (Chinese), cookie (Dutch), barbecue (Taino), taco (Spanish), croissant (French), sushi (Japanese), delicatessen (German), and pizzeria (Italian).

**Question:** Can students think of additional words?

**The impact of immigration on the nation’s culinary landscape:** Many popular foods—if not most of what we eat—were introduced to America through immigration. Examples include pretzels (Germany), bagels (Poland), gelato (Italy), pupusas (El Salvador), kimchi (Korea), kebabs (Middle East, though the word is of Turkish origin), beef jerky (Inca), fried rice and dim sum (China), and doughnuts (Netherlands). The list is extensive. The quintessentially “American” apple pie traces its origins to England. Pizza and hamburgers have become so integrated into the American diet that we forget they were born on the other side of the Atlantic Ocean, in Italy and Germany, respectively.

**Question:** Ask students to think of their favorite foods; then, determine the origins of these foods. (This can be part of a larger activity; see Activity 4 options 1 and 2.)

**As foods are transplanted they evolve.** Often, when food is transplanted from one country to another, it undergoes a series of changes. Some changes are immediate: for example, certain ingredients may have been plentiful or readily available in one country or region, but may not exist, or be scarcer or of different quality, in another. As ingredients are substituted or eliminated, a food’s preparation, taste, and appearance are altered. In other cases, foods change over a period of time: for instance, the bagel...
was considerably smaller when it first arrived in the United States. Foods also change in order to appeal to broader audiences. An immigrant or cultural group often modifies its foods to the tastes of its customers. Other times, foods undergo changes as a result of being adopted and commercialized. For instance, fast-food chains in the United States serve highly derivative forms of Chinese, Mexican, and Italian food (among others) that barely resemble the cuisines on which they are based. In many cases, hybrid foods are created: examples include the pizza roll (egg roll skins stuffed with pepperoni and cheese) and the bulgogi taco (Korean-style beef served in corn tortillas).

The foods we associate with certain cultures are often only the tip of their culinary landscape. Nations or countries are frequently associated with certain foods. For example, many people associate Italy with pizza and pasta. Yet Italians eat many other foods, and preparations of pasta vary throughout Italy. What we consider French, Mexican, Chinese, and Italian cuisines are often based on commercialized or derivative notions of these foods. In actuality, each cuisine consists of dozens of distinct regional foods.

**Question:** How are the foods that students eat at home—e.g., those prepared by family members with a more direct connection to the country or region from which the foods originate—different from versions of the same foods that are offered by restaurants, the school cafeteria, stores, etc.?

**Cultural diversity's impact on the English language:** More than 6,000 languages are spoken across the globe; more than 300 in the United States.
United States alone. Los Angeles, a city known for its diversity, is home to people from more than 110 countries and more than 130 different languages are spoken in the city. From Ethiopian *injera* and Chilean *empanadas*, to Bangladeshi *hilsa*, Vietnamese *phở* noodles, and Russian *kielbasa*, the city’s grocery stores offer an array of food products that represent the many cultures that call Los Angeles home.

**Questions:** What are some of the different types of restaurants and grocery stores that students have seen in the city? What are some languages that students hear spoken in Los Angeles?

**Food and globalization:** Many of the foods that fill our plates today are the result of millennia of selective breeding and human interaction. While some foods were common in many places, others spread across the world as a result of trade and cultural exchanges. The tomato, for instance, which is synonymous with Italian food, did not arrive in Europe until after Columbus’s voyages. Ireland did not have what became its most important crop, the potato, which is native to the Peruvian-Bolivian Andes, until after 1589. Spanish conquistadors were responsible for introducing the crop to Europe. Pecans are native to North America, while avocados are indigenous to Mexico and Central America. Oats and carrots are products of the Middle East and West Asia. Apples originated in Asia. Globalization has resulted in an increase in the diversity and availability of food, but it has not necessarily increased access to food or food security.

**Food is memory.** Many of us associate food with certain memories, both happy and sad, and with events, family members, and other loved ones. Food, therefore, can hold personal value for us. 

**Question:** What foods do students associate with certain people, places, or events? *(This question is related to Activity 5.)*
Learning Goals

Students will:
• Analyze the role of food in daily life and human interactions.
• Describe the relationship between food and culture.
• Identify the United States as a nation of immigrants.
• Describe how various cultures have made the United States the diverse country it is today in terms of cuisine, the arts, faith, and belief systems.
• Interrelate food and cultural identity.
• Identify the origins of the foods, including when they were introduced to the United States and the cultural group responsible.
• Describe the range of foods people eat in different cultures.
• Demonstrate awareness of the cultural significance of food and appreciation for the diverse cuisines of the world.
• Explain how immigrants have shaped and continue to influence the cuisine of the United States.
• Summarize how food can serve as a universal language.
• Identify how immigrants have shaped the English language as spoken in the United States.
• Explore the role of food in family and community life by learning about one another’s food traditions.
• Identify the origins of foods they encounter and enjoy in their daily lives.
• Recognize that what is often represented as the cuisine of a particular country, region, or culture is often a small sample of that group’s culinary heritage.
• Describe how foods that originated in a certain place have been popularized across the globe as a result of trade and cultural exchange.

Words to know/define:
ritual, cuisine, tradition, culture, ethnicity, community, origin, heritage

Activities

Learning about Food Traditions

Activity 1: Discuss the meaning of tradition: a belief or custom that is passed from one generation to the next. Students select a classmate, or the teacher assigns each student a partner. Alternatively, students can select a family or community member to interview. Students conduct interviews to learn about the different food traditions of their classmates and communities. See Worksheet 1 (Food Traditions).

Activity 2: Families often pass down favorite recipes from generation to generation or from friend to friend. Have students interview a family or community member about a favorite recipe. Using Worksheet 2 (Family Recipes, Community Stories), have students transcribe the recipe itself, including the ingredients and steps necessary to make it. As students present the various preparations, discuss how they demonstrate the diverse flavors of their cultures and the cultures that comprise their community. Encourage students to
try one or more of their classmates’ recipes. Consider printing copies of the recipes to distribute to the students. Or, compile the recipes to create a class cookbook, which can be used as a fundraising project or as an ideal end-of-year take-home gift for students.

Activity 3: How does a student’s cultural heritage or beliefs influence the way they practice a tradition? Select a widely celebrated holiday, such as Thanksgiving. Multicultural and regional traditions not only influence the way in which mainstays such as turkey, mashed potatoes, gravy, and yams are prepared: they have also resulted in a seemingly endless number of additions to the Thanksgiving table. Many Italian Americans serve pasta and upwards of a dozen side dishes that result in the turkey being less of the focal point. Ask students to list the traditions they practice for the holiday and discuss how the various practices are the same and different. For instance, some families will prepare a turkey in the oven or purchase a ready-made turkey. Others will barbecue or deep-fry the turkey, and still others will not serve a turkey at all. The greatest diversity is often found in the side dishes, with many preparations of stuffing and vegetables and other accompaniments that, collectively, may or may not resemble what has long been considered a “traditional” Thanksgiving. See Worksheet 3 (Holiday Food Traditions).

Investigating the Origins of Foods

Conversation starter: Share with students a favorite meal from your culture or a favorite meal from another culture. Describe the dish and how and when you first learned to appreciate it, i.e., growing up at home, living in a particular neighborhood, through a friend, or by traveling to a different place.

*The Gentile family enjoys dinner together in their Lincoln Heights, Los Angeles home, 1936*
**Activity 4:**

**Option 1:** Students, working alone or in groups, create a report on the cuisine of a particular culture, ideally other than their own, that is part of the fabric of the United States. They will explore how various cultures have contributed to making the United States the unique and diverse country that it is today. This works best when the teacher assigns each student a group to be the subject of their report. The report should cover:

- The country or region where the group originated, including a map depicting the group’s place of origin
- When this group first arrived in the United States
- Why the group came to the United States: what the pull and push factors were, and what other forces, if any, were responsible
- What areas of the United States the group settled in
- What some of their earliest experiences were; how they were treated and perceived by the larger society?
- What language(s) the group speaks
- What foods the group is particularly known for; students should describe them and say how they made
- Whether these foods are widely consumed by people outside of the group today
- Whether the foods have changed since they were first introduced to the United States, i.e., whether they have become commercialized, and whether they still resemble their original form

After students have presented their reports, facilitate a discussion about shared and non-shared experiences between the various cultures. Ask students to evaluate how immigration, both past and present, has shaped their lives, including what they eat, how they speak, the music they listen to, how they dress, etc.

**Option 2:** Students, working alone or in groups, create a report on a specific food or crop. The report will trace the food’s origins to where it was originally cultivated, domesticated, or conceived, and describe how and when it was introduced to the United States. Examples of crops include broccoli, artichokes, grapes, carrots, watermelons, and kiwi fruit. Examples of foods include doughnuts, macaroni and cheese, pretzels, banana splits, corned beef and cabbage, rice pudding, chocolate, hamburgers, fried chicken, pizza, falafel, potato chips, clam chowder, grilled cheese sandwiches, pho, guacamole, and hummus.

- The report should reference a minimum of three reliable sources and should cover:
  - The name of the food or crop and a brief description—in the case of a crop, the description can include its scientific name or species; for a prepared food, the description should list its main ingredients and a few variations as well as a brief explanation of how it is produced.
  - Approximately when and where it was first cultivated, domesticated, or conceived
  - Who was responsible for its inception (an individual, cultural group, or civilization)
  - When and by whom the food or crop first brought to the United States/North America
  - What circumstances motivated this group to come to the United States/North America (trade, immigration, colonization)
  - Whether the food or crop has changed since it was first introduced to the United States—is it more popular now? Is it consumed by a more diverse group of people? Has its appearance or preparation been altered?
Food as Memory

**Activity 5:** Share a memory you have that is connected to food. Create a descriptive picture for students with details such as where you were, how old you were at the time, who was present, what the food was, what your reaction to the food was, how the experience changed you, and how you react to seeing or tasting the food now. Facilitate a safe environment for sharing personal experiences. Be cognizant that memories connected to departed loved ones or other events can be emotionally charged and make students feel vulnerable. See Worksheet 4 (Food Memories).

Learning about the Evolution of Food over Time

**Activity 6:** Discuss with students how food production and diet have changed over the centuries as appropriate to their grade level and ability. Topics may include nomadic hunter-gatherer societies; the agricultural revolution; the Columbian exchange; scientific and technological innovation; advances in farming practices, transport, and production; cultural diversity; and the contradictions of the postmodern world, e.g., technological advances have increased the efficiency of food production and made food less expensive, yet many people still experience food scarcity; technology and the advent of convenience foods (fast food, junk food) have also led to a rise in obesity rates.

Also discuss some of the changes that have taken place in the United States over the past 150 years, how it has gone from being a society that lived primarily on farms and in rural areas to one that is
overwhelmingly urban and resides in cities. Ask students to think about a grandparent or other older person in their lives. How do they think the foods that he or she ate as a child were different from those they (students) eat today? How are the ways in which the grandparent or elder prepared, purchased, or otherwise obtained food different from the ways in which students source and prepare today?

Students then interview a community elder to evaluate how the interviewee’s diet and relationship with food have changed since they were young. Alternatively, the teacher can recruit a few subjects for the class to interview collectively. Model good interviewing strategies or conduct a mock interview with students to review practices such as making eye contact, taking notes as the interviewee speaks, and asking follow-up questions to clarify information provided and encourage the interviewee to expound (“How did you feel when that occurred?” or “Can you tell me more about that?”). Explain that strong interview questions are typically open-ended and elicit longer responses, i.e., they encourage the interviewee to tell stories rather than simply giving one- or two-word answers. Discuss any subject-matter boundaries, defining appropriate topics and ones that should be avoided. See Worksheet 5 (Changing Foodscapes).
WORKSHEET 1

FOOD TRADITIONS

Your name: _____________________________________________________________

Name of family/community member you interviewed: _________________________

Interviewee’s relationship to you:

☐ parent  ☐ brother or sister  ☐ grandparent  ☐ aunt or uncle  ☐ cousin  ☐ friend

☐ other ______________________________________________________________

Interviewee’s place of birth/culture with which he or she identifies: _________________

What is your interviewee’s special family tradition?
(Examples: barbecuing on July 4th before watching fireworks, decorating Easter eggs, making a birthday piñata, reciting blessings over a Hanukkah menorah, giving red envelopes for Chinese New Year.)

________________________________________________________________________

When does the interviewee practice this tradition? Name the holiday, the season, or another special time.

________________________________________________________________________

Are there decorations, music, or objects involved? Describe them. _________________________

________________________________________________________________________

________________________________________________________________________

Are there special things the interviewee does? ________________________________

Who started this tradition? How long has it been practiced by the interviewee and their family?

________________________________________________________________________

Is this tradition the same as it always was, or has it changed?

________________________________________________________________________

What are some special foods that the interviewee eats during this occasion? Describe their favorite.

________________________________________________________________________
Are there special traditions or rituals surrounding this food that the interviewee practices? Examples include someone being asked to cut the first slice of cake, saying a prayer before eating, fasting on specific days, not mixing certain foods together, abstaining from eating meat, and using certain utensils.

Does the food tell a story, or symbolize an idea, event, or person? Explain. Examples include charoset, which is a mixture of fruits, nuts, and spices that symbolizes the mortar the Israelites used during their enslavement in Egypt and is eaten during Passover; and oranges, which symbolize good luck, happiness, and abundance and are often displayed and exchanged during Chinese New Year.

Does the food have a family history connected to it? Is it associated with a certain family member? About how many years old is the recipe?
Student's name____________________________________________________________________________________

Name of person supplying recipe: ____________________________________________________________________________________________________________

Name of recipe: _______________________________________________________________________________________________________________________

Place where this recipe originated: ______________________________________________________________________________________________________

Is this recipe served for a special occasion? If so, which? ______________________________________________________________________________

Amount of time needed to prepare: ______________________________________________________________________________________________________

Number of people recipe serves: _________________________________________________________________________________________________________

Ingredients:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Directions:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Name: ____________________________________________________________________________________________________________________________________________________

Holiday: _________________________________________________________________________________________________________________________________________________

Foods we usually eat on this holiday:
______________________________________________________________________________     _____________________________________________________________________________
______________________________________________________________________________     _____________________________________________________________________________
______________________________________________________________________________     _____________________________________________________________________________
______________________________________________________________________________     _____________________________________________________________________________

Choose two of your favorite dishes from the list above and describe them.

Name of first dish: ___________________________________________________________________________________________________________________________

Description: ___________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________

Name of second dish: ___________________________________________________________________________________________________________________________

Description: ___________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
What is the food? Describe it.

_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________

What is the memory you have of this food?

_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________

Who was present?

_______________________________________________________________________________________________________________________________________________________________

What was the season or occasion?

_______________________________________________________________________________________________________________________________________________________________

What were the flavors, tastes, and aromas?

_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________

Was the food made by someone in particular?

_______________________________________________________________________________________________________________________________________________________________

Do you still consume this food today?

_______________________________________________________________________________________________________________________________________________________________

Is it important for you to keep this memory or food tradition alive? If so, how do you preserve the memory or tradition?

_______________________________________________________________________________________________________________________________________________________________
Student’s name: ____________________________________________________________________________________________________________________________________

Interviewee’s name: ______________________________________________________________________________________   Approximate age*: ____________

Interviewee’s place of birth/place where raised: ____________________________________________________________________________________________________________

Possible interview questions:

• When you were growing up, where did you source most of your food?
• Did you grow any of your own food or know the person/people who grew it?
• Who prepared most of the meals in your home?
• What did a typical meal consist of?
• How long did meal preparation take?
• What tools or appliances commonly used today were unavailable back then?
• Did you usually eat dinner together as a family?
• How often did you eat out or consume fast food or prepackaged food?
• What foods are more common now that were less common when you were a child (consider not only fast food but also diverse cuisines)?
• How are portion sizes different now from when you were younger?
• If you ate at a fast-food restaurant when you were a child how did the menu items and the beverage sizes compare to those offered at fast-food restaurants today?
• What were grocery stores like when you were a child? How did they compare to those today in size and in terms of the number of products offered?
• Were grocery stores usually owned by local people or were they chains?
• What did your school lunch consist of when you were a child? Did you bring lunch to school with you or eat in the school cafeteria? If your school had a cafeteria, what was it like?
• Did you purchase water as a child or drink tap water? If you purchased water, in what type of container did it come? How many disposable plastic bottles did you use on average each week when you were a kid? How many do you use now?
• How have the materials in which food is packaged changed from your childhood to today? Did you ever return bottles to be refilled or for a monetary refund?
• When you purchased flour, rice, or beans, in what types of packages were these items sold?
• Do you eat out more now than you did when you were young?