



World Feast

Objective: Students will learn about foods from different cultures and consider the varied ingredients.

Summary: Students will decide on and prepare an ethnic dish to share at a multicultural feast. They will research the recipe and its nutritional value.

Time: ½ hour on two class meetings, 1 hour on feast day

Student Grouping: Three to five students per group

Materials: Ethnic cookbooks, copies of handout on page 55, a calorie chart

Background Information: Foods can vary dramatically from one culture to another. Often there are economic, weather and historical influences on the foods of a particular culture. Many spicy foods come from areas where refrigeration is scarce. The spices act as preservatives and also can mask less appealing flavors of old ingredients. Rice traditionally was grown in climates where regular rains allowed the rice fields to remain flooded when needed. The very earliest forms of pizza were introduced to Italy when the region was occupied by Romans. The Italians started using the tomato sauce base, giving us what we today consider a typical pizza. Ironically, Italians didn't have the tomato until it was brought back to Europe from the Americas!

Just the Facts: There is a wide diversity of ethnic groups in Sonoma County. According to the 1990 census, 84.3 percent of the county's population is white, non-Hispanic; 1.4 percent is African American; .9 percent is Native American; 2.6 percent is Asian/Pacific Islander; and 10.6 percent is Hispanic. Many of the county's population are foreign-born, and historically these groups have contributed much to the growth and development of our county. (See "Our Human Roots," background information on page 63.)

Preparation:

1. Make a trip to your cookbook collection and the library and find some cookbooks for different cultures. You may browse, select and photocopy specific recipes or leave the selection up to the student groups. Some groups may want to use a family recipe rather than one from the books. While you're finding resources, look for calorie-counting information as well.
2. Think about how the students will be grouped. They will prepare the food away from school, so cost and arrangements for working together are considerations. Those students who can't take part in the food preparation can take on some of the research and writing parts of the group's presentation. Some students may gain confidence by being able to share a food of their ethnic origin; others may broaden their experience by being part of an ethnic group other than their own.
3. Decide on the days for organization of the project and the date and time for the actual feast and presentations.



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Procedure:

1. *Day one:* Ask students what ethnic groups are represented by class members. List these groups on the board. Ask them what other ethnic groups are living in the area and add them to the list. Have students name foods they relate to these groups. Ask why they think the foods are different. What similarities exist?
2. Tell your students you are going to have a multicultural feast. They will work in groups to pick out a recipe and prepare it to bring to class on a given day.
3. Break the class into groups and distribute the worksheet. Give them time to read over the worksheet together. They will make plans and assign tasks for the next class meeting.
4. *Day two:* Have students meet in their groups and discuss the progress they have made. If the researchers have trouble finding information or determining the calories in their dish, this is the time to get help from their group.

Questions for Discussion:

- See worksheet

Extensions:

- Have students dress in ethnic costumes or bring/draw pictures of the costumes and discuss the function of the style.
- Add other questions on population, religion, climate and history to the outline.
- Have several feast days and ask the entire class to bring a dish from one ethnic group; thus, you would have Mexican Day, Chinese Day, Greek Day, etc.



