



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!

Marin Ag. Facts: There is a wide diversity of ethnic groups in Marin County. Today 76.9 percent of the county's population is white non-Hispanic, 3.1 percent is African American, 0.8 percent is Native American, 5.3 percent is Asian and 12.6 percent is Hispanic. Thirteen percent of the county's population is foreign-born. Historically these groups have contributed much to the growth and development of our county. (See "Our Human Roots," background information on page 37.)

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.



Procedure:

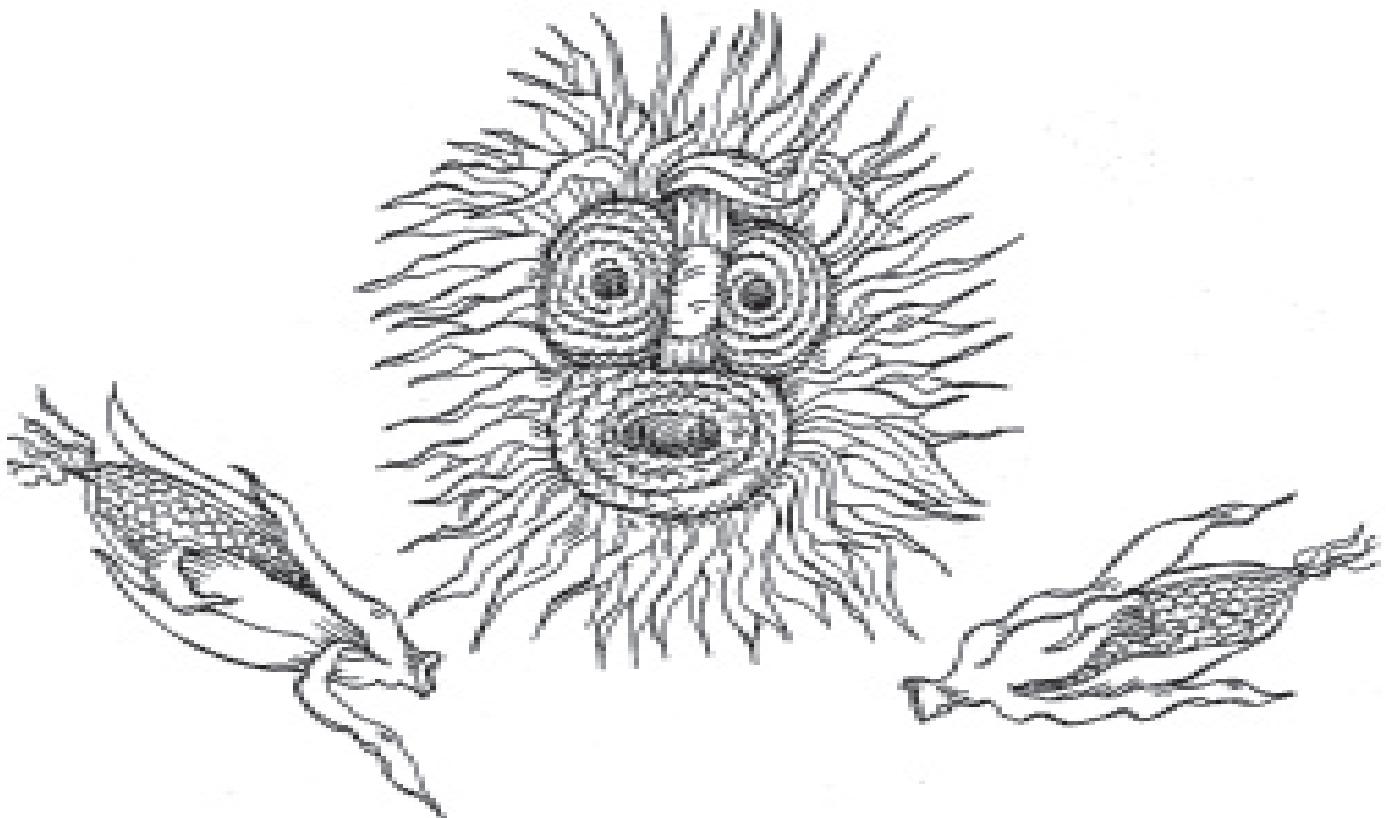
1. *Day one:* Ask students what ethnic groups are represented by class members. List these groups on the board. Ask them what other ethnic groups are living in the area and add them to the list. Have students name foods they relate to these groups. Ask why they think the foods are different. What similarities 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.

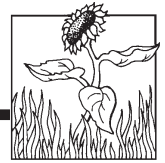
Questions for Discussion:

- 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.





World Feast Presentation

Names of group members: _____

Decide on an ethnic group and recipe you want to present on “Feast Day.”

Assign group members to find the answers to the questions below.

Others can arrange to prepare the food.

Be ready to talk about your ethnic group and the dish your group prepared on “Feast Day.”

Ethnic origin of recipe: _____

Country where this group originated (be ready to show us on a globe or map):

Name of dish and recipe: _____

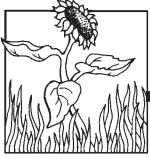
What are the main ingredients? _____

What plants/animals are used? _____

Are these plants/animals grown in the region of this ethnic group’s origin?

How many calories are in this dish? You may have to look under similar types of foods and estimate (make an educated guess about) the calories.





Banquete Internacional

Nombres de los miembros del grupo: _____

Seleccionen un grupo étnico y la receta que quieren presentar el día del banquete internacional.

Asignen miembros del grupo para empezar a buscar las respuestas para las preguntas a continuación. Otros pueden dedicarse a preparar la comida.

Estén listos para hablar acerca de su grupo étnico y el platillo que su grupo preparó para el banquete.

Origen étnico de la receta: _____

País de donde es originario el grupo. (Estén preparados para mostrar en un globo terráqueo o un mapa.) _____

Nombre del platillo y la receta: _____

¿ Cuáles son los ingredientes principales? _____

¿ Cuáles plantas, animales usaron? _____

Estas plantas/animales, ¿ crecieron en la región de origen del grupo étnico?

¿ Cuántas calorías tiene este platillo? (Pueden ver otros tipos similares de comida y calcular las calorías.)

