

Course Approval: Culinary Geography of the U.S.

This semester course will be a study of the development of the various food cultures of the United States, both past and present. The goal of the course will be to explore the various cultures and how they developed looking through geographical lense and evaluating the spatial, human, environmental, and regional influences on each food culture region. The course will be taught through various methods including lecture, primary source analysis, independent research, cookbooks, and cooking labs. The course will provide ½ credit of social studies elective.

I. Course Outline

Unit	Current Arkansas SS Standards Alignment	Timeframe	Assessments/Activities	Big Idea	Essential Questions	Core Resources
Introduction to American Food Culture	HS.5.G.2 HS.5.G.3 HS.6.G.2 WSP.1.G.1 WSP.1.G.4 PR.3.G.1	2 Weeks	Regional Cookbook Analysis Recipe evaluation Regional natural resource mapping Demographic data analysis (language, ethnicity, religion, etc.) The Multicultural Meal lab	Food Cultures are often tied to natural resources and migration patterns.	How does the natural environment often determine the culture of food in a given region? What role does migration play in developing a unique food culture?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Ultimate American Cookbook</i> www.foodtimeline.org/usa http://teachinghistory.org
Objectives: SWBAT (students will be able to) identify the various food cultural regions of the United States and explain their development by creating geographical representations of the 6 major food regions, their natural resources and demographic data. Further, students will identify recipes associated with each region based on the ingredients and preparation methods.						
The Northeast	WSP.1.G.4 WSP.2.G.1 WSP.2.G.3 HS.4.G.1 HS.4.G.2 HS.4.G.4 HS.6.G.2	3 Weeks	Boston vs New York City comparison Immigration data analysis and mapping "Why here?" test question creation New England vs Manhattan Clam Chowder lab	Close in spatial relation doesn't necessarily mean close in cultural relation	Why do people choose certain environments in which to live?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> www.foodtimeline.org/usa http://amhistory.si.edu/onthemove/learning/ http://teachinghistory.org
Objectives: SWBAT evaluate the spatial organization of people and its relationship to the variance of food subcultures in a region while generating questions about this organization and how it relates to people, places and environments. Students will evaluate immigration records and evaluate the role immigration plays in food culture.						
The South	WSP.1.G.4 PR.3.G.2 HS.4.G.3 HS.6.G.2 HS.6.G.4 ES.7.G.3	3 Weeks	Louisiana and the Acadians cultural research paper Cajun Recipe lab "The Diverse South" resource map Katrina and Gulf oil spill displacement analysis and food comparison "The invasive Lionfish" menu search	Governments, migration, and disaster often facilitate cultural diffusion. Regions, though similar in many ways, are often culturally diverse.	What causes people to move? What are the consequences of those movements?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> <i>A Square Meal: A Culinary History of the Great Depression</i> http://amhistory.si.edu/onthemove/learning/ http://teachinghistory.org
Objectives: SWBAT distinguish factors that led to the various cultural differences with a single region by mapping prevalence of specific dishes within sub regions and tying those dishes to available resources. Focusing on the Louisiana Purchase, students will analyze the cultural impact of governmental decisions and migration patterns. Students will examine the consequences of the Gulf oil spill and Hurricane Katrina in relation to the spread of Gulf Coastal food culture throughout other parts of the region.						
The Midwest	WSP.1.G.4 HS.6.G.2 HS.6.G.1 ES.7.G.1	2 Weeks	Farming maps Church Cookbook research Midwestern Grain cooking lab	How humans use and change the landscape will affect the culture of a region	How do manmade changes to the natural environment help shape food culture?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> www.foodtimeline.org/usa <i>America Eats</i>
Objectives: SWBAT evaluate the local culinary culture before and after the transformation of the landscape as a result of the agricultural development of the region.						

Unit	Standards	Timeframe	Assessments/ Activities	Big Idea	Essential Questions	Core Resources
The Southwest	WSP.1.G.4 HS.6.G.2 WSP.2.G.2 PR.3.G.3	2 Weeks	Population Density maps History of Technology and Population in AZ "Am I Write" perceptions of the desert southwest essay Navaho recipe lab	My view of a region may be unduly affected by my own culture and my perceptions of the environment in other places.	What causes me to accept or reject the food culture of other regions?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> http://teachinghistory.org
<i>Objectives: SWBAT evaluate their own perceptions of other regions and analyze their own food culture as a cause. Further, students will examine the role of technology and its influence on the population growth of the region.</i>						
The West	WSP.1.G.4 HS.6.G.2 WSP.1.G.2	4 Weeks	"The Rocky Mountain Problem"- a research paper detailing physical geography problems caused by the Rocky Mountains San Francisco vs Napa comparison Immigration booms in California timelines Chinatown recipe lab	The land itself may create barriers to the influence of culture. Pull factors are often reflected by the people and culture they entice.	Why did various American food cultures spread fluidly throughout the Midwest, South, and Northeast, but not the west and Northwest? How does motivation for movement affect the spread of culture?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> http://teachinghistory.org
<i>Objectives: SWBAT theorize the role of physical geography in prohibiting the spread of a culture to other regions. Students will also examine migration patterns and natural resources in physically similar but cultural different subregions.</i>						
The Northwest	WSP.1.G.4 HS.6.G.2 HS6.G.2	2 Weeks	"Like Swimming Upstream" research project focusing on the "farm to table" and renewable resources movement in food in the Northwest Create a recipe lab- student created recipes using the local and environmentally conscious ingredients	Social movements, including those that are a direct result of global strain, affect more than politics.	How might the scarcity of a resource motivate cultural shifts within a region?	<i>The American Plate: A Culinary History in 100 Bites</i> <i>Great American Cookbook</i> www.foodtimeline.org/usa . http://teachinghistory.org
<i>Objectives: SWBAT evaluate the role that scarcity and global connections influence culture while synthesizing examples of cultural shifts that show the ability to formulate and defend an argument.</i>						

II. Instructional Materials

- *America Eats*
- *The American Plate: A Culinary History in 100 Bites*
- *The Great American Cookbook*
- Historical maps and primary source documents
- Articles from Smithsonian Magazine, PBS.org, and others
- Chromebooks
- Multimedia Equipment
- Web-based learning using the websites <http://amhistory.si.edu> , www.foodtimeline.org/usa , and <http://teachinghistory.org>.
- Videos
 - Various episodes of “Good Eats” in which the culinary anthropology of a region is discussed
 - *Bizarre Foods America*- Travel Channel series that details the various american food culture through their most unique dishes
 - *Every Dish Has a Story: Mapping My Food History*

III. Targeted Student Population

- Students in grades 10-12 fulfilling ½ elective credit
- Prerequisites: None

IV. Application, Problem Solving, Higher-Order Thinking Skills

- Analysis Essays
- Student Inquiry Projects (Research papers/Multimedia projects)
- Recipe creation
- Student Identification of a Problem and Argumentative Debate (Cultural Bias)
- Digital Map creation

V. Instructional Strategies

- Cooperative Learning
 - Meets the needs of communication for interpersonal learners
- Setting Goals
 - Meets the needs of process learners
- Graphic Organizers
 - Meets the needs of visual/spatial learners
- Ongoing Feedback and Reflecting on Learning
 - Meets the needs of all learners, especially struggling learners
- Note Taking
 - Meets the needs of auditory learners
- Student Led Discussions

- Meets the needs of students who learn best from other students
- Student Generated Research
 - Meets the needs of Intrapersonal learners
- Hands On Activities
 - Meets the needs of kinesthetic learners
- Minute Papers
 - Meets the needs of all students to serve as a reflective tool.

VI. Assessments

- Quick/Informal Assessments:
 - Timed Retell
 - Student Reflections
 - Small Group Discussions
 - Whole Group Discussions
 - Socratic Seminar
 - Four Corners
 - Debate
 - Student Critiques/Peer Reviews
- Formal Assessments:
 - Presentations
 - Research Presentation
 - Group Presentations of various assignments
- Tests and Quizzes
- Vocabulary and other daily assignments

VII. Hands-On Activities

- Recipe Creation
 - In each unit, each student will independently or cooperatively create a recipe that reflects cultural specifics of each region. Students will evaluate the availability of natural resources, attitudes about the use of those resources, the influence of migration and immigration, historical aspects of the region (natural and manmade disasters, etc), costs, and cooking technique and technology and demonstrate understanding of these factors by incorporating them into the recipes. These recipes will then be evaluated by other students and chosen by class vote for production in a kitchen lab.
- Digital Map Creation using My Maps
 - Students will create a series of interactive maps that detail the migration of people, the spread culture throughout a region, and the differences within a region. These maps will focus on ideas such as population concentration, demography, cultural diffusion and convergence, as well as the topographical data of specific regions of study. The goal of the maps is to demonstrate the understanding of geography and change over time. Through this exercise, students will analyze the effects of key events,

technology, and natural resources to predict how those will affect the spread of food culture throughout the country.

- Four Corners
 - This activity encourages students to analyze the strengths and weakness of arguments. By the end of the lesson, students are able to express their positions, as well as opposing arguments, on a particular issue. Students will work in groups to clearly verbalize their positions on a specific issue/topic. The teacher posts four large pieces of paper in the four corners of the room with these words written on them: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree. Then the teacher will write an argumentative topic on the board (Which food region is most culturally similar to my own?). Students are directed to move to the corner that best matches their position. Each corner will have two minutes to discuss and solidify their reasoning/logic. Each group selects a spokesperson to express the group's position. He/she has thirty seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently. After the first corner presents, those who have been persuaded will move to the appropriate corner. Each group will present their group's position in turn. Students will move to the appropriate corners if they have changed their minds. Then this will be used to provide written and visual assessments.

- Presentation Creation
 - Utilize Google Slides to create and present information in an interesting and engaging way.
 - Digital Media (video/audio) used to create a presentation/advertisement.

- Small Group Discussions: Placemat
 - Students are divided into groups and given paper with equal sections as the number of people in the group, leaving a space in the center. The group will be given a topic to think about and then write silently in their space about that question. Then they will discuss their individual responses and record common ideas in the center section. From there, students will create presentations or group writing activities working toward a common goal with their ideas.

Requirements for Research Paper & Multimedia Presentation

We will write a research paper in this class. You will want to do a little background research to help you decide on a topic. You are allowed to choose your own topic from a list I provide. You must select your topic by adding it to the shared document in research question form. We will not be turning ANYTHING in on paper, so make sure to do it all through Google. I will make comments and grade your paper electronically as well.

Paper

1. **Page Length**—3 Pages typed, double spaced. 12 pt. font and default margins. We will be turning these in electronically.
2. **Sources/Notes**—At least 5 different sources. Two of these need to be peer reviewed journal articles, both of which can be found online. Two others should be primary source documents or evidence. Be sure to use reputable internet sites to gather the most accurate information about your topic. **Simply copying and pasting the information from the website will more than likely encourage plagiarism when you begin writing, so try to summarize/paraphrase the information for your notes instead.** There will be a deadline for acquiring these sources.
3. **Deadlines**—You will have several deadlines for various materials (topic, sources, outline, etc.).
4. **Points**—Your paper will be graded as follows:
 - Sources and notes(by deadline) --15 points
 - Outline (by deadline) --15 points
 - Thesis (by deadline) --15 points
 - Introductory paragraph --15 points
 - Final paper 340-- points
 - i. Sources Incorporated=25 points
 - ii. Works Cited=25 points
 - iii. Parenthetical Citations & Plagiarism=25 Points
 - iv. Historical Thinking= 240
 - a. Continuity and change
 - b. Power and authority
 - c. People and environment
 - d. Groups and institutions
 - e. Global connections
 - f. Culture
 - g. Source analysis
 - h. Quality of argument
 - v. Usage & Mechanics=25 points
 - Presentation=100 Points (See information on the next page)

TOTAL POINTS:

--500

**Research Paper Rubric-- The Rocky Mountain Problem
Historical Thinking**

	5	4	3	2	1
Continuity and Change	Paper completely and correctly addresses cause and effect of the related topic	Paper correctly addresses cause and effect of the related topic with only minor omissions	Paper addresses cause and effect of the related topic with several omissions or minor misunderstandings	Paper only vaguely addresses cause and effect and shows serious misunderstandings	Paper makes an attempt at addressing ideas related to continuity and change but is incoherent or shows complete lack of understanding
Power and Authority	Paper completely and correctly addresses interconnection between topic and governance	Paper completely addresses interconnection between topic and governance with minor omissions	Paper addresses interconnection between topic and governance with several omissions or minor misunderstandings	Paper only vaguely addresses interconnection between topic and governance and shows serious misunderstandings	Paper makes an attempt at addressing the interconnection between topic and governance but is incoherent or shows complete lack of understanding
People and Environment	Paper completely and correctly addresses the topic in relation to physical and human geography	Paper completely addresses the topic in relation to physical and human geography with minor omissions	Paper addresses the topic in relation to physical and human geography with several omissions or minor misunderstandings	Paper only vaguely addresses the topic in relation to physical and human geography and shows serious misunderstandings	Paper makes an attempt at addressing the topic in relation to physical and human geography but is incoherent or shows complete lack of understanding
Groups and Institutions	Paper completely and correctly addresses the role of groups and institutions in relation to the topic	Paper completely addresses the role of groups and institutions in relation to the topic with minor omissions	Paper addresses the role of groups and institutions in relation to the topic with several omissions or minor misunderstandings	Paper only vaguely addresses the role of groups and institutions in relation to the topic and shows serious misunderstandings	Paper makes an attempt at addressing the role of groups and institutions in relation to the topic but is incoherent or shows complete lack of understanding
Global Connections	Paper completely and correctly addresses the interconnectedness of societies as related to the topic	Paper addresses the interconnectedness of societies as related to the topic with minor omissions	Paper addresses the interconnectedness of societies as related to the topic with several omissions or minor misunderstandings	Paper only vaguely addresses the interconnectedness of societies as related to the topic and shows serious misunderstandings	Paper makes an attempt at addressing the interconnectedness of societies as related to the topic but is incoherent or shows complete lack of understanding
Culture	Paper completely and correctly addresses cultural significance of the topic	Paper addresses cultural significance of the topic with only minor omissions	Paper addresses cultural significance of the topic with several omissions or minor misunderstandings	Paper only vaguely addresses cultural significance of the topic and shows serious misunderstandings	Paper makes an attempt at addressing the cultural significance of the topic but is incoherent or shows complete lack of understanding

					understanding
Source Analysis	Student uses appropriate sources for the argument, noting credibility	Student uses appropriate sources for the argument, but does not address credibility	Student uses sources for the argument, but some may not be appropriate for argument or topic	Student uses sources for the argument, but they are inappropriate or show extreme bias	Student uses inappropriate sources for the argument and show a lack of understanding
Quality of Argument	Paper develops strong arguments and refutes counterclaims effectively	Paper develops strong arguments and acknowledges the counterclaim	Paper develops strong arguments but does not address counterclaims	Paper develops weak arguments and does not address counterclaims	_____

Multimedia Presentation- “Like Swimming Upstream”

- As a group, you will be creating a menu and commercial for a new restaurant opening in Seattle, Washington. You will research and analyze the influence of the modern “green” movement as it relates to the food culture of the Northwest. Specifically, you will identify resources targeted by environmental activists for inclusion/exclusion in menus throughout the region. Further, you will evaluate alternate ingredients to those excluded based on current availability and and regulation. Beyond the menu, your group will create a radio or TV advertisement that highlights the current “farm to table” movement arguing why (or why not) patrons should frequent your restaurant (or others) and the validity of the movement as a culturally and socially responsible (or irresponsible) action.

Sample Unit Assessment:

Culinary Geography of the U.S.

Unit 1- Introduction

Match the definitions below to the correct term from the word bank. (Actual test will include 25 of the following terms covered in the class, not all that are listed)

- The location of a point on the Earth's surface that can be expressed by a grid reference such as latitude and longitude

- A locational characteristic that permits a place to be reached by the efforts of those at other places

3. A subdiscipline of geography which studies the spatial relationships between humans and agriculture and the cultural, political, and environmental processes that lead to parts of the Earth's surface being transformed by humans through primary sector activities into agricultural landscapes

4. The conversion of open spaces, landscapes, and natural environments by human action

5. The mixture of gases, aerosols, solid particles, and water vapor that envelops the Earth

6. Part of a sea or lake within a wide or narrow indentation of the shoreline

7. A line indicating the limit of a country, state, or other political jurisdiction or geographical entity

8. The study and practice of making maps and charts _____
9. A small, sandy, low-elevation island on the surface of an otherwise submerged coral reef

10. The place at which two or more streams flow together to form one larger stream

11. The line of high ground that separates the oceanic drainage basins of a continent

12. The accumulated habits, attitudes, and beliefs of a group of people that define for them their general behavior and way of life; the total set of learned activities of a people _____
13. A landform at the mouth of a river where the main stem splits up into several distributaries. It is formed from the deposition of the sediment carried by the river as the flow leaves the mouth of the river _____
14. The systematic analysis of population _____
15. A type of farming practiced in semi-arid or dry grassland areas without irrigation using such approaches as fallowing, maintaining a finely broken surface, and growing drought-tolerant crops _____
16. A subdiscipline of geography which studies the location, distribution, and spatial organization of economic activities across the world

17. The height of a point on the Earth's surface with respect to sea level _____

18. The broad lower course of a river that is encroached on by the sea and affected by the tides

19. A region or district that lies outside a city and usually beyond its suburbs _____
20. Agricultural land that is plowed or tilled but left unseeded during a growing season

21. An area of numerous fractures in the Earth's crust along which movement has occurred

22. Any system of computer software tools designed to allow users to record, store, manipulate, analyze, manage, and present large sets of spatial or geographic data _____
23. A large arm of an ocean or sea that lies within a curved coastline; similar to a bay but usually larger

24. An area tributary to a place and linked to that place through lines of exchange or interaction

25. A measure of distance north or south of the Equator _____
26. A measure of distance east or west of a line drawn between the North and South Poles and passing through the Royal Observatory at Greenwich, England

27. A wetland dominated by herbaceous rather than woody plant species and often found at the edges of lakes and streams, where it forms a transition between the aquatic and terrestrial ecosystems _____
28. A climate characterized by moist, mild winters and hot, dry summers

29. A large city or conurbation which is considered a significant economic, political, or cultural center for a country or geographic region and/or an important hub for regional or international connections and communications _____
30. The merging of the urbanized areas of separate metropolitan regions

31. A cattle- or sheep-ranching area characterized by a general absence of fences and in which livestock are allowed to roam freely

32. The branch of geography dealing with natural features and processes

33. A negative aspect or condition that motivates one to leave _____

34. A positive aspect or condition that motivates one to go and live in a particular place

35. A situation in which two or more culture groups occupy the same territory but maintain their separate cultural identities

36. An area having some characteristic or characteristics that distinguish it from other areas

37. Anything that is both naturally occurring and of use to humans _____

38. Movement between locationally separate places _____

39. Spread of cultural elements from one culture to another _____

40. Tendency of certain societies to become more similar _____

Push Factor	Pull Factor	Physical Geography	Cultural Diffusion	Accessibility	Spatial Interaction	Resource	Plural Society
Open Range	Metropolis	Marsh	Longitude	Latitude	Gulf	Fault Zone	Fallow Estuary
Dry Farming	Demography	Culture	Confluence	Cay	Cartography	Bay	Atmosphere
Anthropization	Hinterland	Absolute Location	Continental Divide	Exurb	Elevation	Delta	Boundary
Agricultural Geography		Metropolitan Coalescence		Economic Geography		Mediterranean Climate	
Geographic Information System		Cultural Convergence					

Multiple Choice

41. Cultural food region of the U.S. identified by its common use of seafoods such as clams and lobster, chowders, and breads such as Anadama and Parker House rolls.

- a. Northeast b. South c. Midwest d. Northwest

42. Cultural food region of the U.S. identified by recipes using fruits and vegetables grown in the Mediterranean climate.

- a. Northeast b. Northwest c. Southwest d. West

43. Cultural food region of the U.S. identified by traditional dishes cooked outdoors and using a vast array of game meats. Easily, this region is the most diverse.

- a. Southwest b. South c. West d. Northeast

44. Cultural food region of the U.S. identified by beef dishes and the heavy reliance on corn and potatoes as side dishes.

- a. Midwest b. South c. Southwest d. Northwest

45. Cultural food region of the U.S. identified by the use of freshwater fish such as salmon and trout as well as game meats like elk, moose, and caribou.

- a. Midwest b. Southwest c. Northwest d. West

46. Cultural food region of the U.S. identified by its use of spicy chili peppers and the heavy reliance on corn rather than wheat. It is largely influenced by the Native American cultures that pre-date the United States.

- a. West b. Southwest c. South d. Northeast

Short Answer

In 2005, Hurricane Katrina displaced thousands of residents of the Gulf Coast area around New Orleans and Gulfport, MS. As those displaced settled into new areas, they brought with them a distinct style of cooking with ingredients not commonly used in the areas where they settled. In 2018, many of these ingredients appear on the shelves or in the markets regularly as many of the locals now incorporate southern Louisiana style dishes into their daily meals.

47. Identify the push factor. _____

48. Speculate one pull factor that might provoke a second move by the evacuees. _____

49. Identify an example of cultural diffusion. _____

51. Contrast the migration of people displaced by the hurricane from that of the migration of Vietnamese who moved in large numbers to the same region in the 1970s as a result of the Vietnam War. _____

52. Briefly explain the role of natural resources on the development of a regional food culture.

51. Explain how technology has facilitated the diffusion of one regional food culture into another. Be specific.

52. Identify physical characteristics that often lead to the development of a regional food culture.

53. Provide one example of manmade change to the physical environment that helped define a regional food culture.

54. John is from California. While in the military, he moved to Iowa where he was introduced to biscuits and gravy with pork sausage. How might John's perceptions of the dish be influenced by his own food culture? Explain.

Essay

55. In a short, well written essay, identify one region other than the one in which you live to which you would consider moving. In your essay, address at least two pull factors for that region, the natural resources in that region, common menu items, and the demographics that influence the food culture.