Lesson Objectives

- Analyze how food traditions contribute to family identity
- Investigate family food traditions through interviews
- Compare and contrast the food traditions of different families

Suggested Grade Levels 4-12

Time Frame

Two or three 45-minute periods

Social Studies Performance Expectations

I. Culture — Early Grades (c); Middle Grades (c) IV. Individual Development & Identity — Early Grades (c); Middle Grades (c) (See Appendix)

Supplies

- Art supplies
- 8.5" x 11" plastic sleeves (4 to 5 per student)
- * Ring clips (3 per student)
- * Internet access
- Optional: Salsa Stories by Lulu Delacre (Scholastic, 2000)

Recipes for Tradition

Setting the Stage

- Ask students: Does your family have a "secret recipe"? Does someone in your family make a dish that is unique or that tastes better than or different from when other people make it?
- 2. Explain that foods are part of the traditions that give our families unique identities and help preserve our family history. To illustrate this concept, read and discuss two or three of the stories in Salsa Stories. If the book is not available, share a story about your family's food traditions with the class that says something about your family's heritage. Tell students: We are going to discover some of the food traditions in our own families, and collect and share them with others as a recipe book.

Activity Procedure

- Ask students to think about foods that are a part of their family traditions. Brainstorm
 a variety of reasons that might make a food or dish special. Remind students to think
 of examples from Salsa Stories. Reasons may include: an association with their cultural
 heritage; their preparation differs from the way other families make it; the person
 who prepares the dish or developed the recipe (e.g., Grandma's chocolate cake); the
 context in which the food is served (e.g., holiday, birthday, religious ceremony, or
 camping trip); a story or event associated with the dish (e.g., the roast chicken dad
 cooked for mom on the night he proposed to her); everyone in the family loves it.
- 2. Tell students they'll each be creating a "Recipes for Tradition" book featuring their family's recipes. Explain that they'll be able to share these recipes with the community through the Key Ingredients exhibition and all over the world on the Key Ingredients website. The book should include a cover and at least five recipes. Each recipe should be accompanied by a brief story or explanation illustrating the food's importance to the student's family and a photo or drawing. Encourage students to interview as many family members as possible when compiling their recipe books. Students can view examples of recipes and stories on the "American Cookbook Project" section of the Key Ingredient's website, www.keyingredients.org.
- Give students the option of creating their books using either a computer or art supplies. The pages should be 8.5" x 11" so they'll fit into the plastic sleeves.
 Students should secure the plastic sleeves with the ring clips.
- 4. Once the books are completed, divide students into groups of four or five. Ask them to each share two of the family food traditions in their books with the group. Assign students to select three food traditions presented by different people in the group and write a brief essay on how those traditions helped them learn about these three families.

5. Show students how to submit at least one of their recipes to the "American Cookbook Project" section on the Key Ingredients website. The website includes easy instructions for entering a recipe and related story. Also submit the class recipe books to your area's Key Ingredients hosts to complement the exhibition.

Lesson Extensions

- Ask students to prepare one of the dishes from their recipe book and bring it to school to share with the class.
- Compile the recipes from each student into a classroom recipe book. Reproduce the book so that each student gets a copy to take home.



Cochiti Pueblo family, Cochiti Pueblo, New Mexico, about 1920 Odd S. Halseth/National Museum of the American Indian, N32987