

## Foodways Activity:

<b>1. Colonial/Early American Food</b>
Students will research the evolution of selected foods and foodways in Early American History (prior to 1865) and their origins in European and/or African traditions.
<b>2. Objective:</b>
(Global Learning Objective) Research and analyze global cultures and influences on both early and modern North American culture. Upon successful completion of this lesson, students will be able to: <ul style="list-style-type: none"><li>• Explore provided links and other resources related to Colonial era foods and cooking</li><li>• Choose a recipe of further interest to the student</li><li>• Discuss the historical and cultural context of the student's chosen recipe</li><li>• Analyze and compare Old World European and Colonial American food traditions</li></ul>
<b>3. Time:</b>
3-4 Weeks
<b>4. Materials:</b>
Access to the course LMS (Blackboard, Moodle, etc.) and to the college's online libraries. Additional resources are listed in Section # 7 below.
<b>5. Procedure:</b>
<ol style="list-style-type: none"><li>1. Student will start by reading the links below: "Foodways: Dining is Social in Colonial Era" and "How Slaves Shaped American Cooking".</li><li>2. Student will then write a brief paper (about 3-4 pages) addressing the following components:<ol style="list-style-type: none"><li>a. Include a brief report on a recipe of your choice (suggested recipes can be found at the "Foodways" site, by clicking on the "History is Served" link and then clicking on the "Recipe Index", <b>or</b> at "The Great American Potluck" website). Discuss the history and/or cultural context of the recipe, and why it might be important to that particular culture. Why did you choose this recipe? Does it have "Old World" roots? Explain. (Feel free to include the recipe itself in your report.) (Resources # 1 and #2)</li><li>b. Analyze some foods and/or food traditions ("foodways") that are familiar to you. In what ways do these foodways reflect foods and traditions from the Old World, particularly Europe or Africa? How were these foods and traditions modified to suit the new environment in America? Explain.</li><li>c. Reflection: In the <i>National Geographic</i> article, "How Slaves Shaped American Cooking," Cornelia Walker Bailey says that "Everybody needs to keep in touch with their ancestors." Why is this important? Do you think it is more important for some groups of Americans than others? Why or why not? What makes food "one of the best ways to get close"? Explain. (Resources # 3 and #4)</li></ol></li></ol>

- d. (*Optional*): Invite your students to prepare samples of their recipes to share with the class, for a pot-luck meal. You will need to be aware of your fellow students' food allergies.

#### **6. Assessment:**

Project will be graded on the following basis:

- All references and sources are properly cited, both in-text, and in bibliography; any outside sources cited by the student are appropriate (15%)
- Essay observes appropriate rules of writing mechanics (grammar, spelling, punctuation, etc.) (15%)
- Essay maintains appropriate style of academic writing (15%)
- Essay is coherent, organized, and proper length (3-4 pages) (15%)
- Essay appropriately addresses all components of the prompts presented in #5 above (20%)
- All assertions made by the student are properly supported through use of cited evidence and/or properly reasoned arguments (20%)

#### **7. Resources:**

1. "Foodways: Dining is social in Colonial Era" (Colonial Williamsburg website):  
<http://www.history.org/Almanack/life/trades/tradefood.cfm>
2. "The Great American Potluck" (Library of Congress):  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/ckbk/>
3. Karen Pinchin, *National Geographic*: "How Slaves Shaped American Cooking."  
<http://news.nationalgeographic.com/news/2014/03/140301-african-american-food-history-slavery-south-cuisine-chefs/>
4. "Soul Food: Origins of Soul Food."  
<http://libguides.sunysccc.edu/c.php?g=67538&p=435812>