

## Mini-Unit Plan:

<b>Teacher's Name and Email:</b> Amy Stamm astamm@collaborative.org	<b>Program Name:</b> Berkshire CHC	<b>Program Type:</b> CHC
<b>Unit Title:</b> Foodways and Food Histories	<b>Theme or Content Area:</b> ELA	<b>Duration:</b> 8 hour-long classes

<b>Desired Results</b>	<p>This unit fits into a larger English Language Arts unit. What I am hoping for in having students work through this unit is that they will be able to contextualize their intimate family and institutional experiences with food within a larger historical and geographical context. Through the emotional entry point of food and food stories, I hope that students will see how their everyday experiences are tied in with much larger technological, colonial, institutional, political, and cultural histories.</p> <p><b>Learning for Justice Social Justice Standards</b> (<a href="http://www.learningforjustice.org">www.learningforjustice.org</a>):</p> <p>ID.9-12.2 Identity 2: I know my family history and cultural back ground and can describe how my own identity is informed and shaped by my membership in multiple identity groups.</p> <p>ID.9-12.3 Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.</p> <p>DI.9-12.8 Diversity 8: I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.</p> <p><b>Common Core Curriculum Standards:</b></p> <p><a href="#">CCSS.ELA-Literacy.RL.11-12.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><a href="#">CCSS.ELA-Literacy.W.11-12.7</a> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><u>RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p><u>W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),</p>
------------------------	--

distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  
b.Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  
c.Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
d.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
e.Provide a concluding statement or section that follows from and supports the argument presented.

**Essential Question(s)** (Open-ended questions/concepts that lead to deeper thinking & understandings):

- What do you think is important about food and food traditions?
- What do your family’s or community’s food traditions tell you?

**Transfer Goal(s)** (How will students apply their learning to other content and contexts?):

- Students will see themselves and their family’s/communities’ histories and traditions as important to the larger arcs of history.
- Students will learn to apply an analytical lens to their own experiences and to dig for the connections and stories underlying their own daily experiences.

**Learning and Language Objectives (Mastery Objectives):**

<b>Know:</b> factual knowledge, key vocabulary→	<b>Understand:</b> connections to essential concepts and contexts→	<b>Do:</b> application, demonstration of knowledge, understandings
<ul style="list-style-type: none"> <li>• Vocabulary: foodways, heritage, colonialism, post-colonialism, heir, tradition, glocalization, hybrid, de facto</li> <li>• Students will know the ethnic and geographical origins of the family meals they write about.</li> <li>• Students be able to trace the ethnic influences on their jail commissary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that food can be an important lens through which to examine history, geography, and cross-cultural influences.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary work</li> <li>• Analytical written responses to text passages</li> <li>• Research-based analysis of elements of chosen family and jail meals</li> <li>• Literacy-building exercises</li> <li>• Recipe book with instructions and historical anecdotes</li> </ul>

ment  
Eviden

**Performance Task(s) – Summative Assessment(s)** (Align with CCR & Content Standards):

Jail recipe book with annotated descriptions of the ethnic origin of different elements of each recipe.

Learning Plan	<p><b>Pre-Assessment(s):</b></p> <p>Written description of each student's favorite meal growing up</p>
	<p><b>Formative assessment(s):</b></p> <p>Description and instructions about how to make a well-known jail meal; research into the origins of different elements of this meal; reading text excerpts and answering comprehension questions; analyzing video excerpts; vocabulary assessments.</p>
	<p><b>Universal Design for Learning/Access for All: Instructional Strategies:</b>  <i>(Check all that apply for activities throughout the lesson)</i></p> <p><b>Grouping:</b>      <input checked="" type="checkbox"/> Whole Class    <input type="checkbox"/> Small Groups    <input type="checkbox"/> Partners    <input checked="" type="checkbox"/> Independent</p> <p><b>Access for All:</b>    <input checked="" type="checkbox"/> PYD/CRP    <input checked="" type="checkbox"/> Accommodations    <input type="checkbox"/> Modifications    <input checked="" type="checkbox"/> Arts Integration</p> <p><b>Differentiation:</b>    <input type="checkbox"/> Curriculum    <input checked="" type="checkbox"/> Instruction    <input type="checkbox"/> Assessment</p> <p><b>Technology:</b>    <input checked="" type="checkbox"/> Computer(s)    <input checked="" type="checkbox"/> LCD projector    <input type="checkbox"/> Document Camera (ELMO)  <input type="checkbox"/> Software _____</p> <p><b>Notes:</b> UDL principles: visual and verbal support (video introduction of featured poet; filmed performance of poem); graphic organizers; vocabulary support</p>
	<p><b>Literacy and/or Numeracy across Content Areas:</b></p> <p><b>Processes::</b>      <input checked="" type="checkbox"/> Reading    <input checked="" type="checkbox"/> Writing    <input checked="" type="checkbox"/> Listening    <input checked="" type="checkbox"/> Speaking    <input checked="" type="checkbox"/> Language</p> <p><i>Specific strategies (for example, word wall, pre-reading, summarizing, note-taking):</i>  SCROL strategy; word wall; Say/Mean/Matter; visualization; vocabulary assessment; participatory listening; class discussion; written responses.</p>
	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• foodways</li> <li>• heritage</li> <li>• colonialism</li> <li>• post-colonialism</li> <li>• heir</li> <li>• tradition</li> <li>• glocalization</li> <li>• hybrid</li> <li>• commissary</li> <li>• de facto</li> <li>• informal economy</li> <li>• currency</li> <li>• microbiome</li> <li>• chemical additives</li> <li>• ultra-processed foods</li> <li>• extracted</li> <li>• serotonin receptors</li> </ul>

- anatomical
- physiologic
- vagus nerve
- probiotic
- fermented

**Resources:** texts, materials, websites, etc.

- Alvarez, Gustavo (2015). *Prison Ramen: Recipes and Stories from Behind Bars*. Workman Publishing Company.
- Bullington, Kevin (2013). *Creative Snacks, Meals, Beverages and Desserts You Can Make Behind Bars: A Cookbook for Inmates (and Others on a Tight Budget) Looking to Put the Fun Back into Food*. CreateSpace Independent Publishing Platform.
- Cardinale, Alexandra and Vuelta, Aleli May (November 14, 2018). Video: "Why ramen is so valuable in prison." Vox: [Why ramen is so valuable in prison - Vox](#)
- Dikötter, Frank. *Exotic Commodities: Modern Objects and Everyday Life in China* (New York: Columbia University Press, 2006), 219-239.
- FCI Commissary List: [DUB CommList.pdf \(bop.gov\)](#)
- Food Republic (February 2, 2018). "Even Japanese Prison Food Is Healthy and Delicious." [Even Japanese Prison Food Is Healthy And Delicious \(foodrepublic.com\)](#)
- Godoy, Maria (August 26, 2016). "Ramen Noodles Are Now the Prison Currency of Choice." NPR: [Ramen Noodles Are Now The Prison Currency Of Choice : The Salt : NPR](#)
- Johnson, Albert "Prodigy" (2016). *Commissary Kitchen*. Infamous Books.
- Jung-Kim, Jennifer (September 8, 2021). "East Asia's Adaptation of Western Foods" video lecture.
- Lee, Jennifer 8. "[The Long March of General Tso](#)," in *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* (New York: Twelve, 2008), 66-88.
- Miller, Andrew (June 14, 2013). "Ever wondered what Japanese prison food tastes like?" *Japan Today*: [Ever wondered what Japanese prison food tastes like? - Japan Today](#)
- Naidoo, Uma (March 27, 2019). "Gut feelings: How food affects your mood." Harvard Health Publishing: [Gut feelings: How food affects your mood - Harvard Health](#)
- Rath, Eric C., "[The Global Spread of Sushi](#)," in *Oishii: The History of Sushi* (London: Reaktion Books, 2021), 137-175.
- Reutter, David M. (Aug. 4, 2018). "Prison Food and Commissary Services: A Recipe for Disaster." *Prison Legal News*. Oct. 8, 2021 issue: [Prison Food and Commissary Services: A Recipe for Disaster | Prison Legal News](#)
- Solt, George. *The Untold History of Ramen: How Political Crisis in Japan Spawned a Global Food Craze* (Berkeley: University of California Press, 2014), 162-177.
- [What Japanese Prison Food is Like ★ ONLY in JAPAN - Bing video](#)

## Outline of Lessons

**Introductory** (stimulate interest, assess prior knowledge, connect to new information):  
**Lesson One**

**Do Now:**

Writing exercise: Write about your favorite meal. What do you know about the cultural roots of this meal? What role has it played in your family? What are your earliest memories of eating it?

**Hook:**

Based on these writings, student volunteers will share stories of their favorite meals. The teacher will facilitate a discussion about overlaps and differences between these meals and food traditions that students share.

**Presentation:**

After tracking the information students provided in their favorite meal stories and using details that students share about their family traditions, the teacher will frame those meals within a larger history of food and foodways, discussing the farming practices that produce certain ingredients, differences in how and where certain ingredients have traveled, and local adaptations in preparing certain meals that originated in other countries.

**Practice and Application:**

Students will use a graphic organizer to list the ingredients in their favorite meals and determine which ingredients can be found in the meals or commissary they are provided in jail.

**Review and Assessment:**

Student volunteers will share observations about jail meals and commissary, and comparisons between these foods and what they eat at home.

The teacher will guide the class discussion to circulate around these essential questions:

- What do you think is important about food and food traditions?
- What do your family's or community's food traditions tell you?

**Extension:**

Students will ask at least one other person in their living unit for a recipe they learned in jail and write it down.

**Instructional** (build upon background knowledge, make meaning of content, incorporate ongoing formative assessments):

### ***Lesson Two***

#### **Do Now:**

Students will write down one recipe they've learned in jail, listing all of the ingredients and writing step-by-step instructions for how to make the dish.

Students will share their recipes and talk about who taught them the recipes or how the recipe was communicated to them.

#### **Hook:**

Students will watch the video, "Why ramen is so valuable in prison."

The teacher will facilitate a discussion among students about the different roles ingredients and dishes play within the prison community. The teacher will ask students to reflect on the ways in which food acts as currency or power within certain communities.

#### **Presentation:**

Using the SCROL strategy, students will read Maria Godoy's "Ramen Noodles Are Now the Prison Currency of Choice." NPR: [Ramen Noodles Are Now The Prison Currency Of Choice : The Salt : NPR](#)

Students will underline new vocabulary terms they find in the article and add them to the word wall. Students will choose

#### **Practice and Application:**

Students will read the FCI Commissary List: [DUB CommList.pdf \(bop.gov\)](#) and identify items with origins in different countries or regions of the world.

Students will compare the FCI Commissary List with the commissary list from their jail, focusing on the travel of spices and food products from other countries or regions of the world.

#### **Review and Assessment:**

Students will share their observations, and the teacher will introduce the idea of foodways and the content of the next class.

#### **Extension:**

### ***Lesson Three***

#### **Do Now:**

Using a word wall and individual glossaries of unit terms (foodways, heritage, colonialism, post-colonialism, heir, tradition, glocalization, hybrid), students will choose three terms to "sketchnote," or illustrate. This exercise makes use of the visualization strategy in which students connect the meanings of words to images in their minds. Students will continue to utilize the word wall and sketchnoting to incorporate new vocabulary and concepts.

**Hook:**

Students will share stories of the role Chinese food has played in their lives. The teacher will ask them what they know about the history of Chinese food in the United States.

Students will watch Jennifer 8 Lee's TED Talk, "The Long March of General Tso" and take structured notes on its content.

**Presentation:**

The teacher will facilitate a discussion about the global food market and ask students to brainstorm similarities and differences between Chinese and Japanese food/restaurants, including specific dishes and food preparation, status (which restaurants are considered fancy vs. everyday?), customer base, and relationship with the wider community.

**Practice and Application:**

The class will read excerpts from Eric Rath's "The Global Spread of Sushi" using the Say/Mean/Matter literacy strategy. The teacher will chunk the reading and have students complete Say/Mean/Matter graphic organizers.

**Review and Assessment:**

The teacher will facilitate a discussion about global issues, like overfishing, inconsistency in laws dictating food extraction practices, and climate effects, affecting foodways.

Students will write down one issue from this reading that holds importance for them.

**Extension:*****Lesson Four*****Do Now:**

Students will write a jail recipe for a dish that includes Asian elements – either Asian spices, Asian ingredients, or Asian influences in preparation techniques.

**Hook:**

The teacher will introduce the different cuisine in prisons found in different countries. For this class students will learn about Japanese prison food. First, students will watch the video: [What Japanese Prison Food is Like ★ ONLY in JAPAN - Bing video](#) (0:00-approx. 6:30).

Students will write reflections about Japanese prison conditions and cuisine, compared to their own experiences.

**Presentation:**

The teacher will

Students will read Food Republic (February 2, 2018). "Even Japanese Prison Food Is Healthy and Delicious." [Even Japanese Prison Food Is Healthy And Delicious \(foodrepublic.com\)](#)

Miller, Andrew (June 14, 2013). "Ever wondered what Japanese prison food tastes like?" *Japan Today*: [Ever wondered what Japanese prison food tastes like? - Japan Today](#)

**Practice and Application:**

After reading the two articles above on Japanese prison food, as well as "Gut feelings: How food affects your mood," students will break into pairs or small groups to fill in graphic organizers comparing the effects on mood of processed foods with fresh foods.

Students will add new vocabulary terms to the word wall. In pairs they will each create gestures for two of the words on the word wall.

**Review and Assessment:**

Students will speculate about how differences in prison cuisine and nutrition might affect people's emotions.

**Extension:*****Lesson Five*****Do Now:**

Students will write down one insight they had from the previous class and one change they would like to see in the jail food they consume.

**Hook:**

Students will watch excerpts of video tours of different ethnic markets and compare them during discussion.

**Presentation:**

Using the SCROL strategy, students will read excerpts from David M. Reutter's "Prison Food and Commissary Services: A Recipe for Disaster."

**Practice and Application:**

Students will respond in writing to a question of their choice based on the reading.

Sample questions:

- How has prison privatization affected the meals served to those who are incarcerated?
- Please compare prison conditions and/or prison food in two different countries.
- What role does commissary play in relation to cafeteria meals at your jail?
- What community role does food sharing play in your jail?

**Review and Assessment:**

Student volunteers will share their insights to these questions.

**Extension:**

Students will interview their friends to find at least one prison recipe. Students will write up these recipes to bring to the next class.

***Lesson Six*****Do Now:**

Students will choose two words from the word wall and either sketchnote them or write sentences illustrating their meanings.

**Hook:**

Students will look through the following texts for ideas about how to develop their own recipe books:

- Alvarez, Gustavo (2015). *Prison Ramen: Recipes and Stories from Behind Bars*. Workman Publishing Company.
- Bullington, Kevin (2013). *Creative Snacks, Meals, Beverages and Desserts You Can Make Behind Bars: A Cookbook for Inmates (and Others on a Tight Budget) Looking to Put the Fun Back into Food*. CreateSpace Independent Publishing Platform.
- Johnson, Albert "Prodigy" (2016). *Commissary Kitchen*. Infamous Books.

**Presentation:**

Students will read excerpts from the books listed above to get ideas about how to create engaging recipes and put them together into book form. In addition, they will locate at least one Asian influence to share with the group.

**Practice and Application:**

Students will begin compiling and editing their recipes, based on insights they've gained from these other prison recipe books, and designing the layout of their books.

**Review and Assessment:**

Students will share their reactions to other prison recipe books and their observations about global foodways represented in the cookbooks.

**Extension:**

**Culminating** (includes the **performance task**, i.e., summative assessment – measuring the achievement of learning objectives):

Note: This final lesson will require several classes as students work to design, compile, write, and edit their final projects.

**Lesson Seven**

**Do Now:**

Students will reflect on one way in which their perspective on food and food traditions has changed over the course of this class.

**Hook:**

Students will work alone or together to design the cover of their recipe book.

**Presentation:**

Students will gather all of their recipes, articles, graphic organizers, research materials, and stories.

**Practice and Application:**

Based on their personal experiences, the stories and recipes they've gathered from their friends, the research they've conducted on the ethnic routes of different commissary ingredients, and the dishes they've made in jail, students will create a jail recipe book. Students can work individually or together on this project. They will annotate their recipes to include the research they've conducted about the different ingredients or traditions specific recipes have drawn from, but their final projects can take on a variety

of forms. They can be hard-copy or computer-based, depending on access to technology. They can contain photographs or illustrations, comic strip dialogues, tributes to particular recipe originators or inventors, hip hop or poetic descriptions, etc.

**Review and Assessment:**

Students will present their final cookbooks to the class. The teacher will facilitate a discussion among students about what constraints led to certain acts of creativity, what ethnic traditions certain recipes drew from, how particular recipes have been communicated within the jail, and what students have learned about how their experiences in jail are connected to wider food histories.

**Extension:**