

FAMILY FOOD HERITAGE

Volume 10 / Middle School

“Food is the ingredient that binds family together.”

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**NASAFACS 6**

**6.1.4** Analyze the role of family in teaching culture and traditions across the life span.

**Objectives:**

Students will...

- Present written responses to a series of questions about cultural food heritage

**Essential Question:**

- What influences the foods that families eat?

**Career Clusters (& Pathways):**

- Hospitality and Tourism (Restaurants and Food/Beverage Services)

**FCCLA Connections:**

- Families First
- Culinary Arts
- Food Garnishing

**Materials List:**

- Nasco Food Replicas
- *Global Eating* DVD (WA23764)
- Optional – White Board
- Optional – EXPO® Dry-Erase Markers, set of 4 (6100285)



*Global Eating* DVD (WA23764)



### Introduction (10-15 minutes):

On a table in front of the room, set out an assortment of ingredients used in international recipes such as feta cheese, soy sauce, parmesan cheese, curry powder, kalamata olives, tortillas, sauerkraut, pita bread, cilantro, red beans, etc. Instead of using actual foods, Nasco foreign food replicas (those pictured at right include: Taco WA00870, Rice with Chicken WA00867, Beef Enchiladas WA00856) or pictures of foreign foods may be used. Start by asking the students what they think all of the foods have in common. Next, explain what each food is and with what country it is associated.



### Activity 1 (20-25 minutes):

Direct the students' attention to the *Global Eating* DVD.

Ask for a volunteer to discuss the location of countries where common ethnic foods

come from, such as lasagna, gyros, lo mein, egg rolls, tacos, etc. Discuss why they think these foods are so popular

here. Have students record a list of all the global foods they can think of on a piece of paper. Give them 5 minutes to do this. At the end of the time, have each student read their list. Record all answers on the white board with slash marks used when a food is repeated.

### Activity 2 (10-15 minutes):

Hand out a piece of paper to students with two questions on it:

1. Why do Americans eat so many foods of foreign origin?
2. Why are some foods more popular than others?

Each student should come up with at least one response to each question, but encourage multiple responses. Discuss the answers.



### Activity 3 & Conclusion (5-10 minutes in class) — Homework:

Have students record the responses to the next three questions based on answers from their parents, guardians, or grandparents.

1. What is the main country or countries of your heritage?
2. What foods from these countries do you remember eating as a child?
3. What foods from these countries does your family still eat?

The next three questions are to be answered by the student:

4. What value do you think there is in eating foods from your heritage?
5. Are there any foods from your heritage you want to fix for your children some day? Explain.
6. What benefit could there be to passing cultural food heritage on from one generation to the next?

\*This lesson should be followed by planning and preparation of foreign foods of the students' heritage. Students could bring in foods and a parent or grandparent can do a demonstration.