

PROJECT TITLE:	
Immigration and Food	
AUTHOR: Amanda Stevens, Orange County Public Schools	SUBJECT & GRADE LEVEL Third Grade Social Studies

CLASSROOM PRACTICE

1. **HI Overview & Teaching Thesis:** This lesson will make students aware of how immigration has affected American diversity in regards to food. Many popular foods have been introduced to America through immigration. In this lesson students will explore popular food items such as pizza, bagels, and fried rice, and how these foods came to America. Throughout the process students will be challenged to evaluate where food has come from and who brought it, as well as explore their own heritage. Students will develop an awareness of the diversity that exists in American through their dinner plates. Students need to know how immigration has affected their own lives, even being American born. As a nation of immigrants, it is vital for students to understand how immigration had affected their lives, even being American born. Exploring immigration's influence on food in the classroom can change the way students look at food they have simply considered to be American. This lesson can open their eyes to many foods immigrants have introduced to the United States, and make them think critically about other immigrant contributions.

2. **Suggested Grade Level and Length of Activities:** Third Grade – Two 45 minute lessons

3. **Significance & Relevance:** Why should you do this lesson with your class? Kids love food! Exploring immigration and diversity through food is a way for each child to make a connection to the lesson. Students will be eager to share family recipes and experiences they have had with various foods.
 - **Virginia Standards of Learning**
3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles or a republican form of government and respect for individual rights and freedoms.

 - **OAH Historical Inquiry Skills**
Historical Comprehension
 Students will evaluate photographs of grocery stores, markets, and streets.

Historical Analysis and Interpretation
 Students will evaluate the cause and effect relationship between immigration and how it has impacted commonly eaten foods in America by comparing these foods with immigrants' recipes.

4. Technology

Technology is used throughout this lesson through projecting a power point presentation. The lesson could also be enhanced by reading the book under a document camera and a projector.

5. Modifications, Differentiation, and Extensions –

- Research a family recipe and create a class cookbook.
- Make a food discussed in class.
- Write additional journal entries describing the immigrations experience.
- Keep a food journal and research how three foods the students eat came to America.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Food for Thought Guiding Questions What are American foods? Where do these foods come from?	SWBAT question and evaluate the origin of pizza, bagels, sandwiches, doughnuts, fried rice, spaghetti, sushi, and tacos. SWBAT identify the originating country of each food on a map.	Graphic organizer Draw picture of each food on its country of origin on a world map. Exit slip	Then, the students will analyze a list of commonly eaten foods and determine which foods are American. Students will explore each food in small groups and share their findings with the class. To assess, students will illustrate each food on the country from which it came. At the end of class, students will be asked to complete an exit slip about how different foods came to be in America.
Title: Coming to America Guiding Questions How did foods like pizza, pasta, kebabs, fried rice, tacos, bagels and meatloaf come to America? How has immigration affected America's diversity?	SWBAT explain that multicultural markets and restaurants are a result of immigrants. SWBAT explain that immigrants brought foods from their home country when they came to America through a class discussion. SWBAT recognize and explain that immigrants have influenced food ad American diversity.	Graphic organizer Writing Prompt	Students will view primary sources and discuss how immigrants have affected our grocery stores, restaurants, and diets. Students will listen to a read aloud and discuss throughout. As a closing activity, students will respond to a writing prompt about a traditional family food or recipe that is unique to their ethnicity or heritage and how they are a part of a diverse country.

7. Related Materials and Resources

Lesson plans for both lessons, as well as all necessary materials for each, are included and clearly labeled are provided.

Food for Thought lesson plan

American Foods Worksheet

Dinner plate graphic organizer

Dinner plate graphic organizer sample response

Food Information Sheets

World map worksheets (link provided in lesson)

Exit Slip

Coming to America lesson plan

Powerpoint presentation (Where in the World_PPT)

Writing prompt (Coming to America Writing Prompt)

Writing prompt rubric

Snapshot graphic organizer (Where in the World Worksheet)

How Pizza Came to Queens by Dayal Kaur Khalsa

8. Annotated Instructional Bibliography

The Great American Potluck at the Library of Congress

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/ckbk/index.html>

This is a collection of immigrants' recipes. It can be organized by region of origin, title, or category of recipe. Each recipe has a background explanation of where it's from and how it originated. It is a great resource for students who are interested in learning more about food from their own background.

Wilkes, Angela, *The Internet-Linked Children's World Cookbook*, (Scholastic).

An encyclopedic resource exploring recipes by country, this book provides a brief history or background on each food or recipe. Each country features related internet link so students can explore more about that country and its food. There is a detailed index, as well as internet safety precautions for children.